Strategic Planning FY 2016-2018

Final Report to the Board of Trustees
October 4, 2018

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:

I am pleased to present the *FY 2016-2018 Strategic Plan Final Report* to the Lake Land College Board of Trustees. Thank you to the dedicated staff from all units of the College who have embraced a transparent and accountable process in the pursuit of numerous strategic initiatives toward achieving three goals: advance student success; fulfill evolving and emerging education and training needs; and commit to quality, access and affordability. Thank you also to the numerous staff who have innovatively utilized the strategic planning process to prepare for our November 2018 Higher Learning Commission (HLC) visit by monitoring progress on high-priority action items aligned with our goals and identified by HLC during the College's successful 2015 Reaccreditation Review.

In the following pages we describe specific outcomes related to our goals, objectives, and strategies. Numerous performance dashboards, historical progress statements and brief narrative updates for each strategic initiative are provided. An overall summary illustrates that we have successfully realized achievement or met expected outcomes for 90% of the 107 total initiatives, with 75 strategies completed and 21 strategies meeting progress targets to date. This includes 17 HLC-related action items, with 16 strategies being completed and one meeting progress targets. The remaining 10% have been placed on hold (one strategy), abandoned (eight strategies), or are not meeting progress targets (two strategies) - largely due to the historic state budget impasse and resulting lack of available funds. Narrative updates reveal numerous collaborative and innovative efforts to foster success for every Lake Land student. Two great examples include increasing personal education planning for students and enhancing the student transition process for current GED and adult education participants.

We also provide updated, college-level key performance indicators (KPIs), with the addition of a more detailed format for each gauge. Summary measurements of the College's more general outcomes, such as our retention and graduation rates, are often the results of individual initiatives that may take years to materialize in our college-level indicators. Evidence that various initiatives are having a positive cumulative impact for improving student outcomes includes the facts that fall to fall retention rates have increased approximately five percent between the fall 2014 and fall 2017 cohorts and there is an upward trend for the success rates of first-time, degree-seeking students.

As we transition to the FY 2019-2021 planning cycle, we have identified two key focus areas which are meant to unite the College community in the pursuit of a few systemic, crucial strategies. The first key focus area is to implement Guided Pathways to Success (GPS), while

expanding K-12 and university partnerships, to provide a clear pathway to meaningful educational or career outcomes. The second key focus area is to implement data analytics in support of GPS and further our commitment to becoming a data-informed institution.

Guided Pathways to Success is an integrated, institution-wide approach designed to guide each student effectively and efficiently to their attainment of high-quality post-secondary credentials and careers. 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.

Currently, we are embarking on the first phase of GPS implementation goals in which we will clearly communicate the GPS vision and goals with the internal college community. Moreover, the cross-divisional Guided Pathways Leadership Team has been established and is prepared to create academic pathways and redesign processes for placement, advising and registration as necessary to support the pathways. Year one of GPS will focus on laying a firm foundation for the full development and implementation in the following two years. During year one, the Guided Pathways Leadership Team will 1) create an open dialogue with faculty and staff, 2) conduct staff and student focus groups, 3) pilot mapping process in one academic division, 4) develop meta-majors. Also, in support of the GPS implementation, we are piloting accelerated courses in English and Math for students requiring developmental education.
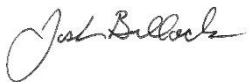
In year two, the Guided Pathways Leadership Team, utilizing the knowledge gained in the pilot implementation year, will work with the remaining divisions to complete the mapping process, establishing academic and career pathways. By the end of year two, Meta Majors and their Programs of Study will have been defined and default course sequences and schedules will have been established for each program. Orientation, registration and advising processes will be updated to help students choose a Meta Major with a mechanism to choose a Program of Study within two semesters. Implementation is scheduled to begin in year three. Through the development and implementation of the Guided Pathways Model, students should be able to seamlessly transition into higher education through multiple entry points and smoothly advance toward their educational and career goals.

Developing institutional intelligence or data analytics capacity supports our strategic goal of committing to quality, access and affordability. Data analytics capabilities enable the dissemination of readily accessible and actionable data and investigative tools to all college faculty and staff and create an environment in which all employees are trained in using data for

monitoring and improving the learning environment and promoting transparent, strategic decision-making.

Plans are currently underway to promote college-wide understanding of data analytics terminology and how data analytics can be used to improve student outcomes and operational efficiencies. These efforts will continue throughout the three-year planning cycle. Additionally, in year one we will 1) hire a leader with data analytics expertise, 2) procure appropriate tools and software for transition from numerous data silos to a unified platform, 3) establish data governance, data standards and a common data dictionary. In years two and three we will 1) identify data liaisons within each unit, department or division to foster communication between data analytics experts and staff, 2) identify three pilot projects, with one project in support of Guided Pathways, 3) ensure each unit has identified its own metrics to measure success, 4) develop plans to address continual quality improvement and training needs.

I look forward to providing more details in the upcoming *Spring 2019 Strategic Plan Mid-Year Report* as the College embarks upon a transformational process and creates the foundations required to implement GPS and data analytics during the FY 2019-2021 planning cycle. Thank you to the Lake Land College family for your willingness to embrace these challenges and your constant dedication to improving processes for the betterment of our students. And thank you to our partners throughout the district who support our mission of providing an affordable, accessible and effective learning environment for the lifelong needs of the diverse communities we serve.

Dr. Josh Bullock, President

Metric	Baseline	FY2016 Goal	FY2016 Outcome	FY2017 Goal	FY2017 Outcome	FY2018 Goal	FY2018 Outcome	3 YR goal	NOTES	Data Source
Lake Land College Strategic Plan College Level KPIs 2016-2018										
Goal 1: Advance Student Success										
CCSSE Benchmarks	Spring 2013	Spring 2016		Spring 2017				> 5%	CCSSE not implemented due to state budget impasse and reduced State funding	CCSSE: Mean of scales
Retention for degree seekers (excludes DOC)	Fall 2013		Fall 2014		Fall 2015		Fall 2016	> 5%	Completed (fall) includes only students who completed in the reporting fall term (i.e., fall 2013): transfers includes students transfer after reporting fall term; completed fall to fall includes students who complete fall, spring and summer; transfer in fall to fall includes students who transfer after fall, spring or summer terms	IR Enrollment Reports and National Student Clearinghouse
Cohort	3,708		3,442		3,350		3,254			
Fall to Spring										
Enrolled	74.40%		74.78%		73.94%		70.5%			
Completed (fall)	4.60%		4.33%		7.31%		5.3%			
Transferred	16.07%		18.42%		15.43%		9.8%			
Total Success Fall to Spring	**81.3%**	76.9%	**81.93%**	78.1%	**81.10%**	85.3%	**78.2%**			
Fall to Fall										
Enrolled	43.20%		44.33%		46.33%		45.6%			
Completed (fall, spring, summer)	26.43%		27.37%		26.00%		26.8%			
Transferred	16.07%		18.42%		15.43%		9.8%			
Total Success Fall to Fall	**71.2%**	68.9%	**73.16%**	70.1%	**74.30%**	74.7%	**73.3%**			
Persistence for Degree Seekers (excludes DOC)	FY2014		FY2015		FY2016		FY2017	> 3%	Full time based on number of hours earned during fall term. If 12 or more student full time or if less than 12 student considered part time.	A1 Report-not available until mid-end of August
Full Time Students	2,199		1,918		1,872		2,256			
Completed 24 or more Hours	76.0%	76.8%	78.3%	77.5%	79.7%	78.3%	65.4%			
Part Time Students	3,746		2,925		2,646		2,057			
Completed 12 or more hours	31.1%	25.1%	36.0%	25.3%	34.5%	32.0%	34.6%			

Text Color Code: Blue = Midyear figure   Black = Goal met   Red = Did not meet goal   Yellow Highlight = new numbers   Purple = preliminary figures

Goal 2: Fulfill evolving and emerging education and training needs

Metric	Baseline	FY2016 Goal	FY2016 Outcome	FY2017 Goal	FY2017 Outcome	FY2018 Goal	FY2018 Outcome	3 YR Goal	NOTES	Data Source
FTE Growth for All Students [3]	FY2015		FY2016		FY2017		FY2018	> 1%	FY16 FTE based on end of term reports data not available from ICCB yet	ICCB Summary Profile of all CC
Total FTE	6,658.5	6,392.1	6,376.9	6,593.3	6,067.0	6,733.6	5,390.3			
DOC FTE	2,585.1	2,585.1	2,551.7	2,585.1	1,827.0	2,585.1	1,453.0			
College FTE (non-DOC)	4,073.4	3,910.5	3,825.2	4,008.3	4,240.0	4,148.6	3,937.4			
Employment	FY2015		FY2016		FY2017		FY2018	> 1%	shifting data source from OFS to Perkins Job Placement and Peer to Peer data collection. Due to the low number of responses, this variable will no longer be included in the KPI's	OFS results for all AAS and CRT grads
Employment Status	36.50%	36.8%	41.8%	37.1%	28.60%	37.5%	44.9%			
Job Related to Field of Study (of employed)	96%	95.3%	94.1%	95.6%	95.40%	97.0%	72.9%			
Employer Survey Results *Began surveying Professional Advisory Boards fall 2015	Baseline TBD	TBD		TBD		TBD		TBD	Began fall 2015 with minimal results	Employer Survey
Partnerships	FY2016		FY2016		FY2017		FY2018			Student Internship Survey
As a result of my work based learning experience, I have a better understanding of concepts, theories, and skills in my program of study.	51% strongly agree		51% strongly agree		50.2% strongly agree		52.4% strongly agree		Top Box answers only are provided (i.e., strongly agree, great value) Baseline developed in 2016	
How valuable was your work based learning experience in providing additional experience beyond the classroom?	50% of great value		50% of great value		47.5% of great value		49.1% of great value			
Were you offered a permanent full or part time position with the organization providing the work based learning experience?	35% Yes		35% Yes		30.7% Yes		25% Yes			
Graduates who Transfer (Excludes DOC)	FY2014		FY2015		FY2016		FY2017	> 5%	Can't submit data to NSC until October for Transfer Data on Students	NSC/IR Grad Files Numbers related to cohort graduates within 200% time reporesent Associate Degree participants. Students receiving Certificates only are not included in the totals and percentages.
Total graduates	1,211		1,070		975		1,062			
Total Percent	32.9%		32.9%		33.1%		31.6%			
Number of Transfer Program Grads	404		389		311		302			
Percent that Transfer	66%	67.2%	66.3%	68.3%	67.8%	69.4%	71.20%			
Number of Career/Tech Program Grads	807		681		664		760			
Percent of Career/Tech that Transfer	16%	16.7%	11.6%	16.9%	16.9%	17.2%	15.90%			
Cohort Graduates Transfer and Graduate within 200% after leaving LLC (excludes DOC)	FY2011 Grads		FY2012 Grads		FY2013 Grads		FY2014 Grads			
Total Graduates	930		944		882		843			
Total graduates with transfer degree	334		330		318		404			
Percent of graduates with transfer degree	36%		35.0%		36.1%		47.9%			
Percent of transfer grads that transfer to another institution	78%		94.8%		68.6%		72.0%			
Percent of transfer grads that transfer and graduate from transfer institution	63%		54.5%		53%		58.2%			
Total graduates with CTE associate degree	596		614		564		439			
Percent of graduates with CTE degree	64.1%		65.0%		63.9%		52.1%			
Percent of CTE Program Grads that transfer to another institution	24.8%		26.9%		24.6%		31.0%			
Percent of CTE grads that transfer and graduate from transfer institution	10.9%		9.9%		11.0%		16.6%			

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9/25/2018

Metric	Baseline	FY2016 Goal	FY2016 Outcome	FY2017 Goal	FY2017 Outcome	FY2018 Goal	FY2018 Outcome	3 YR Goal	NOTES	Data Source
Tuition and Fees	FY2015		FY2016		FY2017		FY2018	Bottom quartile		ICCB (less book rental fees $11.30 for LLC) Table IV-8 in data book
Tuition and Fees Cost less book rental	$105.00	$105.00	$105.00		$116.00		$121.70			
LLC Rank of all 39 Community Colleges Districts	tied for 30th	30th or below	31st of 39	30th or below	31st of 39	30th or below	34th of 38			
Costs versus Inflation	FY2015		FY2016		FY2017		FY2018	<=Rate of Inflation	As of 07/2017 rate of inflation is 1.7% and will be updated at the end of the year. Monitor internally but remove from new KPI reporting	see footnote
Inflation[1]	0.7%		2.1%		2.1%		2.9%			
Tuition and Fees	$115.30	$115.30	$115.30	$118.76	$126.30	$135.14	$133.00			
Percent Change in Tuition and Fees	6.9%	0.0%	0.0%	1.0%	9.5%		5.3%			
Market Penetration	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Monitor % of in district population enrolled internally but removed from KPI.	Fall 10th Day Report
% of In District High School Graduates enrolled following fall	34.6%	40.0%	38.6%	40.0%	40.2%	40.0%	35%	40%		
% of in district population enrolled between ages of 18 and 64	3.20%	3.28%	3.32%	3.36%	3.45%	3.44%	2.60%	3.50%		IR Enrollment Report & Census
Cost/FTE	FY2014		FY2015		FY2016		FY2017	30th or below	FTE=Full time equivalent per student calculated by adding total end term credit hours/30. Effective fall 2018 the report reflects audited operations expenses versus revenues.	ICCB Table IV-12 for Operating Expenses and IV-1 for FTE: Audit for FTE less DOC.
Audited Operations Expenses (Funds 1 & 2 Less DOC[2])*	$38,460,164		$40,147,222		$42,964,073		$ 44,017,995			
Audited Operations SURS Contribution pass through	$8,711,368		$10,090,935		$11,679,457		$ 15,227,551			
Total Audited Operations Expenses Less SURS Pass Through	$29,748,796		$30,056,287		$31,284,616		$ 28,790,444			
Annual FTE Less DOC	5,187.0		4,580.0		4,364.0		4,240.0			
Cost/FTE[2]*	$5,735.26		$6,562.51		$7,168.79		$6,790.20			
Cost/FTE (where LLC falls compared to all other CC in IL)*	38th of 39	30th or below	35th of 39	30th or below	38th of 39	30th or below				

[1] http://www.usinflationcalculator.com/inflation/current-inflation-rates/
[2] http://www.iccb.org/data/?page_id=998
[3] http://64.107.108.133/pdf/reports/Annual_Enroll_Comp_2014.pdf

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9/25/2018

Institutional Key Performance Indicators

Goal 1: Advance Student Success

Outcome: Retention for all Degree Seeking Students

Fall to Spring and Fall to Fall Retention Rates by Fall Cohorts
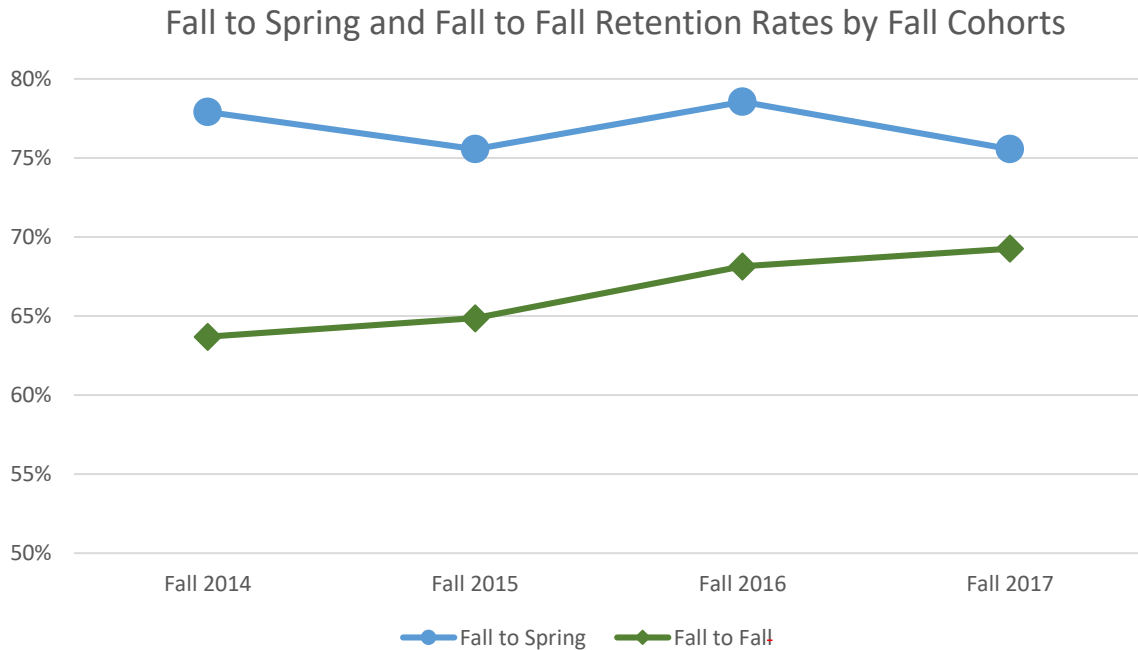
Definition: **Retention** rates represent the proportion of each cohort that continues enrollment and/or have completed a degree from fall to the following spring and/or the following fall. In this case, the fall cohort is defined as all degree seeking students enrolled in fall semester. Students are considered retained if they are enrolled in the following semester and/or have completed a degree. 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 75% and 78%. The fall to fall retention rates have increased about 5% between the fall 2014 cohort (64%) and fall 2017 cohort (69%).

Lake Land College Target: National or state averages related to retention for any degree seeker are not available. All data that could be found focused on first-time degree seekers. As a result, Lake Land will continue to track fall to spring and fall to fall retention rates for all degree seekers over time.

Source: Institutional Research End of Term Reports using ISS's End of Term Data.

Goal 1: Advance Student Success

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

Transfer Rates for Graduates and Non-Graduates by Fall Cohorts
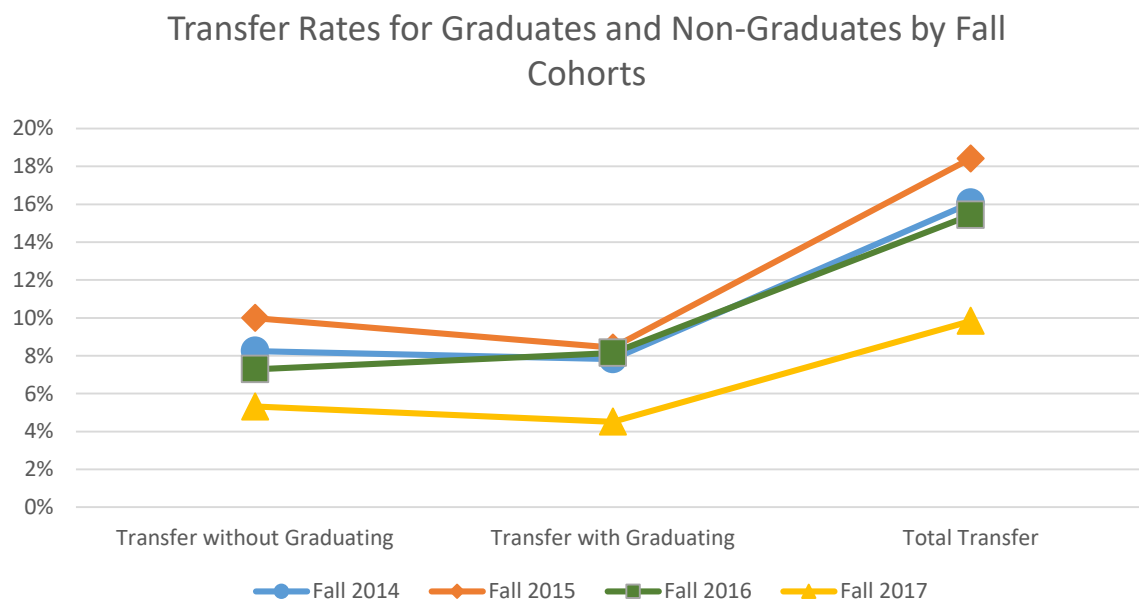
Definition: **Transfer** rates represent the proportion of each fall degree seeking cohort that transfers to another two- or four-year college or university by the following fall. In this case, the fall cohort is defined as all degree seeking students enrolled in the fall semester. Students can transfer 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 5% to 10% of degree seeking students at Lake Land College transfer to another institution before graduating. Around 4.5% to 8.5% transfer after graduating from Lake Land. On average, around 7% of degree seekers transfer before graduating and 7% transfer after graduating by the following fall. Overall, an average of 15% of degree seeking students transfer by the following fall. The fall 2017 cohort's transfer rate is several percentages below the other cohorts. This may be due to the timing of the submission. Data is usually submitted to the National Student Clearinghouse in October in order to capture as much data as possible and fall 2017 was submitted in September.

Lake Land College Target: According to the National Student Clearinghouse Research Center, around 31% of community college students transfer to a four-year institution within six years of first entering a community college.[1]

Source: Institutional Research End of Term Reports using ISS's End of Term Data.

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[1] Shapiro, D., Dundar, A., Huie, F., Wakhungu, P.K., Yuan, X., Nathan, A. & Hwang, Y. (2017, September). Tracking Transfer: Measures of Effectiveness in Helping Community College Students to Complete Bachelor's Degrees (Signature Report No. 13). Herndon, VA: National Student Clearinghouse Research Center.

Goal 1: Advance Student Success

Outcome: Overall Success Rates by Fall Cohorts

Fall to Spring and Fall to Fall Success Rates by Fall Cohorts
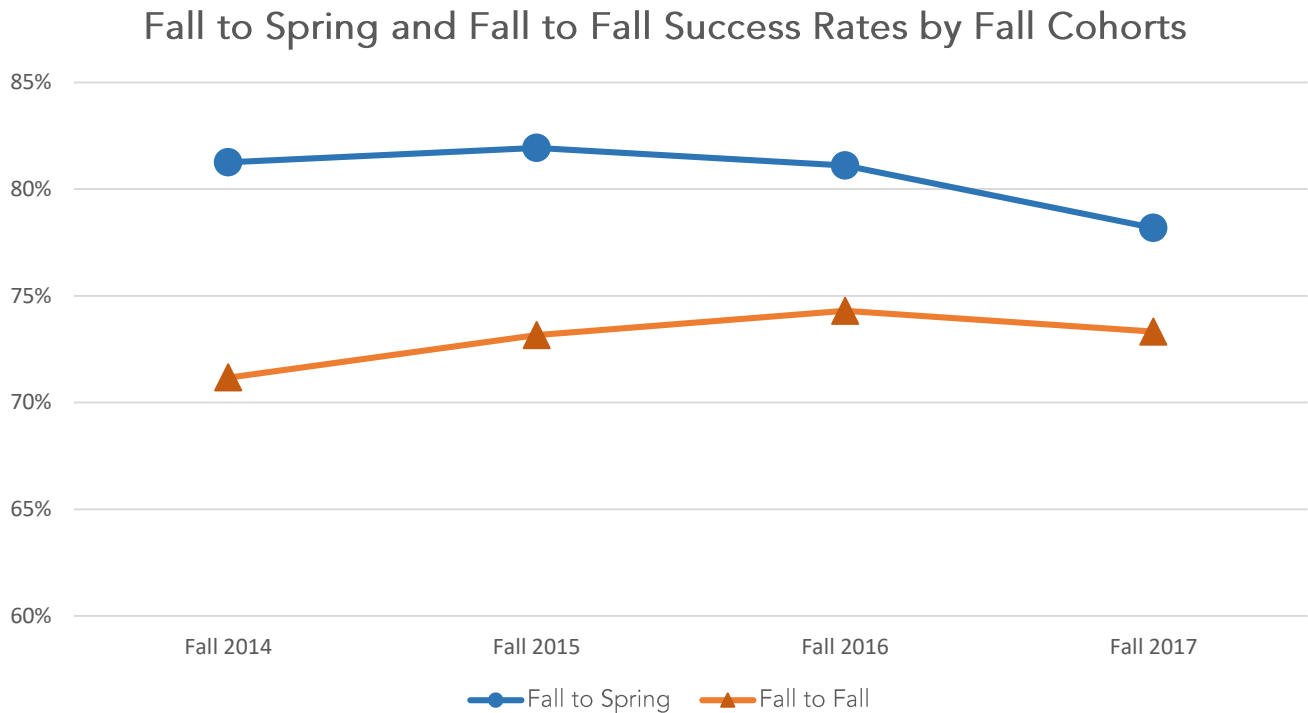
Definition: **Overall success** rates represent the proportion of each degree seeking fall cohort that continues enrollment, and/or graduates, and or transfers to another institution from fall to the following spring and/or the following fall. In this case, the fall cohort is defined as all degree seeking students enrolled in fall semester. Students are considered 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 spring success rate for degree seeking students enrolled in the fall term ranges between 78% and 82%. The fall to fall success rates decrease to 71% and 74% mainly due to lower numbers of students enrolled.

Lake Land College Target: 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 will continue to track fall to spring and fall to fall success rates for all degree seekers over time.

Source: Institutional Research End of Term Reports using ISS's End of Term Data.

Goal 1: Advance Student Success

Outcome: Credit Hour Accumulation for Degree Seekers

Credit Hour Accumulation for Degree Seekers
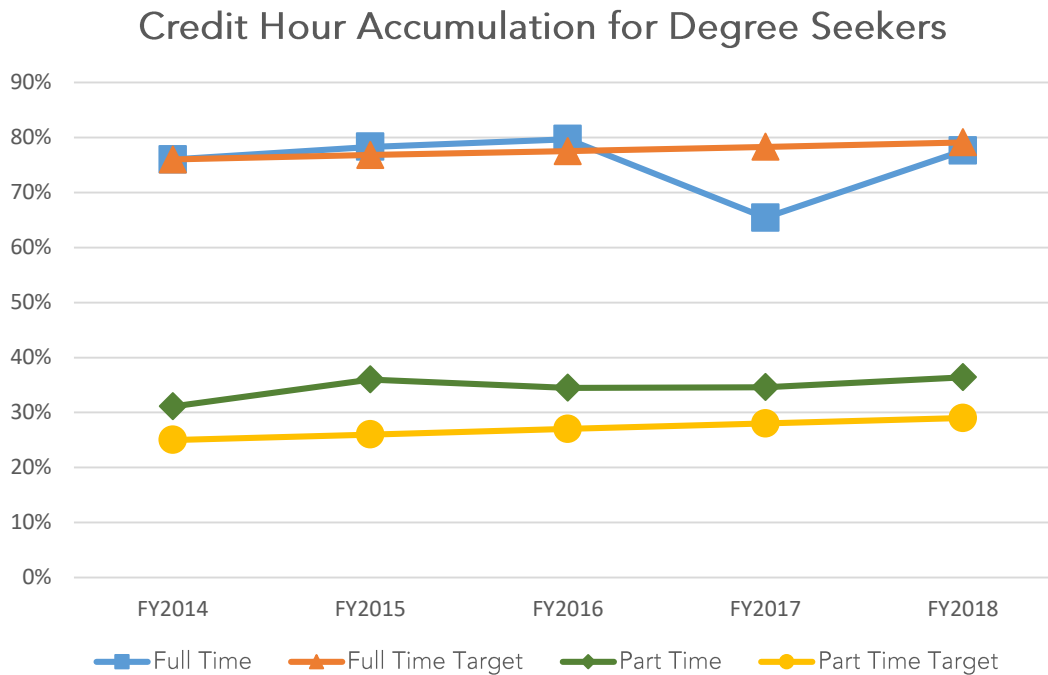
Definition: Credit hour accumulation for degree seekers involves the number of completed credit hours accumulated over one academic year. The graph represents the percentage of full-time degree seekers completing 24 or more credit hours over an academic year and the percentage of part-time degree seekers 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 of the academic year. Dual and DOC students are excluded.

Explanation: Between FY2014 and FY2016 full-time degree seekers met or exceeded the target for persistence. However, for FY2017, persistence for full time degree seekers dropped well below the target. Only 65.4% completed 24 or more credit hours but this percent increased to 78% in FY2018. Part-time degree seekers appear to exceed the target in persistence for the past four years. However, only about one-third of these students complete 12 or more credit hours in an academic year. Given that part-time students have exceeded the target, an increase in persistence for part-time students should be considered.

Lake Land College Target: According to Complete College American, on average only 12% of first-time, full-time students complete 24 or more credit hours annually and 22% of part-time students complete 12 or more credit hours annually. The average for all Illinois community college credit accumulation 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. Lake Land students easily exceed these percentages.

Source: Institutional Research A1 Reports

Goal 1: Advance Student Success

<u>Outcome: Successful Course Completion</u>

Percent of Successful Course Completion by Division
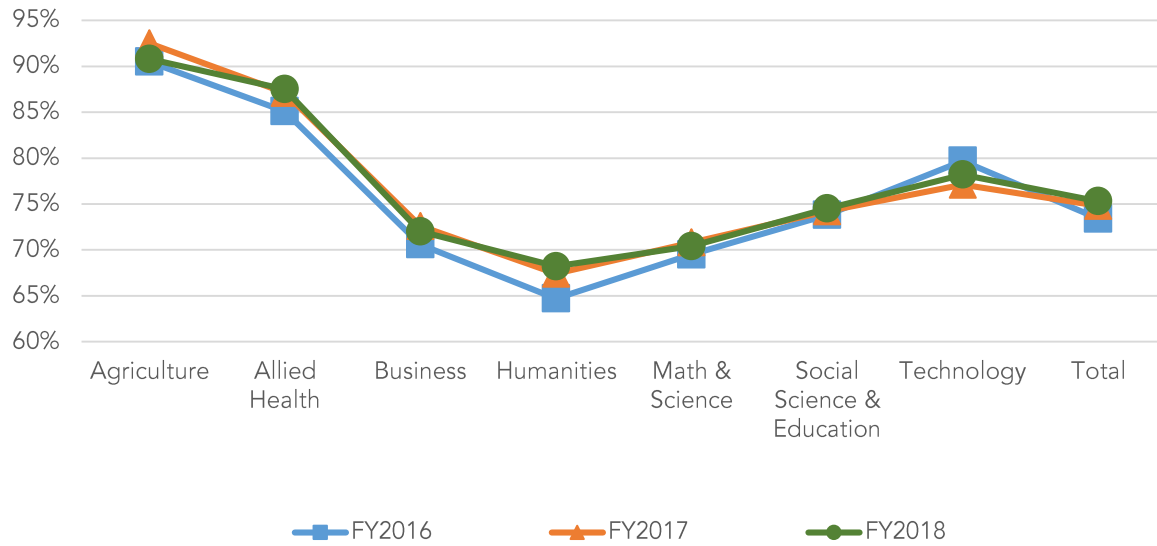
Percent of Students Passing Courses by Division
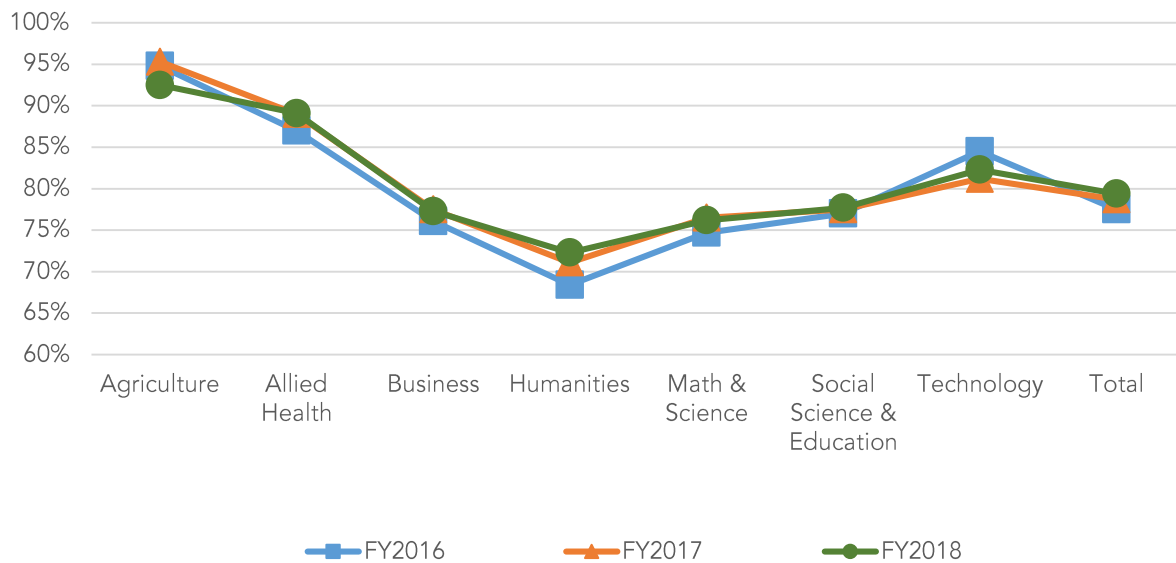
Percent of Successful Course Completion by Course Type

Legend: Face to Face, Online, Total
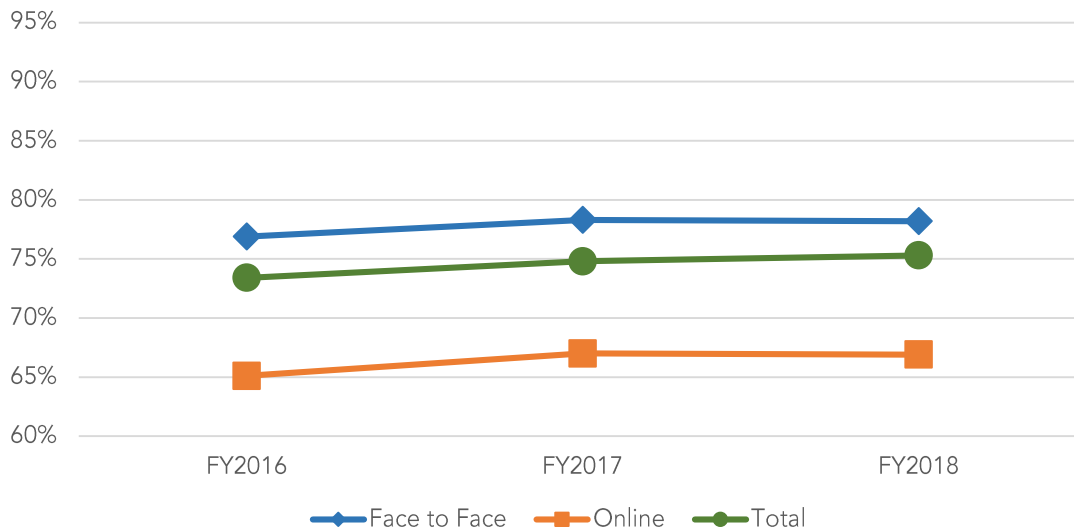
Percent of Students Passing Courses by Course Type

Legend: Face to Face, Online, Total
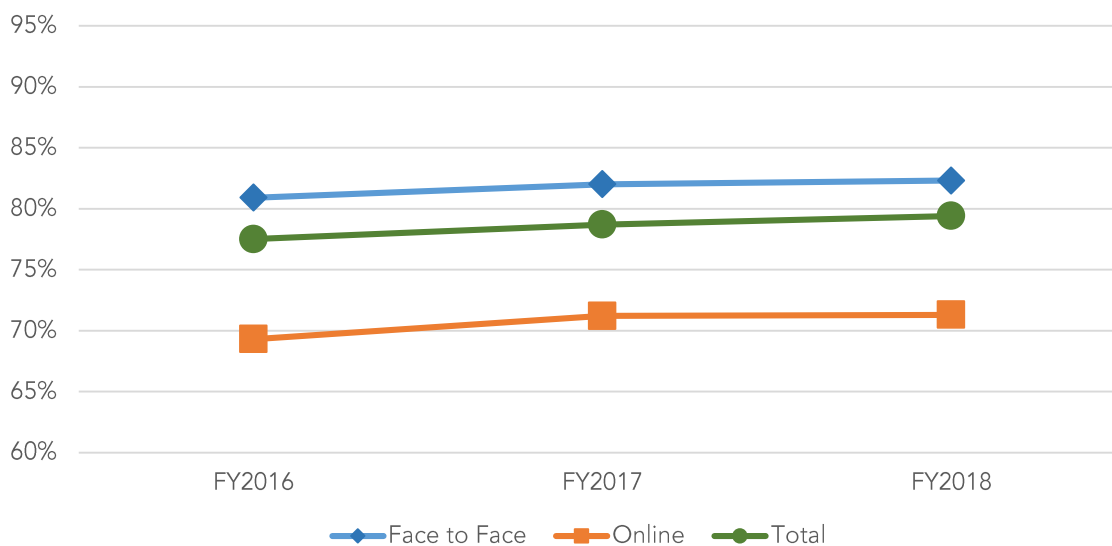
Definition: **Successful course completion** involves completing a course with an A, B, or C. The first graph represents the percentage of students who ***successfully*** complete courses by division and fiscal year. The third graph represents the percent of students ***successfully*** completing face 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.

Explanation: Between FY2016 and FY2018 ***successful course completion*** remains very steady by division. Agriculture, Allied Health, and Technology divisions have the highest successful course completion rates across the college. Agriculture's successful course completion rates hover between 90% and 92%. Allied Health's course completion rates range between 85% and 87% while Technology's course persistence remains steady (77% to 79%). The Humanities' division has the lowest successful completion rates between 65% and 68% followed by Math and Science (69% to 70%). 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. One reason for the lower course completion rates in Math and Science and Humanities may be due to the fact that both of these divisions provide general education requirements for all programs across divisions. Many students assess into developmental/remedial math, English, and reading courses impacting the successful completion of courses in these two divisions.

Successful course completion for face to face courses ranges around 77% and completion for online courses ranges around 66%. Face to face courses have a completion rate 10% higher than online courses. When examining the percent of students ***passing courses,*** the results mimic the percentages of students successfully completing courses. Again, the percentages for both online and face to face students with a ***passing grade*** is around 4% higher than the percentages of students ***successfully completing courses***. A lot of factors may play into this difference. 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.). Some things to examine for online courses may be to set a minimum GPA and to identify the differences between students who are more successful in online courses compared to students who are less successful.

Lake Land College Target: 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.[2] 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). Given these findings, Lake Land plans to maintain the current status of passing courses and successful course completion until the implementation of guided pathways.

Source: Course Persistence Reports

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[2] 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

150% & 200% Time Completion Rate for First-Time, Full-Time Degree Seekers
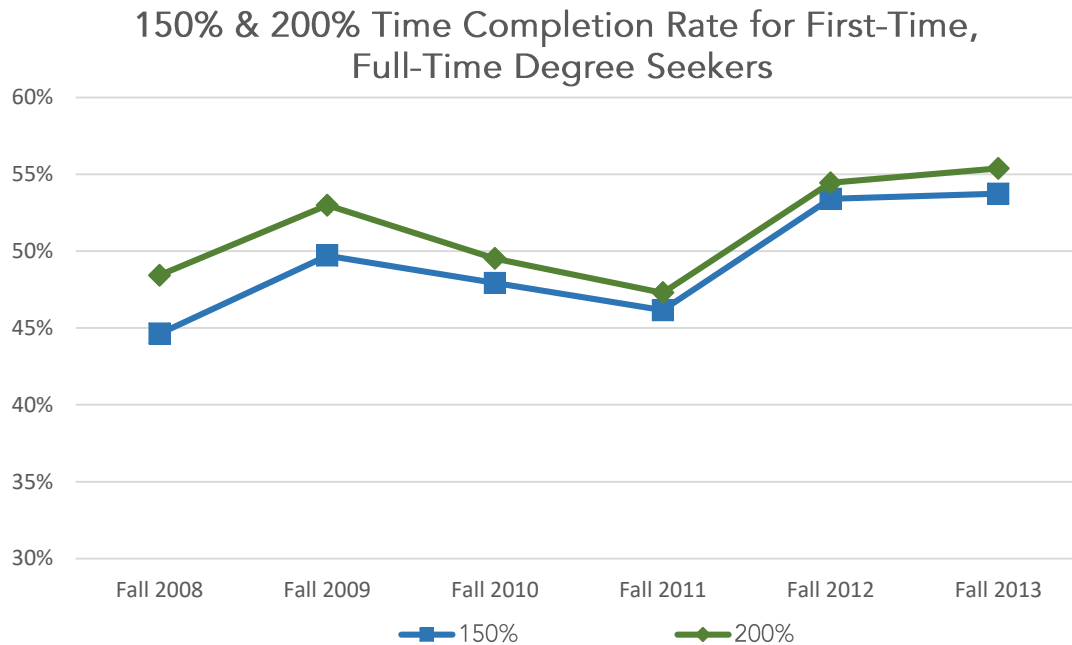
Definition: **Completion** rates represent the proportion of each first-time degree seeking student cohort that earns an Associate degree and/or certificate within three years (150%) or four years (200%) of their first fall term enrollment. A **_full-time cohort_** consists of all **_first-time, full-time_** 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: First-time, full-time degree seekers at Lake Land average a 49% completion rate at 150% time and a 51% completion rate at 200% time. This is well above the national average for community colleges (23.5% and 29.2% respectively). Completion rates ranges between 45% and 54% at 150% time and 48% and 55% at 200% time.

Lake Land College Target: According to the American Association of Community Colleges (AACC), completion rates for first-time, full-time students averages 23.5% at 150% time and 29.0% at 200% time.[3]

Source: Institutional Research Retention Reports, XQRT

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[3] *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

150% & 200% Time Completion Rate for First-Time, Part-Time Degree Seekers
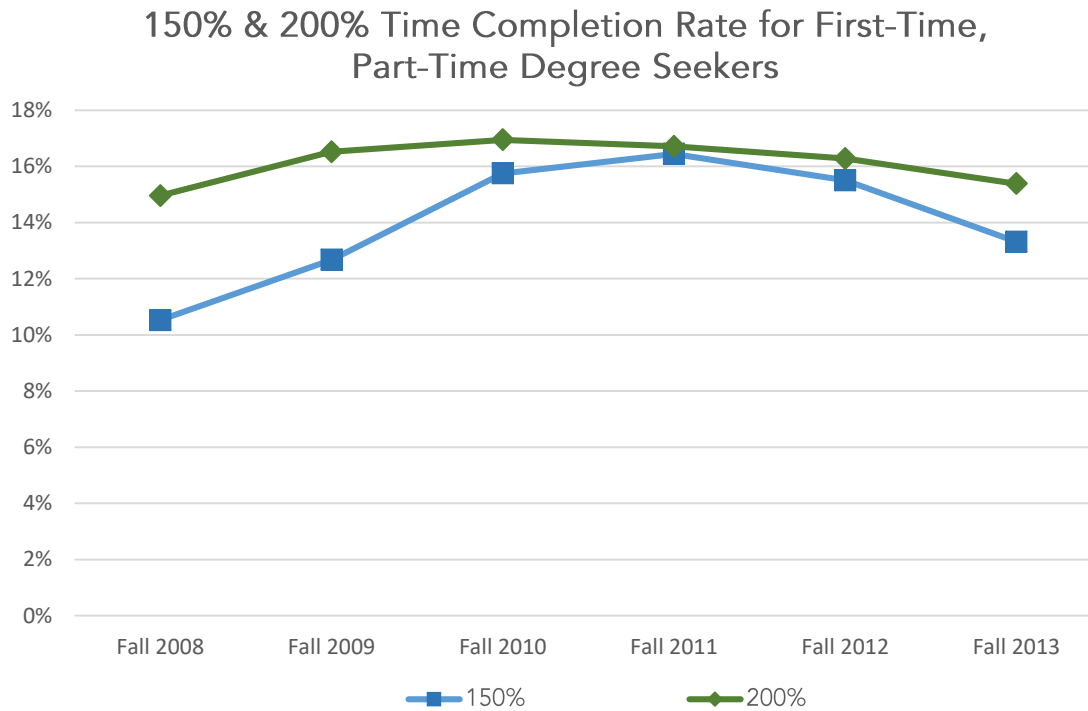
Definition: **Completion** rates represent the proportion of each first-time degree seeking student cohort that earns an Associate degree and/or certificate within three years (150%) or four years (200%) of their first fall term enrollment. The **_part-time_** cohort consists of all first-time, **_part-time_** 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 14% completion rate at 150% time and a 16% completion rate at 200% time. According to Campbell and Bombardieri (2017), only 18.4% of part-time students complete a degree within eight years of their first term of enrollment. When looking at community colleges' part-time students, only 17% complete a degree or certificate within eight years.[4]

Lake Land College Target: Continue to monitor and track part-time completion rates and expand to look at additional time points.

Source: Institutional Research Retention Reports, XQRT

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[4] 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

<u>Outcome: Success Rates for all First-Time Degree Seeking Students</u>

Success Rates for First-Time, Full-Time Degree Seekers at 150% and 200% Time
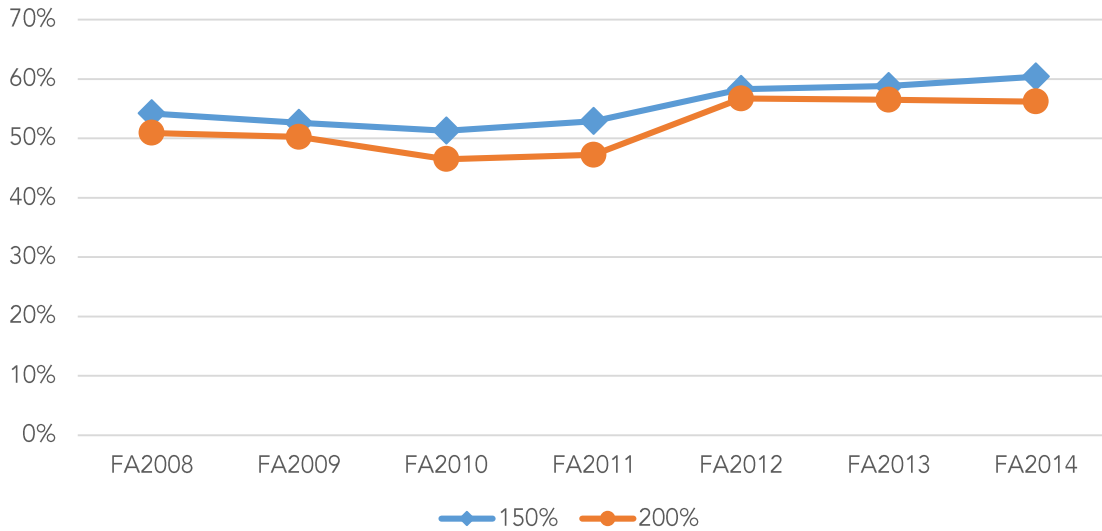
Success Rates for First-Time, Part-Time Degree Seekers at 150% and 200% Time
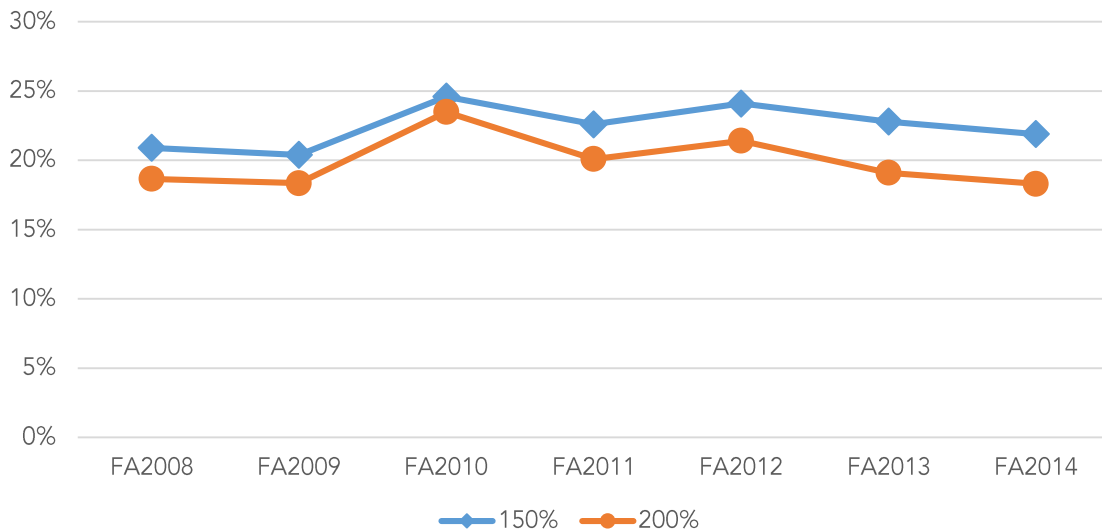
Definition: **Success rates** represent the proportion of each first-time, degree seeking fall cohort that ***successfully completes a degree or certificate and/or is still enrolled*** at 150% (3 years) and 200% (four years) time of enrollment. In this case, the fall cohort is defined as all first-time, 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 55% at 150% time and 52% at 200% time. For first-time, part-time degree seekers the average success rate is around 22.5% at 150% time and 20% 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 are slightly less than at 150% time for both full- and part-time students.

Lake Land College Target: Continue to monitor and track success rates and expand to look at additional time points especially for part-time students.

Source: Institutional Research XQRT Retention Reports

Goal 1: Advance Student Success

Outcome: <u>Number of Completers by Degree Type</u>

Number of Graduates by Degree Type and Fiscal Year
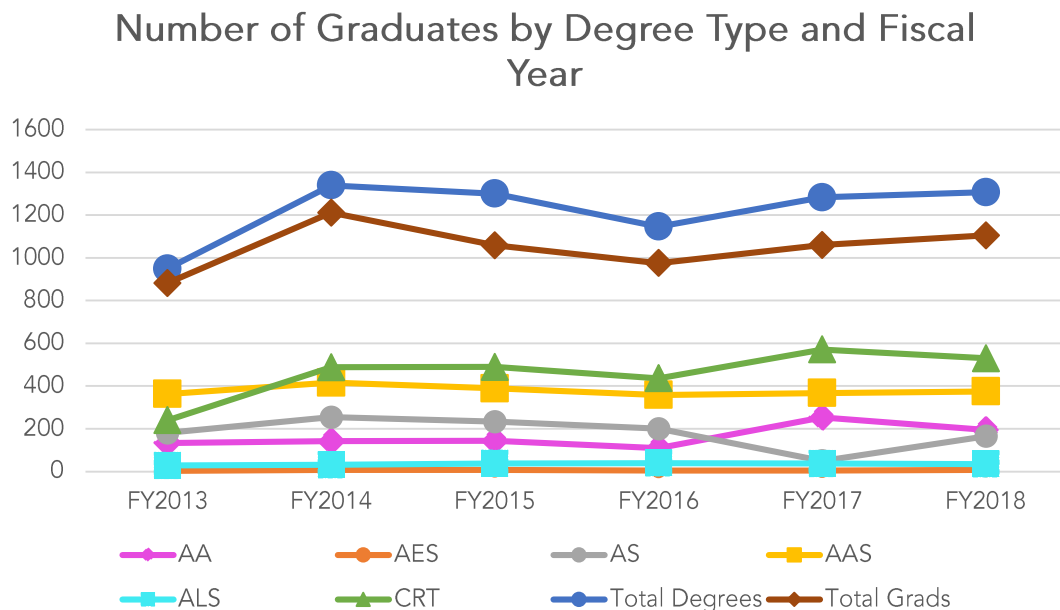
Definition: Number of graduates by degree type provides the number of students who graduated in the fiscal year by type of degree. Students can graduate with more than one degree and/or certificate within a fiscal year so the total number of degrees is also provided. Thus, the total number of graduates 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.

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

Source: Institutional Research Annual Graduate Report, XQGD

Goal 2: Fulfill Evolving and Emerging Education and Training Needs

<u>Outcome: FTE for ALL Students</u>

Student FTE Over Time
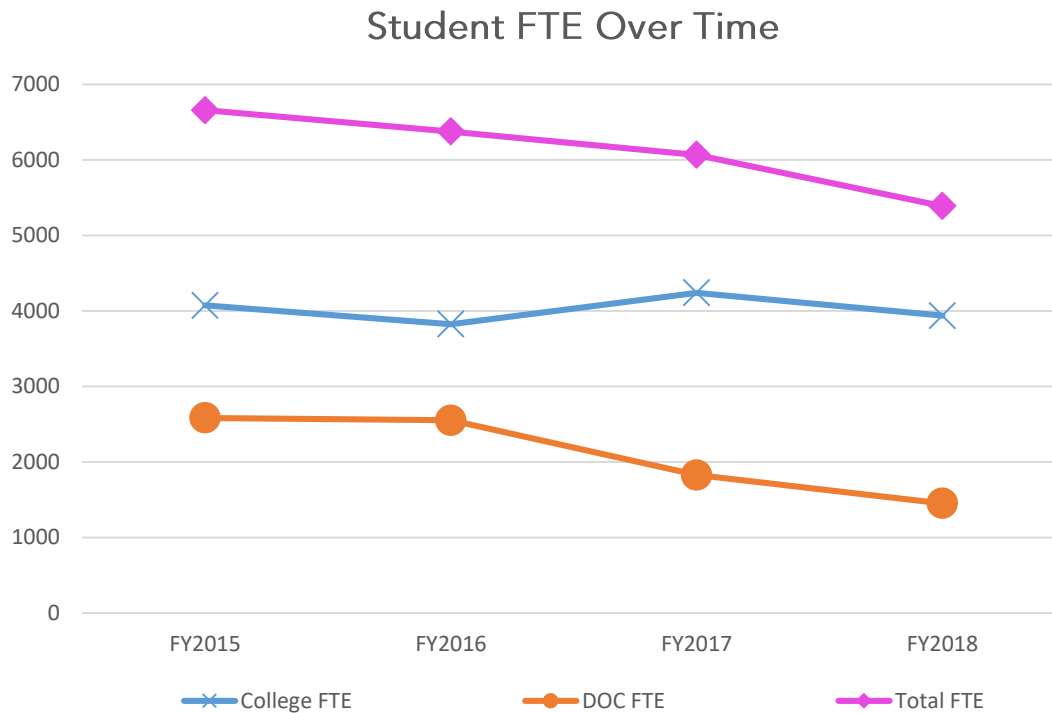
Definition: FTE is the full time equivalency of credit hours for the academic year. One FTE is equal to 30 credit hours. FTE is calculated by totaling the number of credit hours for summer, fall, and spring terms and dividing that total by 30 credit hours. Annual FTE is different from term FTE. Term 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 Department of Corrections sites.

Explanation: Total FTE including both college and DOC has steadily declined between FY2015 and FY2018. While college FTE saw a slight increase from FY2016 to FY2017, it was followed by a decrease in FY2018. DOC FTE was fairly steady between FY2015 and FY2016 but has decreased steadily between FY2016 and FY2018. Most of this drop can be attributed to a state funding issue. 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.

Lake Land College Target: Maintain an even level of FTE over time.

Source: ICCB Summary Profiles or Audits:

Goal 2: Fulfill Evolving and Emerging Education and Training Needs

Outcome: Annual Graduates Who Transfer by Degree Type

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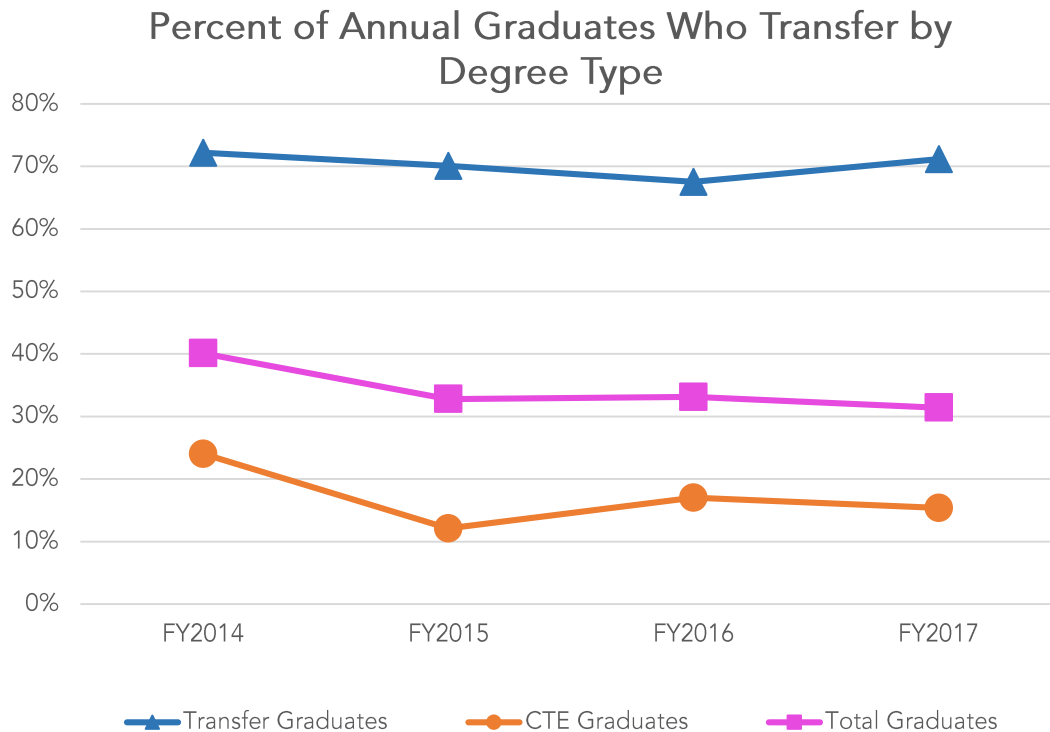
Definition: Graduates who transfer is the percent of students graduating in an academic year who transfer to another college/university. The percent of graduates in transfer programs, the percent of graduates in career/technical programs, and the percent of total graduates who transfer are included.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

Explanation: Transfer rates for students with transfer degrees range from 68% to 72% over time. 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 Target: Continue to monitor and track transfer rates for both transfer and CTE graduates.

Source: XQER, 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
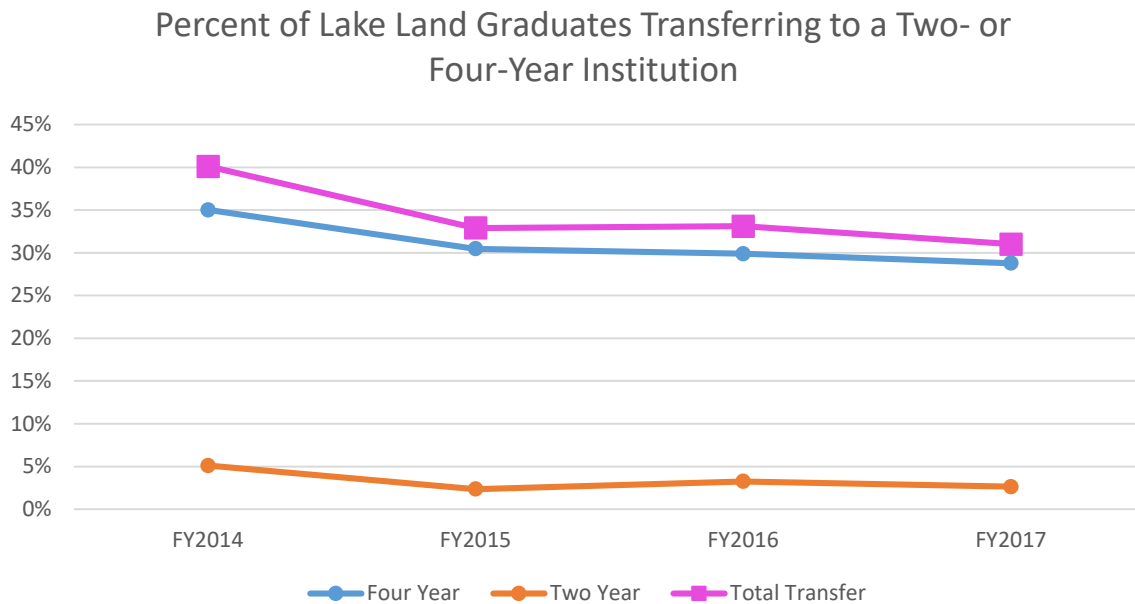
Definition: Graduates who transfer by institution type is defined as the percent of students graduating in an academic year who transfer to a four-year or a two-year institution. The percent of graduates transferring to four-year institutions, the percent of graduates transferring to two-year institutions, and the percent of total graduates who transfer are included. Dual and 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.[5]

Lake Land College Target: Continue to monitor and track transfer rates for both transfer and CTE graduates.

Source: XQER, XQGD, and National Student Clearinghouse.

Goal 3: Commit to Quality, Access, and Affordability

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[5] 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

Outcome: Tuition and Fees

Tuition and Fees Per Credit Hour by Fiscal Year
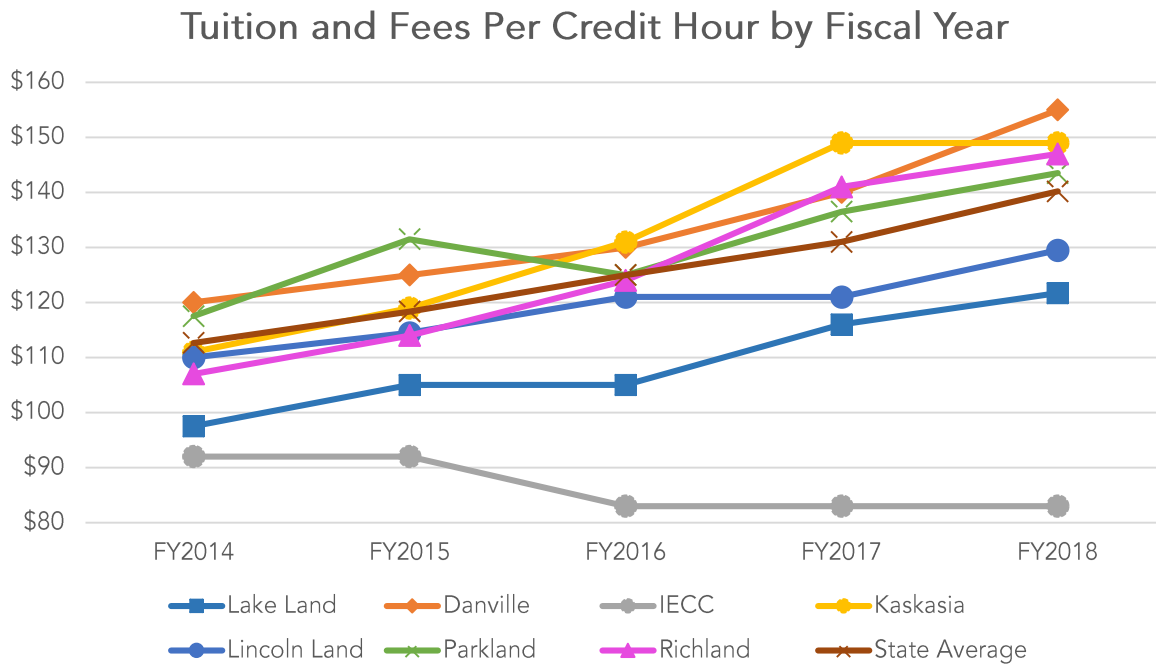
Definition: Cost of tuition and fees per credit hour is defined as the amount students pay per credit hour for tuition and fees (minus the cost of book rental for Lake Land College--$10.30 FY14 through FY16 and $11.30 for FY17 through FY19) by fiscal year. Lake Land is the only community college in Illinois providing rental books for students. Students purchase their books at all other colleges.

Explanation: In FY2014 through FY2017, Lake Land ranked 33rd, 30th, 31st, and 31st respectively 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 other community college counterparts in Illinois and Lake Land's cost is lower than the state average over time.

Lake Land College Target: Establish a rank between 31st and 39th 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

Percent of In-District High School Graduates Enrolled in Fall Terms
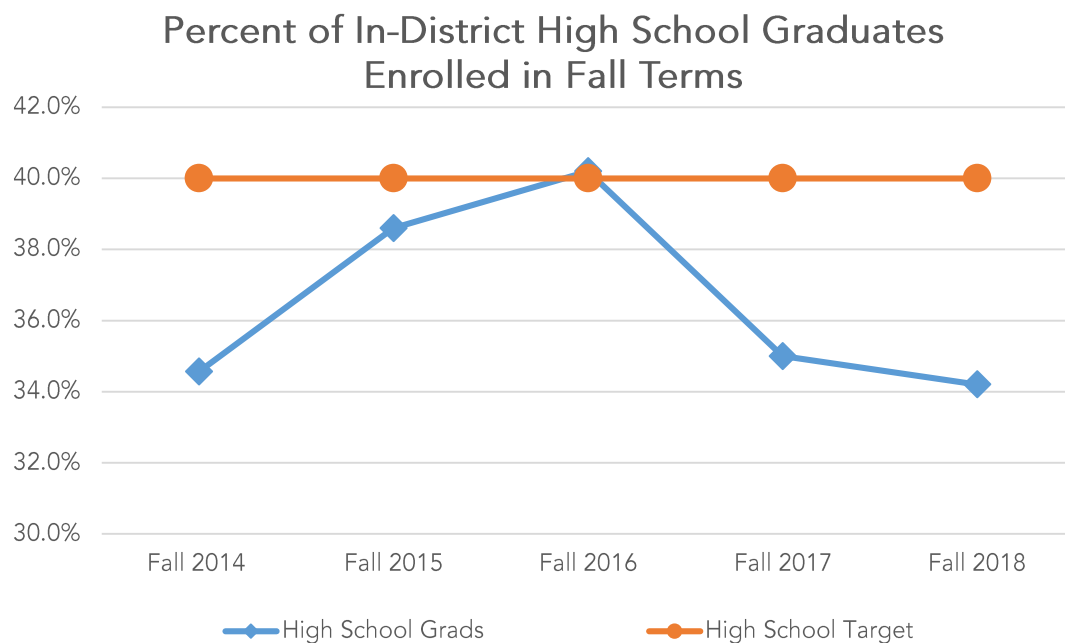
Definition: Market penetration for in-district high school students involves the percent of **_total_** recent in-district high school graduates enrolled at Lake Land College the fall after high school graduation. This percentage is based on **_ALL_** high school students graduating the previous spring. 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 for recent high school graduates has seen both increases and decreases. 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.[6]

Lake Land College Target: Achieve enrollment of 40% 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.

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[6] 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 In-District High Schools College Attendees

Percent of Recent In-District High School Graduates Attending Lake Land after High School Graduation
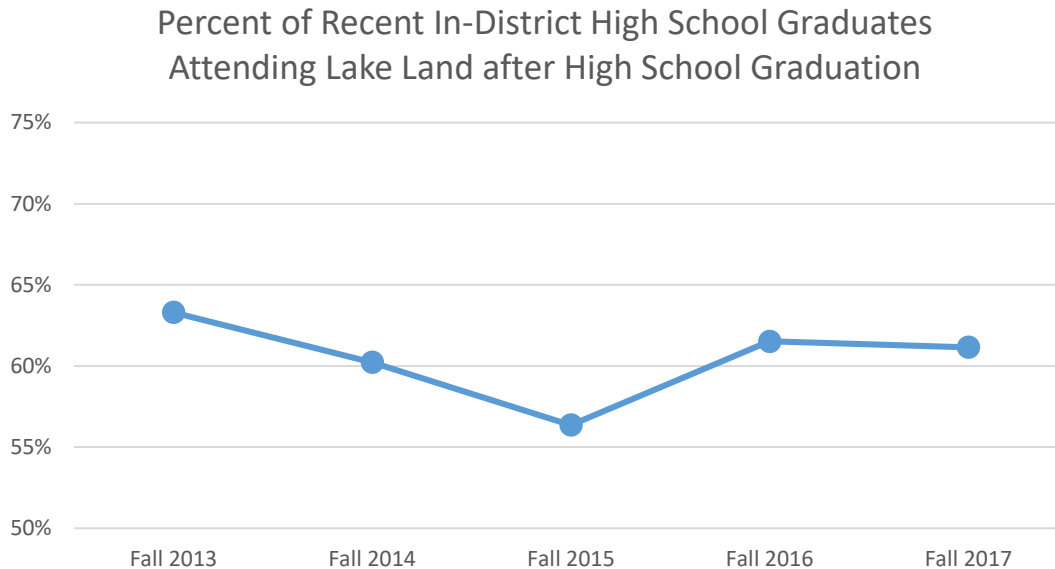
Definition: Market penetration for recent in-district high school students **_attending college_** involves the percent of graduates attending college who enroll at Lake Land College immediately following high school graduation. It is important to note that these numbers may be slightly underreported. Lake Land is seldom able to obtain the full list of in-district high school senior class rosters. Dual and DOC students are excluded from this analysis.

Explanation: On average, around 61% of recent in-district high school graduates attending college enroll at Lake Land College. Since fall 2013 Lake Land has seen a 2% decrease in enrollment for this group with a slightly bigger dip in fall 2015.

Lake Land College Target: Continue to monitor and track percent of college-bound recent high school graduates enrolling at Lake Land College.

Source: Dual Credit Reports.

Goal 3: Commit to Quality, Access, and Affordability

Outcome: Cost per FTE

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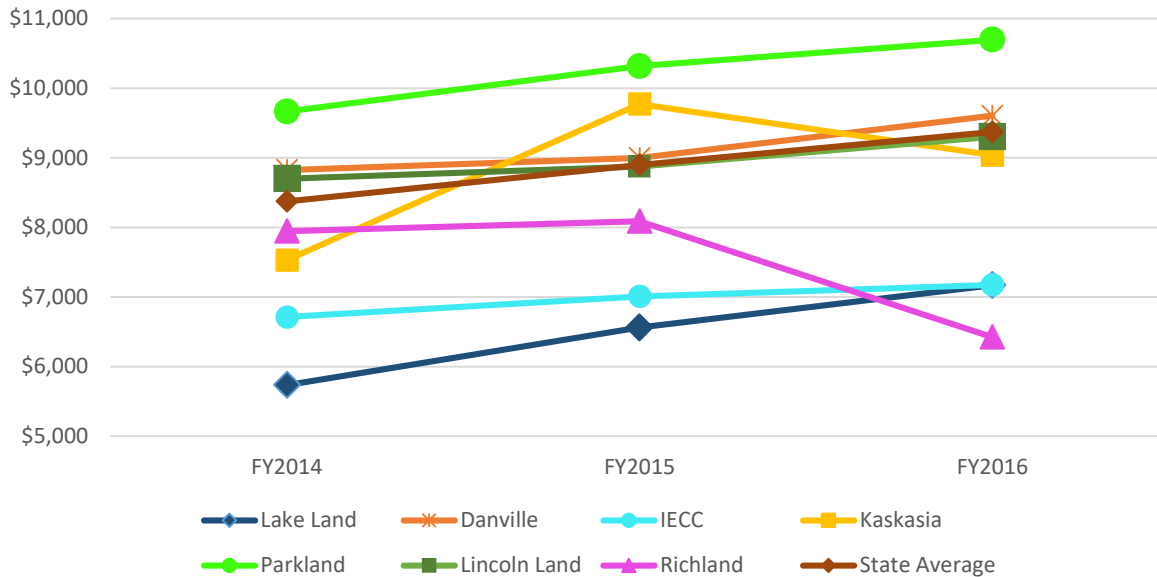
Definition: Cost per FTE is defined as the annual total cost for full-time students enrolled at Lake Land College excluding DOC. This is calculated by using the total of audited operations expenses (Funds 1 and 2 less DOC) minus the SURS contribution pass through divided by the annual FTE less DOC.

Explanation: In FY2014 through FY2016, Lake Land ranked 38th, 35th, and 38th respectively in cost per FTE. As indicated in the graph, the cost/FTE for FY2016 dropped below $6,000 which can be explained by the lack of a state budget and reduced funding for Lake Land College.

Lake Land College Target: Establish a rank between 31st and 39th when compared to all other community colleges in Illinois.

Source: ICCB Financial Data and Lake Land College Annual Audit

*NOTE: Prior reports used operating revenues to calculate cost/FTE versus operating expenses.

Overall Performance - 107 Strategies

- Meeting Progress Target
- Not Meeting Progress Target
- Placed on Hold
- Achieved
- Abandoned

8, 7% | 21, 20% | 2, 2% | 1, 1% | 75, 70%
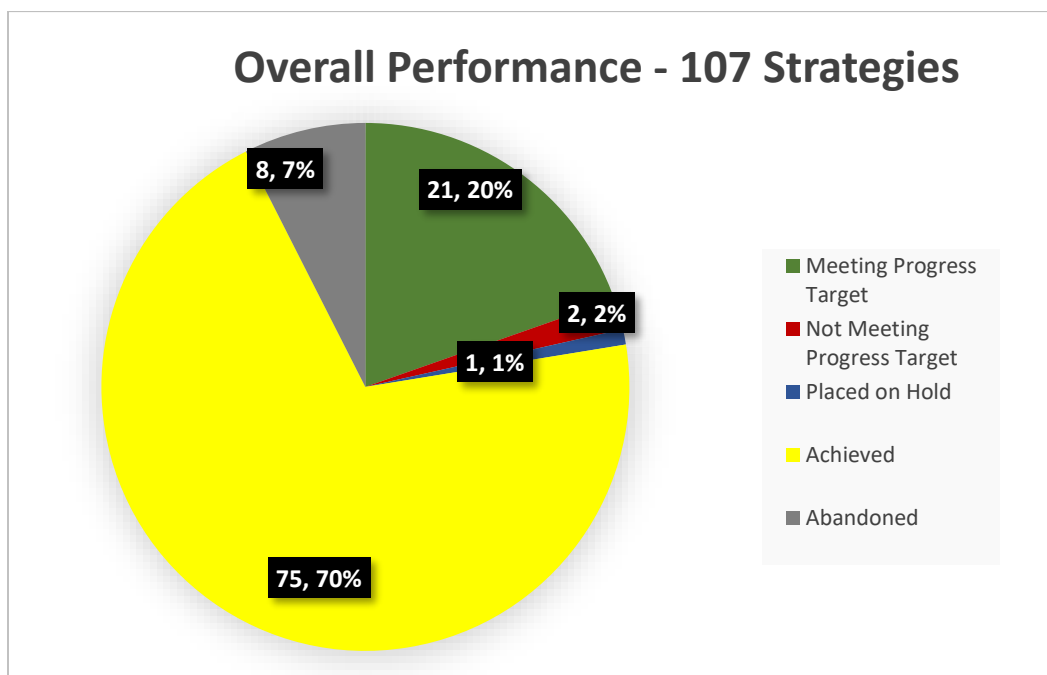
107 Total Strategies:

- 83 strategies initiated in 2015.
- 24 additional strategies initiated in 2016.
- 17 strategies addressed priority action items recommended by the Higher Learning Commission (HLC) from the 2015 Reaccreditation Review. By the end of this three-year planning cycle, we achieved our desired outcomes for 16 of the 17 strategies and met the desired progress for the remaining strategy.

Advance Student Success- 53 Strategies

4, 8%
8, 15%
1, 2%
40, 75%

- Meeting Progress Target
- Not Meeting Progress Target
- Achieved
- Abandoned
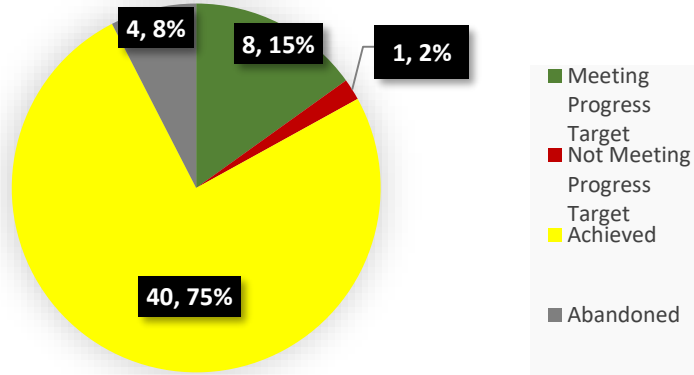
Education and Training Needs - 26 Strategies

3, 11%
5, 19%
1, 4%
1, 4%
16, 62%

- Meeting Progress Target
- Not Meeting Progress Target
- Placed on Hold
- Achieved
- Abandoned
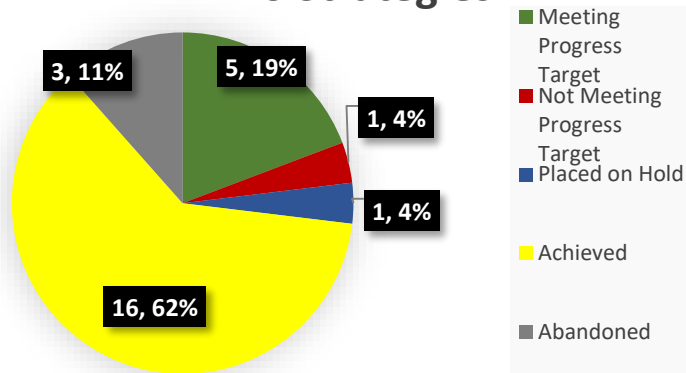
Quality, Access, and Affordability - 28 Strategies

1, 4%
8, 29%
19, 68%

- Meeting Progress Target
- Achieved
- Abandoned
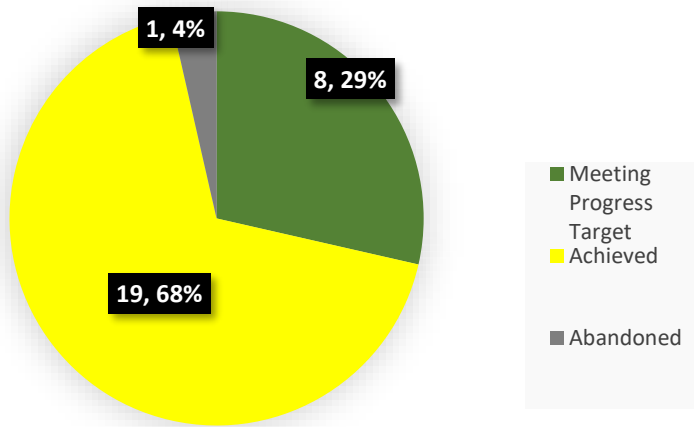
Performance Overview by College's Three Goals and Nine Objectives

COLLEGE GOAL / OBJECTIVE	# of strategies	Meeting progress target	Not meeting progress target	Placed on hold	Achieved	Abandoned
Advance student success	**53**	**8**	**1**	**0**	**40**	**4**
Foster a holistic student experience through academic and social integration.	14	2	0	0	12	0
Ensure a student-centered culture through excellent teaching and exceptional service.	9	2	0	0	7	0
Improve retention, persistence and completion.	30	4	1	0	21	4
Fulfill evolving and emerging education and training needs	**26**	**5**	**1**	**1**	**16**	**3**
Partner with community, business, and education.	17	4	1	1	9	2
Align programs, services and delivery methods.	5	1	0	0	3	1
Expand transfer options and career pathways.	4	0	0	0	4	0
Commit to quality, access and affordability	**28**	**8**	**0**	**0**	**19**	**1**
Innovate for advancement.	3	1	0	0	2	0
Invest strategically in personnel, facilities and equipment.	12	6	0	0	5	1
Demonstrate personal and institutional accountability through data-driven decision making.	13	1	0	0	12	0
TOTALS	**107**	**21**	**2**	**1**	**75**	**8**

UPDATED 9/25/2018

Unit Objectives for Goal "Advance Student Success"

COLLEGE OBJECTIVE	UNIT OBJECTIVE	No. of STRATEGIES	MID-YEAR REPORT PAGE(S)
Foster a holistic student experience through academic and social integration.		**14**	**53-63**
	Improve the experience of students through quality teaching and learning.	5	
	Implement new branding and marketing strategies to further student engagement.	9	
Ensure a student-centered culture through excellent teaching and exceptional service.		**9**	**45-52**
	Improve the experience of students through quality teaching and learning.	6	
	Improve campus way finding.	1	
	Collaborate with community agencies to provide support for students beyond college services.	2	
Improve retention, persistence and completion.		**30**	**64-88**
	Improve retention, persistence, and completion.	13	
	Meet WIA performance rates for employment, retention and earnings.	1	
	Promote completion in 100% time.	6	
	Decrease student withdrawals.	10	

Unit Objectives for Goal "Commit to Quality, Access and Affordability"

COLLEGE OBJECTIVE	UNIT OBJECTIVE	No. of STRATEGIES	MID-YEAR REPORT PAGE(S)
Innovate for advancement.		**3**	**99-102**
	Seek innovative funding sources.	1	
	Increase institutional readiness for a capital campaign to raise financial resources in support of the student learning experience.	1	
	Implement Customer Relations Management software to provide quality communication with potential students and applicants.	1	
Invest strategically in personnel, facilities and equipment.		**12**	**103-113**
	Provide a safe work environment.	4	
	Provide exceptional service to support technology needs to ensure a student-centered culture.	1	
	Develop and manage a five-year budget plan tied to the strategic plan.	1	
	Improve internal communication and collaboration.	3	
	Work with area leaders and legislators to ensure strategic capital and operational funding needs are met.	1	
	Invest in staff training in areas of leadership development, quality improvement and customer service.	2	
Demonstrate personal and institutional accountability through data-driven decision making.		**13**	**89-98**
	Improve decision-making processes through the collection and use of data.	8	
	Improve text book rental experience for students.	1	
	Maintain technology quality and availability across campus.	1	
	Develop and monitor financial metric to manage costs.	1	
	Mitigate the cost of print services.	1	
	Create a standard format for evaluating success of student services initiatives.	1	

Unit Objectives for Goal "Fulfill Evolving and Emerging Education and Training Needs"

COLLEGE OBJECTIVE	UNIT OBJECTIVE	No. of STRATEGIES	MID-YEAR REPORT PAGE(S)
Partner with community, business, and education.		**17**	**122-137**
	Pursue new and innovative partnering opportunities.	2	
	Increase WIA partnerships with community, business and education.	1	
	Actively engage local leaders and legislators in the support of new and existing partnerships.	1	
	Collaborate with high schools to help students successfully transition to the College.	3	
	Pursue new and innovative ways to inform nontraditional students about Lake Land College.	10	
Align programs, services and delivery methods.		**5**	**114-118**
	Provide student-centered course scheduling and delivery options.	1	
	Implement models to respond to non-traditional educational opportunities.	2	
	Develop student-centered solutions for class planning.	2	
Expand transfer options and career pathways.		**4**	**119-121**
	Create new and innovative transfer opportunities.	1	
	Assist students with transfer and career pathway options.	3	

↑ (green) Meeting progress target

↑ (red) Not meeting progress target

↑ (blue) Project placed on hold

↑ (yellow) Achieved - strategy development complete

↑ (gray) Abandoned

* Denotes a strategy to address an action item recommended by the Higher Learning Commission (HLC) from the 2015 HLC Reaccreditation Review.

Performance Dashboard of Strategies by Unit

Academic Services

Focus Strategy	HLC	Status	Goal	Lead Requestor
Better Beginnings: Improving the Book Pick Up Process for Students		↑ (yellow)	Advance student success	Christina Kramer
Dental Hygiene Enrichment Labs		↑ (green)	Advance student success	Deborah Thomason
Student Transition		↑ (green)	Advance student success	Christine Strohl
Create a Dedicated Math & Science Learning Lab for the Math & Science Division		↑ (gray)	Advance student success	Ikemefuna Nwosu
Develop a Course Schedule Task Force		↑ (yellow)	Advance student success	Jon Althaus
Finish What You Started Campaign		↑ (yellow)	Advance student success	Kathy Black
Improve Class Scheduling		↑ (green)	Advance student success	Charles Jarrell
Increase Employer and John Deere Involvement in the Education Process		↑ (green)	Advance student success	Russell Neu

Pre-Veterinary Medicine Boot Camp		⬆	Advance student success	Ryan Wildman
Renewal of Plagiarism Detection Software ("Turnitin")		⬆	Advance student success	Steve Garren
Instructor's Round Table for ENG120		⬆	Advance student success	Casey Reynolds
Business and Computer Contest		⬆	Fulfill evolving and emerging education and training needs	Kathy Black
CNC Machine Tools for Computer Integrated Manufacturing Program (CIM)		⬆	Fulfill evolving and emerging education and training needs	Joseph Tillman
Douglas County Public Health Rotation		⬆	Fulfill evolving and emerging education and training needs	Deborah Thomason
Machine Tools for Introductory Machine Tool Technology (MTT) Classes		⬆	Fulfill evolving and emerging education and training needs	Joseph Tillman
Potential Employers in Horticulture Industry of SOE (internship) and Employment Opportunities		⬆	Fulfill evolving and emerging education and training needs	Dyke Barkley
Lake Land College Faculty Academy		⬆	Fulfill evolving and emerging education and training needs	Jon Althaus
Creation of 2+2 Agreement with SIU-C College of Agricultural Sciences		⬆	Fulfill evolving and emerging education and training needs	Jon Althaus
Use Assessment Data to Boost Donations		⬆	Commit to quality, access and affordability	Lisa Madlem
Develop Periodic Data Reports for the Math and Science Division		⬆	Commit to quality, access and affordability	Ikemefuna Nwosu

Giving Our Patrons a Voice: Using Patron Input to Help Optimize Library Service Offerings		⬆	Commit to quality, access and affordability	Scott Drone-Silvers
Alumni of Lake Land College Showpig Sale		⬆	Advance student success	Ryan Orrick
HLC Online Learning Action Statements	*	⬆	Advance student success	Jon Althaus
DACUM Facilitator Training		⬆	Fulfill evolving and emerging education and training needs	Lisa Madlem
Program Accreditation and the Lake Land College Website	*	⬆	Commit to quality, access and affordability	Jon Althaus
Dental Hygiene Program Credits	*	⬆	Commit to quality, access and affordability	Karla Hardiek
Comprehensive Course Reviews	*	⬆	Commit to quality, access and affordability	Jon Althaus
Enhanced Program Review Process	*	⬆	Commit to quality, access and affordability	Jon Althaus
Communication between Dual Credit and Lake Land Instructors	*	⬆	Advance student success	Jon Althaus
High Credit Courses in Compressed Format	*	⬆	Commit to quality, access and affordability	Jon Althaus
Measure the Number of Online Courses	*	⬆	Commit to quality, access and affordability	Jon Althaus
Standardized Syllabi	*	⬆	Advance student success	Jon Althaus

Business Services

Focus Strategy	HLC	Status	Goal	Lead Requestor
Implement Way Finding System of Signs and Other Visual Devices for the College		🟢⬆	Advance student success	Bryan Gleckler
On-Going Safety Training at DOCs		🟢⬆	Commit to quality, access and affordability	Dustha Wahls
Formalize Job Orientation in Physical Plant and Print Shop		🟢⬆	Commit to quality, access and affordability	Dustha Wahls
Reevaluate Safety Committee Usage		🟢⬆	Commit to quality, access and affordability	Dustha Wahls
Safe College Training		🟢⬆	Commit to quality, access and affordability	Dustha Wahls
Provide Needed Technology and Related Support Services to Aid Instructors and Students in Attainment of Their Goals		🟡⬆	Commit to quality, access and affordability	Lee Spaniol
Development of a 5 Year Budget Plan		🟢⬆	Commit to quality, access and affordability	Madge Shoot
Helping Students Succeed and Save Money on Course Materials		🟢⬆	Commit to quality, access and affordability	Christina Kramer
Implement Proactive Maintenance Procedures to Maintain Technology		🟡⬆	Commit to quality, access and affordability	Lee Spaniol
Financial Ratios		🟡⬆	Commit to quality, access and affordability	Madge Shoot
Ensuring College Print Costs Remain Minimal		🟡⬆	Commit to quality, access and affordability	David Earp
Engage New Hires in Policy-related Training on Federal Compliance Policies that Impact Title IX	*	🟢⬆	Commit to quality, access and affordability	Dustha Wahls

President's Office

Focus Strategy	HLC	Status	Goal	Lead Requestor
Why Do Students Withdraw From All Courses		⬆️	Advance student success	Lynn Breer
"Community Connections" Portal via the Office of the President's Webpage		⬆️	Fulfill evolving and emerging education and training needs	Jean Anne Grunloh
Employer Survey		⬆️	Fulfill evolving and emerging education and training needs	Lynn Breer
Analyze and Implement Enhancements to Annual Giving Program		⬆️	Commit to quality, access and affordability	Jacqueline Joines
Redesign College-wide Committee Structure	*	⬆️	Commit to quality, access and affordability	Josh Bullock
Enhance Relations with Legislators and His/her Aids to Gain Optimal Legislative Support for Funding and Policy Needs		⬆️	Commit to quality, access and affordability	Jean Anne Grunloh
Leadership Series Training Offered by CBI to Lake Land Employees		⬆️	Commit to quality, access and affordability	Jean Anne Grunloh
Develop a College-wide Communication Flowchart	*	⬆️	Commit to quality, access and affordability	Jean Anne Grunloh
Institutional Review Board	*	⬆️	Commit to quality, access and affordability	Lynn Breer

Student Services Unit

Focus Strategy	HLC	Status	Goal	Lead Requestor
Provide Quality Leadership Training Opportunities to Students		⬆️	Advance student success	Valerie Lynch
Expand Volunteerism Program to Better Meet the Needs of the Students and the Communities Served		⬆️	Advance student success	Valerie Lynch
Implement Intermediate Wayfinding Solutions		⬆️	Advance student success	Kelly Allee
Introduce and Integrate New Laker Mascot into Campus and Community Events		⬆️	Advance student success	Lisa Shumard-Shelton
Sharing Student Success Stories		⬆️	Advance student success	Tina Stovall
Consistently Implement New Lake Land College Brand in All Communications		⬆️	Advance student success	Tina Stovall
Walking Billboards: Building Branding Awareness Through T-shirts		⬆️	Advance student success	Jon Van Dyke
Update College Website		⬆️	Advance student success	Tina Stovall
Create Standard Informational Packets for Potential and Admitted Students		⬆️	Advance student success	Kelly Allee
Formalize Curriculum and Assessment		⬆️	Advance student success	Tina Moore
Implement an "Honors Experience"		⬆️	Advance student success	Tina Stovall
Expanded Partnerships with Critical Social Services Agencies		⬆️	Advance student success	Tina Stovall
Incorporate Community Support for Students		⬆️	Advance student success	Lori Ohnesorge
Create a Bridge from High School to College Including Connection to TRiO SSS		⬆️	Advance student success	Lori Ohnesorge

Increase Personal Education Planning for Students		⬆ (yellow)	Advance student success	Krista Burrell
Ensure Appropriateness and Usefulness of Information Presented to New Student During Orientation		⬆ (yellow)	Advance student success	Heather Nohren
Implement a "Full Time Is" Campaign		⬆ (yellow)	Advance student success	Tina Stovall
Implement Advising-Focused Staff Development		⬆ (yellow)	Advance student success	Krista Burrell
Encourage Early Transcript Evaluations for Students		⬆ (red)	Advance student success	Jon Van Dyke
Decrease Withdrawals of Student Athletes		⬆ (yellow)	Advance student success	William Jackson
TRiO SSS Student Testimonials		⬆ (yellow)	Advance student success	Amber Niebrugge
Enhance Communication and Intervention for Students through Improving Academic Standing Process Enforcement		⬆ (yellow)	Advance student success	Jennifer Melton
Increase Student Athlete Completion		⬆ (yellow)	Advance student success	Bryan Burrell
Implement Financial Aid Self-Service Module in Colleague		⬆ (yellow)	Advance student success	Paula Carpenter
TRiO SSS Noel Levitz College Student Inventory and Intrusive Advising		⬆ (yellow)	Advance student success	Amber Niebrugge
Explore Opportunities to Improve the Complete Withdrawal Process		⬆ (gray)	Advance student success	Paula Carpenter
Keeping Students On Track with Career Cruising		⬆ (yellow)	Advance student success	Lisa Dittamore
Rename/Refocus LAC to Align Tutoring and Other Services to Promote Academic Success		⬆ (yellow)	Advance student success	Karla Miller
Alumni Connections with Business		⬆ (yellow)	Fulfill evolving and emerging education and training needs	Kelly Allee

Create Marketing Plans That Ensure Touch Points with High School Students in Each Year of Their High School Career		⬆ (yellow)	Fulfill evolving and emerging education and training needs	Kelly Allee
Increase Information Sharing between the Office of Student Accommodations and High School Students		⬆ (gray)	Fulfill evolving and emerging education and training needs	Andrew Gaines
Develop Career Pathway Models to be Used by Others at Lake Land College		⬆ (yellow)	Fulfill evolving and emerging education and training needs	Lori Ohnesorge
Develop an Outreach Campaign to Those People in the District Who Do Not Have Library Services		⬆ (gray)	Fulfill evolving and emerging education and training needs	Kelly Allee
Fully Implement Director of Community Outreach Position and Establish a Plan for Adult and Community Recruitment		⬆ (green)	Fulfill evolving and emerging education and training needs	Jon Van Dyke
Department of Corrections Re-Entry Summits Recruitment Plan		⬆ (yellow)	Fulfill evolving and emerging education and training needs	Jon Van Dyke
Collaborate with CEFS to Implement Rapid Response		⬆ (yellow)	Fulfill evolving and emerging education and training needs	Christine Strohl
Support Model for New Non-Traditional Education and Training Opportunities		⬆ (yellow)	Fulfill evolving and emerging education and training needs	Tina Stovall
Career Success Video Training Series		⬆ (yellow)	Fulfill evolving and emerging education and training needs	Tina Moore
Improve Availability of Transfer Information to Students		⬆ (yellow)	Fulfill evolving and emerging education and training needs	Jane Cox
Bachelor's Degree Completion Pathways for ALS (Liberal Studies)		⬆ (yellow)	Fulfill evolving and emerging	Emily Hartke

			education and training needs	
Implement CRM Software		⬆	Commit to quality, access and affordability	Jon Van Dyke
Assessment Model for Student Services Programs		⬆	Commit to quality, access and affordability	Tina Stovall
Promotional Materials-Advisement		⬆	Advance student success	Krista Burrell
Adult Week 2017		⬆	Advance student success	Jon Van Dyke
One Stop Community Christmas		⬆	Advance student success	Christine Strohl
Laker Louie! Enhancement of Laker Mascot at Events		⬆	Advance student success	Lisa Shumard-Shelton
Course Pre-Requisite Checking	*	⬆	Advance student success	Tina Stovall
Diversity Education: First Amendment Rights	*	⬆	Advance student success	Tina Stovall
Training regarding Student Academic Integrity Code	*	⬆	Advance student success	Tina Stovall
Associate Degree Requirements	*	⬆	Fulfill evolving and emerging education and training needs	Tina Stovall

Workforce Solutions & Community Education

Focus Strategy	HLC	Status	Goal	Lead Requestor
Measure WIOA Performance Outcomes		⬆️	Advance student success	Gerry Schlechte
Track WIOA Community, Business, Education Partnerships and Contacts		⬆️	Fulfill evolving and emerging education and training needs	Gerry Schlechte
Improving the Effectiveness of Effingham Mfg. Day as a Recruitment Opportunity for Technology and Information Technology (IT) programs		⬆️	Fulfill evolving and emerging education and training needs	Karen Kull
Update CDL Program to Align with New Law for Entry Level Commercial Drivers and Refreshers		⬆️	Fulfill evolving and emerging education and training needs	Justin Onigkeit

Goal: Advance student success
College Objective: Ensure a student-centered culture through excellent teaching and exceptional service.

Strategy:	Formalize Curriculum and Assessment
Unit Objective:	Improve the experience of students through quality teaching and learning.
Requestor(s):	Tina Moore

Description: Career Services works diligently to collaborate with faculty across the college and develop specific, specialized curriculum to meet the needs of students and graduates in multiple industries. This strategy is designed to formalize the curriculum through documented learning outcomes and processes and formalize the assessment process to ensure the desired outcomes are being met.

Status Statement:	01/24/2018 ⬆ Achieved - strategy development complete
	08/29/2017 ⬆ Meeting progress target
	02/16/2017 ⬆ Meeting progress target
	08/22/2016 ⬆ Meeting progress target
	11/18/2015 ⬆ Meeting progress target

Mid-Year Progress Report: Career Services staff members work with instructors to evaluate program-specific curriculum and make changes as needed.

Strategy:	Dental Hygiene Enrichment Labs
Unit Objective:	Improve the experience of students through quality teaching and learning.
Requestor(s):	Deborah Thomason

Description: Provide additional, faculty supported, learning opportunities for Dental Hygiene students outside of the classroom. Students needing one on one assistance/remediation will be offered access to additional skill development/learning opportunities from part time faculty. Two-three hours per week will be scheduled as open labs.

Status Statement:	09/05/2018 ⬆ Meeting progress target 01/23/2018 ⬆ Meeting progress target 01/23/2018 ⬆ Meeting progress target 01/18/2017 ⬆ Meeting progress target 08/01/2016 ⬆ Meeting progress target 11/23/2015 ⬆ Meeting progress target
Mid-Year Progress Report: The program continues to see the benefit in offering enhancement labs to students. In the Spring there were fewer retakes needed on skill evaluations. Students have stated that they feel like their skills improve from additional instruction.	

Strategy:	Implement an "Honors Experience"
Unit Objective:	Improve the experience of students through quality teaching and learning.
Requestor(s):	Tina Stovall & Deb Hutti
Description: Bring together the Presidential Scholars, Phi Theta Kappa and Honors programs to create an "Honors Experience".	
Status Statement:	08/28/2017 ⬆ Achieved - strategy development complete 02/08/2017 ⬆ Meeting progress target 08/08/2016 ⬆ Meeting progress target

	11/16/2015 ⬆ Meeting progress target

Mid-Year Progress Report: The initial Honors Experience implementation has been completed. Board policy changes to align honors and PTK requirements have been completed. Additional changes to better align requirements with Presidential Scholars will be implemented in the coming year. Continuous process improvements will continue to enhance the experience.

Strategy:	Implement Way Finding System of Signs and Other Visual Devices for the College
Unit Objective:	Improve campus way finding.
Requestor(s):	Bryan Gleckler

Description: Who: Facilities (Lead), Faculty, (academic's input), CCS (branding), Student Life (Student Input), various staff (Staff input). How: Research current similar, available installations. Investigate the cost and feasibility. Involve above groups/people to determine if project requires a consultant/Bid process. Develop concept. Field test. Implement.

Status Statement:	09/11/2018 ⬆ Meeting progress target 01/25/2018 ⬆ Meeting progress target 09/13/2017 ⬆ Meeting progress target 02/22/2017 ⬆ Meeting progress target 08/22/2016 ⬆ Meeting progress target 11/17/2015 ⬆ Project placed on hold

Mid-Year Progress Report: Since the prior update, a new digital marquee sign has been purchased and installed at the front entryway into campus. In addition, the parking lots on campus have been renamed (so they are not referred to as directional

names) and new signs have been installed. New signs have been installed at all of the primary entrances coming into the College. Ongoing work includes continuing to replace and update building signage throughout campus.	

Strategy:	Expanded Partnerships with Critical Social Services Agencies
Unit Objective:	Collaborate with community agencies to provide support for students beyond college services
Requestor(s):	Tina Stovall

Description: Expand partnerships with community agencies to enhance critical services for students. The initiative will focus on three agencies: Foodbanks, Life Links and Sexual Assault Counseling and Information Center (SACIS).

Status Statement:	08/23/2018 ⬆ Achieved - strategy development complete
	01/26/2018 ⬆ Meeting progress target
	09/05/2017 ⬆ Meeting progress target
	02/08/2017 ⬆ Meeting progress target
	08/08/2016 ⬆ Meeting progress target
	11/23/2015 ⬆ Meeting progress target
	11/16/2015 ⬆ Meeting progress target

Mid-Year Progress Report: Partnerships have been expanded with SACIS and Life Links to provide support to students both on campus and in the community. A new partnership with the Eastern Illinois Foodbank allowed the College to open the Laker Food Pantry on campus Fall 2018.

Strategy:	Incorporate Community Support for Students
Unit Objective:	Collaborate with community agencies to provide support for students beyond college services
Requestor(s):	Lori Ohnesorge, Casey Harley, Julie Gosnell, Molly Myracle, Kim Manion

Description: Collaborate with community and Lake Land College programs and services to address barriers to post-secondary education. This will involve seeking out social service directories for our areas, and creating a directory of other businesses and organizations that provide a service to pre-college students. This list will be used as a resource to collaborate services to these students (YMCA services, financial literacy education at area banks, transportation resources, etc.).

Status Statement:	08/08/2016 ⬆ Achieved - strategy development complete 11/25/2015 ⬆ Meeting progress target

Mid-Year Progress Report: A resource directory has been created. Students will have a summarized version distributed to them, and the resources are available to them at this time.

Strategy:	HLC Online Learning Action Statements *
Unit Objective:	Improve the experience of students through quality teaching and learning.
Requestor(s):	Jon Althaus

Description: Higher Learning Commission (HLC) action items associated with the College's Academic Services Leadership in relationship to online courses offered by the College include the following:

- Develop a consistent structure for online course program design and delivery. To include master course shells, mandatory training for new faculty to the delivery mode and quality assurances to guide course development.
- LLC has significant opportunities in the areas of engagement with the new learning management system, inclusion of new and emerging online technologies, and developing ancillary activities (currently only available to face-to-face students) available to online students.
- The College must seek broader authorization for online degrees (currently at 5%) from the Higher Learning Commission as the technological environment continues to change.

Lake Land College embraced online learning as early as 1997 by providing incentives for faculty to develop and teach courses to be offered via the Internet. However, through the years the College has not had a formal process by which instructors were required to develop consistent course design and delivery. Still today, though advocated by the Associate Vice-President for Educational Services and the Director of Learning Technologies to increase online learning pedagogy, online courses are created by instructors with minimal or sporadic help from the Center for Technology and Professional Development (CTPD).

Attempts by the CTPD throughout the years to engage faculty in online course design through a course called "Teaching in the Online Environment or through staff development workshops was initially successful. However, as the demand for online courses and sections offered by the College each semester grew, more and more College faculty bypassed these educational opportunities in order to get their online course up and running as fast as they could.

Throughout the development of online courses and the subsequent instruction of those courses at Lake Land College, there has been no formal evaluation process by which the quality of an online course can be rendered prior to it being rolled out or in subsequent years after initial development. Opportunities exist such as Quality Matters (https://www.qualitymatters.org/) or Illinois Online Network's (ION) Quality Online Course Initiative (QOCI) (http://www.ion.uillinois.edu/initiatives/qoci/index.asp) which gives the ability for the College to measure quality.

Status Statement:	01/23/2018 ⬆ Achieved - strategy development complete
	09/14/2017 ⬆ Meeting progress target
	02/17/2017 ⬆ Meeting progress target
	08/24/2016 ⬆ Meeting progress target
	08/24/2016 ⬆ Meeting progress target

Mid-Year Progress Report: The On-Line Quality Task Force presented recommendations to cabinet and will continue progress toward implementation.

Strategy:	Training regarding student Academic Integrity Code *
Unit Objective:	Improve the experience of students through quality teaching and learning.
Requestor(s):	Martina Stovall

Description: Provide training for new faculty and staff regarding Academic Integrity Code.

Status Statement:	01/26/2018 ⬆ Achieved - strategy development complete 09/05/2017 ⬆ Meeting progress target 02/08/2017 ⬆ Meeting progress target 08/08/2016 ⬆ Meeting progress target

Mid-Year Progress Report: Training regarding the Academic Integrity Code and its relationship to the Student Code of Conduct and Disciplinary Procedures was provided to faculty and staff through all Employee Group meetings throughout the month of September 2017. Information was provided to all students through the online Student Handbook and Right to Know which is emailed to all students after tenth day each semester and is available on the College's website.

Strategy:	Standardized Syllabi *
Unit Objective:	Improve the experience of students through quality teaching and learning.
Requestor(s):	Jon Althaus

Description: Consider standardization of course syllabi.

Status Statement:	01/23/2018 ⬆ Achieved - strategy development complete 08/31/2017 ⬆ Meeting progress target 02/07/2017 ⬆ Meeting progress target

	08/15/2016 ⬆ Meeting progress target
Mid-Year Progress Report: A faculty task force developed a syllabus template and minimum required information grid for implementation. The completed documents were first introduced at a Faculty/Cabinet meeting in late fall 2017 and are now available at S:AcademicsAcademic Forms. Academic Services is working with ISS to develop online access to these documents via IRIS and the Hub. Once completed, college-wide dissemination will occur from Academic Services.	

Goal: Advance student success
College Objective: Foster a holistic student experience through academic and social integration.

Strategy:	Provide Quality Leadership Training Opportunities to Students
Unit Objective:	Improve the experience of students through quality teaching and learning.
Requestor(s):	Valerie Lynch

Description: Develop a collaboration between faculty, staff, and Student Life to create meaningful and quality leadership training for students. Enlist a committee of faculty and staff to discuss different cohorts of students who could benefit from intentional and well-developed leadership curriculum. Create a program in which the leadership training becomes an expectation and/or requirement for specific cohorts of students. Solicit the expertise of various individuals on campus to assist the Student Life Office in planning and providing this Leadership Workshop Series.

Status Statement:

08/21/2018 ⬆ Achieved - strategy development complete

01/26/2018 ⬆ Meeting progress target

08/29/2017 ⬆ Meeting progress target

02/09/2017 ⬆ Meeting progress target

08/07/2016 ⬆ Meeting progress target

11/24/2015 ⬆ Meeting progress target

Mid-Year Progress Report: With the development of the NSLS chapter during the 2017-2018 academic year, I feel this strategy is complete. We are starting our second academic year with the program (2018-2019). The NSLS by design encourages students to follow a leadership training sequence which was excellent and well received by participants. We had over 300 students become members and over 80 students complete the entire leadership sequence resulting in an Induction Ceremony in April 2018. We have sent invitations out to students for this school year and the deadline is in a couple weeks to join for the Fall semester. We will repeat this process

for the Spring Semester. The NSLS has been an excellent way to engage our students in leadership activities and we hope to build upon it in the future.

Strategy:	Expand Volunteerism Program to Better Meet the Needs of the Students and the Communities Served
Unit Objective:	Improve the experience of students through quality teaching and learning.
Requestor(s):	Valerie Lynch

Description: Student Life will build on the existing volunteerism program by providing "packaged" volunteer opportunities. Student Life will collaborate with Academic Services to seek advice on potential volunteer opportunities that could tie to the curriculum. Students will be given options of specific hour requirements and locations in order to earn a credential on their transcript. For example, students who choose to volunteer for the Special Olympics as a Friend for the Day and maybe complete one other related activity would earn the credential.

Status Statement:	08/21/2018 ⬆ Meeting progress target 01/26/2018 ⬆ Meeting progress target 08/29/2017 ⬆ Meeting progress target 02/09/2017 ⬆ Meeting progress target 08/07/2016 ⬆ Meeting progress target 11/24/2015 ⬆ Meeting progress target

Mid-Year Progress Report: We have continued to grow the volunteerism program. We have reached out to specific student groups to get their involvement in such activities as Special Olympics, Girls on the Run, One Stop Community Christmas, etc.

Strategy:	Better Beginnings: Improving the Book Pick Up Process for Students
Unit Objective:	Improve the experience of students through quality teaching and learning.
Requestor(s):	Chris Kramer & Scott Drone Silvers

Description: Give students information, service and ease of obtaining their courses materials for the fall semester by beginning the book pick up process in the Learning Resource Center. By using this central location, students are introduced to the LRC and all it can provide. They can obtain their student ID as well as a Library Card. Students have access to all library materials, refreshments, assistance from ISS and LRC as well as Accounting within the building.

Status Statement:	01/30/2017 ⬆️ Achieved - strategy development complete 08/16/2016 ⬆️ Meeting progress target 08/16/2016 ⬆️ Meeting progress target

Mid-Year Progress Report: Utilizing the LRC for the beginning of book pick-up in the fall and spring semesters has allowed for the students to have more space, access to computers and printers, ask questions of Perkins, Accounting, Trio, ISS, Work & Learn, bookstore and Library staff. Students can get their Lake Land student ID card, their library card, reset their Laker Hub passwords, pay their bills, surf the internet, get a snack or browse the LRC's many items. The central location makes it ideal if the student does need to visit another office on campus. Each semester departments are all invited to participate with having a table with information and/or staff present. The needs of the student will continue to be first priority when setting up this area for the beginning of the process but at this time the goal has been met to establish this location as the base and it has been a major step in the right direction.

Strategy:	Implement Intermediate Wayfinding Solutions
Unit Objective:	Implement new branding and marketing strategies to further student engagement.
Requestor(s):	Kelly Allee

Description: There are some simple solutions we can implement throughout campus while the committee addresses the overall campus wayfinding initiative. We will also begin using the Laker prints to guide people to specific locations.

Status Statement:	11/04/2015 ⬆ Achieved - strategy development complete
Mid-Year Progress Report: This summer we used duck prints to direct students to Book Pick-up. We also hung new signs on the back doors of the Luther Student Center.	

Strategy:	Introduce and Integrate New Laker Mascot into Campus and Community Events
Unit Objective:	Implement new branding and marketing strategies to further student engagement.
Requestor(s):	Kelly Allee, Lisa Shumard-Shelton, Valerie Lynch, Bill Jackson, Chris Strohl
Description: Develop guidelines, physical mascot costume, and duck prints that will all be used to introduce the Laker mascot into the college community and district communities.	
Status Statement:	08/02/2016 ⬆ Achieved - strategy development complete 11/24/2015 ⬆ Meeting progress target
Mid-Year Progress Report: Laker Louie has been busy around the campus and community building affinity and pride in a college with current students, alumni and the community in general. Items completed from this requests are as follows: 1. Finalized guidelines for use of digital files 2. Completed an RFP process for a physical costume 3. Established a paid position for the mascot, worked with the cheerleading team to coordinate activities 4. Planned an audition process for the mascot actor/actress 5. Developed duck prints 6. Created ways in which to use the Laker to welcome people, invite people and to inspire Laker Pride 7. Found a reasonably priced mascot giveaway (duck calls) to share with employees and people in the community 8. Worked with Alumni to share the Laker pride 9. Integrated the mascot supervision and scheduling into the position of Director of Community Outreach, while working with Athletics to meet their needs	

Strategy:	Sharing Student Success Stories
Unit Objective:	Implement new branding and marketing strategies to further student engagement.
Requestor(s):	Tina Stovall

Description: Develop means for collecting and sharing student success stories across the college. Some may also be highlighted in college publications.

Status Statement:	08/23/2018 ⬆️ Achieved - strategy development complete 01/26/2018 ⬆️ Meeting progress target 08/28/2017 ⬆️ Meeting progress target 02/08/2017 ⬆️ Meeting progress target 08/08/2016 ⬆️ Meeting progress target 11/16/2015 ⬆️ Meeting progress target

Mid-Year Progress Report: An online submission process has been developed and will go live in Fall 2018.

Strategy:	Consistently Implement New Lake Land College Brand in All Communications
Unit Objective:	Implement new branding and marketing strategies to further student engagement.
Requestor(s):	Tina Stovall

Description: All SSLT leaders will work with staff from Marketing and Publications to update all marketing and communications pieces to consistently represent the Lake Land College brand.

Status Statement:	02/08/2017 ⬆️ Achieved - strategy development complete 08/08/2016 ⬆️ Achieved - strategy development complete

Mid-Year Progress Report: The Student Services Leadership Team is on target for meeting the goal to have all printed and online promotional materials and communication pieces updated according to the college's new branding standards by

July 1, 2016. Major initiatives in this area include implementation of the college's new website and implementation of the Customer Relations Management Software.

Strategy:	Walking Billboards: Building Branding Awareness Through T-shirts
Unit Objective:	Implement new branding and marketing strategies to further student engagement.
Requestor(s):	Jon Van Dyke

Description: Who: Admissions staff. Lake Land College employees have access to t-shirts for recruitment purposes. What is the plan: As part of an outreach campaign and coordinated recruiting effort, the college purchases t-shirts in bulk that will be used exclusively for recruitment. The shirts' usage by employees will be a structured recruitment plan. The shirts will help to build brand awareness of our new logo and mascot as we need to be highly visible. Implementing a large scale effort to disseminate t-shirts with new College mascot and branding will give widespread integration of our new branding. How: In addition to building branding awareness, the t-shirts will be an excellent recruitment tool.

The recruitment plan is as follows. The shirts will be housed in admissions and used for two overall purposes. Purpose 1 - The shirts will be used during the college's premier recruitment event - Career Day - as incentive for students to attend and take part in the event activities. Purpose 2 - The shirts will be used throughout the year for exclusive recruitment activities. Employees could request a shirt to be used as a give-a-way if there is opportunity for one-on-one recruitment of a student. When: Begin on Career Day on October 6, 2015.

Status Statement:	09/05/2018 ⬆ Achieved - strategy development complete 01/30/2018 ⬆ Meeting progress target 09/05/2017 ⬆ Meeting progress target 02/08/2017 ⬆ Meeting progress target 12/06/2016 ⬆ Meeting progress target

	08/03/2016 ⬆ Meeting progress target 11/17/2015 ⬆ Meeting progress target 11/17/2015 ⬆ Meeting progress target

Mid-Year Progress Report: The remainder of the t-shirts were disbursed during the spring 2018 term. This initiative has been very successful. The admissions representatives have noted noticing more Lake Land t-shirts being worn by prospective students when conducting high school visits.

Strategy:	Update College Website
Unit Objective:	Implement new branding and marketing strategies to further student engagement.
Requestor(s):	Tina Stovall

Description: MPR and ISS staff will work with consultant, SEM Geeks, to update college website utilizing a new content management system.

Status Statement:	08/08/2016 ⬆ Achieved - strategy development complete 11/16/2015 ⬆ Meeting progress target

Mid-Year Progress Report: While the task has required a great deal more time than originally anticipated or scheduled, the website has been updated to utilize a content management system as recommended during the marketing/branding audit. The new website is scheduled to go live during the week of August 8, 2016, prior to the start of the fall semester.

Strategy:	Create Standard Informational Packets for Potential and Admitted Students
Unit Objective:	Implement new branding and marketing strategies to further student engagement.
Requestor(s):	Kelly Allee & Lisa Shumard-Shelton

Description: We would like to create consistent, uniform packets for students who come to campus for a visit or request more information from the website. In addition,

we would like to expand our communication response to students who are admitted to the college by moving from a single acceptance letter to an admissions packet that consists of a colorful envelope, the acceptance letter, a nice "what to do next" piece and a small gift such as a pennant or window cling with the new mascot.

Status Statement:	02/08/2017 ⬆ (yellow) Achieved - strategy development complete 08/03/2016 ⬆ (green) Meeting progress target 11/04/2015 ⬆ (green) Meeting progress target

Mid-Year Progress Report: A new welcome packet was implemented via a joint effort of MPR and Admissions & Records. The new packet includes new brochures based on the student's status for example degree seeking, non-degree, readmit, dual credit, special admission; a Laker Louie window adhesive; a welcome letter; and a Sync Your Mail business card to assist students in logging into the Laker Hub and email. This concept was implemented in the fall along with the new CRM system. A strategic mailing system has been created using a combination of printed materials and emails via the CRM system to communicate on a regular basis with students who have applied, but not yet registered. An email marketing campaign has been created to reach out to students who we have information for, but have not yet submitted an intent to enroll.

Strategy:	Alumni of Lake Land College Showpig Sale
Unit Objective:	Implement new branding and marketing strategies to further student engagement.
Requestor(s):	Samuel Orrick

Description: The Agriculture division of Lake Land College will offer a showpig sale via an online platform. The sellers will consist of our extraordinary alumni. Students will be responsible for organizing the information from the sellers and delivering that information to a professional online sale company such as www.showpig.com The online sale company does all selling, clerking and management of the auction. A small percentage of the gross sale will be generated to the judging team for additional revenue for travel expenses.

Status Statement:	09/05/2018 ⬆ (green) Meeting progress target 01/26/2018 ⬆ (green) Meeting progress target

09/06/2017 ⬆ Meeting progress target

01/31/2017 ⬆ Meeting progress target

08/22/2016 ⬆ Meeting progress target

Mid-Year Progress Report: A $5,000 increase was accomplished from last year's gross income. A broad and national audience was recorded from traffic on the online sale. Three students from Ohio and Indiana that are attending Lake Land College this fall, majoring in Agriculture, stated the online sale was their first exposure to Lake Land College. Alumni continue to support the sale and new alumni are inquiring to be a part of future sales.

Strategy:	Laker Louie! Enhancement of Laker Mascot at Events
Unit Objective:	Implement new branding and marketing strategies to further student engagement.
Requestor(s):	Lisa Shumard-Shelton, Chris Strohl, Dessie Boeser

Description: A new mascot is a perfect means to build affinity and pride in a college with current students, alumni and the community in general. It provides a perfect reason to attend campus and community events and share Lake Land College. It also adds Laker spirit to athletic events. Through this strategy, we hope to further student engagement through the marketing strategy of Laker Louie.

Louie has been making appearances throughout 2015-2016 year. Through this strategy, we would like to offer one additional scholarship - a Talented Student Award - onto the current Cheerleading team's scholarships, in order for a person to specifically focus on making sure Louie is at all home, indoor sport events. This is part of an overall initiative between Athletics and Admissions and Records to create a procedure manual on the mascot.

Status Statement:

09/07/2017 ⬆ Achieved - strategy development complete

02/09/2017 ⬆ Meeting progress target

	08/03/2016 ⬆ Meeting progress target

Mid-Year Progress Report: Louie has been making appearances now for two years! He has been a learning curve for many employees at the college. And while our ultimate goal of creating a TSA position for the mascot representative has not been meet, we are pleased to report, this strategy can be marked completed. In summer 2017, we have finalized procedure manual guidelines for Laker Louie which preserves the integrity of Louie while increasing exposure. We have also worked to hire 3-4 mascot representatives in order to keep Louie meeting with current students, alumni and the community in general. Louie continues to provide a perfect reason to attend campus and community events and share Lake Land College. We hope the college continues to support this venture.

Strategy:	Diversity Education: First Amendment Rights *
Unit Objective:	Improve the experience of students through quality teaching and learning.
Requestor(s):	Martina Stovall

Description: As recommended by the HLC Review team, explore opportunities to enhance training for staff and students regarding the nexus of freedom of expression and first amendment rights. This strategy is to become a goal of the Inclusion and Diversity Education Committee.

Status Statement:	01/26/2018 ⬆ Achieved - strategy development complete 08/28/2017 ⬆ Meeting progress target 02/08/2017 ⬆ Meeting progress target 08/08/2016 ⬆ Meeting progress target
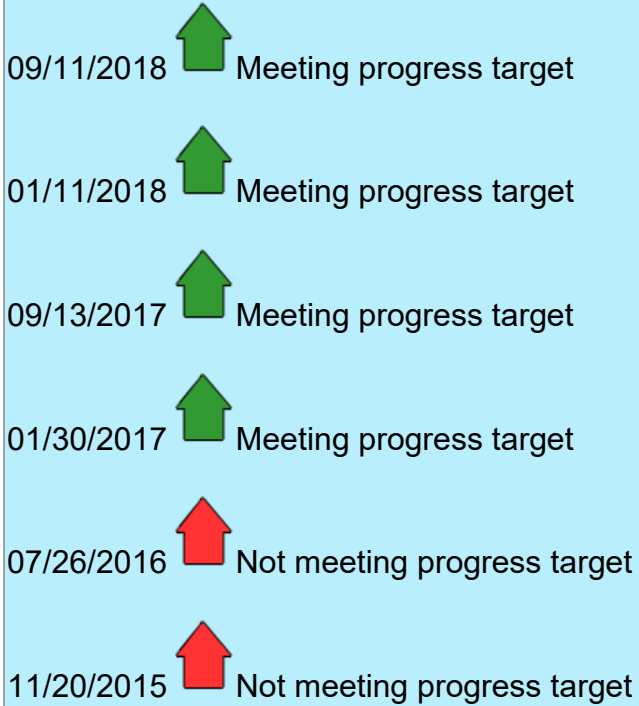
Mid-Year Progress Report: As recommended by the Higher Learning Commission in their "Report of a Comprehensive Visit to Lake Land College", March 2015, the College identified opportunities to enhance training for staff and students regarding the nexus of freedom of expression and first amendment rights on the college campus. As part of this process, nine College policies were reviewed and updated, effective December 2017: 11.09 - First Amendment Guarantees; 07.28.01 - Student Code of

Conduct and Disciplinary Procedures; 07.32 Navigator; 09.06 - Outside Group Usage; 09.08 - Use of Facilities on a Non-Charge Basis; 09.16 - Temporary Indoor Signage and Distribution of Materials; 11.14 - Solicitation by Non-College Personnel; 11.16 - Speakers, Performers and Presenters. One additional policy, 06.01 - Academic Freedom, was reviewed with no changes needed. The final policies were then presented and discussed with the following employee and student groups throughout the Fall 2017 semester: Police Department Leadership, Inclusion and Diversity Education Committee, Student Government Association, Academic Council, Navigator staff, Student Conduct Review Board, Administration, Supervisory/Support Staff, Faculty, Custodial/Maintenance Staff and Paraprofessional Staff. During the Spring 2018 semester, the information will be incorporated into the online Student Handbook and Right to Know that is emailed to all students after tenth day each semester and is available on the College's website. Additionally, the Inclusion and Diversity Education Committee continues to sponsor opportunities for staff, students and community members to come together to explore diverse perspectives and create a more inclusive and richer learning environment.

Strategy:	Communication between Dual Credit and Lake Land Instructors *
Unit Objective:	Improve the experience of students through quality teaching and learning.
Requestor(s):	Jon Althaus

Description: The vice president for academic services will work in concert with the director of Dual Credit and representatives of the Lake Land College Faculty Association to offer an articulation meeting between faculty members and dual credit instructors in order to enhance academic quality.

Status Statement:	01/23/2018 ⬆ Achieved - strategy development complete 08/31/2017 ⬆ Meeting progress target 02/07/2017 ⬆ Meeting progress target 08/15/2016 ⬆ Meeting progress target

Mid-Year Progress Report: A Dual Credit Portfolio Review Task Force was assembled to better communicate with Dual Credit instructors.
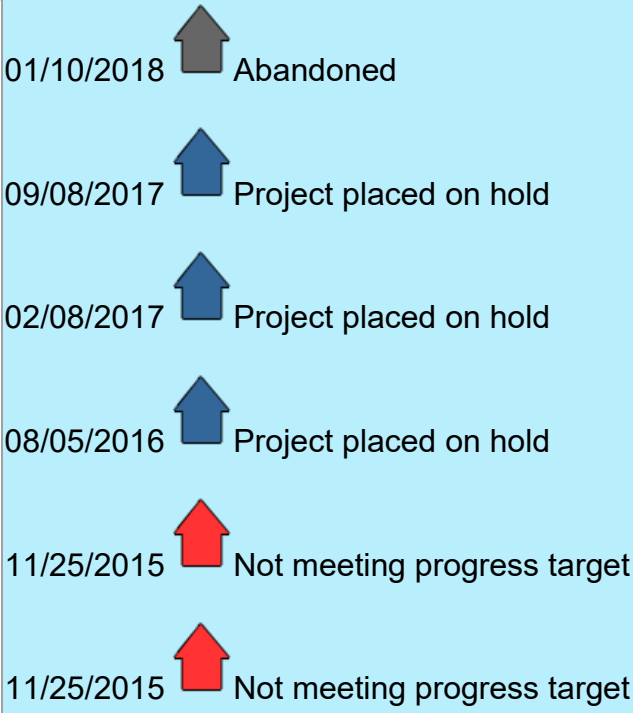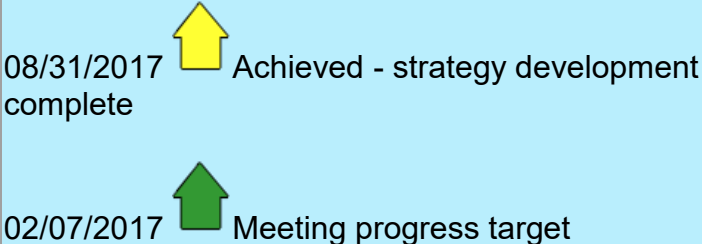
Goal: Advance student success
College Objective: Improve retention, persistence and completion.

Strategy:	Student Transition
Unit Objective:	Improve retention, persistence, and completion.
Requestor(s):	Chris Strohl

Description: Adult education staff will integrate transition activities into all adult education programming. This will include the addition of a new career class, resume assistance, and post-secondary recruitment activities in all adult education classes. Adult education staff will work with students to create a transition plan.

Status Statement:

09/11/2018 Meeting progress target

01/11/2018 Meeting progress target

09/13/2017 Meeting progress target

01/30/2017 Meeting progress target

07/26/2016 Not meeting progress target

11/20/2015 Not meeting progress target

Mid-Year Progress Report: Adult Education staff continue to offer supportive services to GED students in the classroom. This fall the GED instructor will be including WorkNet Employment 101 in the curriculum. This provides the student with the basic skills toward getting a job and keeping a job as they transition into the workforce or into a higher paying position. We continue to work with Lake Land College's Community Outreach Coordinator who will be visiting the classrooms to help students transition into the college to fulfill their educational goals. CEFS staff lso continue to work with GED students to explore opportunities in education and the workplace. Finding the best match for the GED students is the ultimate goal of everyone involved.

Strategy:	Create a Dedicated Math & Science Learning Lab for the Math & Science Division
Unit Objective:	Improve retention, persistence, and completion.

Requestor(s):	Ike Nwosu

Description: The division will create a math and science lab dedicated to helping students of the math and science division.

Status Statement:	01/10/2018 ⬆ Abandoned 09/08/2017 ⬆ Project placed on hold 02/08/2017 ⬆ Project placed on hold 08/05/2016 ⬆ Project placed on hold 11/25/2015 ⬆ Not meeting progress target 11/25/2015 ⬆ Not meeting progress target

Mid-Year Progress Report: This potential funding and availability of room for the project remains a significant challenge.

Strategy:	Develop a Course Schedule Task Force
Unit Objective:	Improve retention, persistence, and completion.
Requestor(s):	Jon Althaus

Description: The purpose of this task force will be to define scheduling needs and recommend appropriate software technology needed to develop a more consistent scheduling process that recognizes the interdependency between departmental course needs and offerings. They will also utilize data to review and evaluate our current scheduling process, recommending changes and improvements necessary to create a streamlined, relevant and efficient scheduling process that keeps students' needs as the priority.

Status Statement:	08/31/2017 ⬆ Achieved - strategy development complete 02/07/2017 ⬆ Meeting progress target

	08/16/2016 ⬆ Meeting progress target 11/23/2015 ⬆ Meeting progress target

Mid-Year Progress Report: The Scheduling Task Force has provided numerous recommendations to divisions regarding student scheduling and a coordinated process for developing the master registration schedule.

Strategy:	Finish What You Started Campaign
Unit Objective:	Improve retention, persistence, and completion.
Requestor(s):	Kathy Black

Description: Every two years, our division plans to request a database of business majors who have started, but not finished, degrees and certificates and actively market to them to complete their degrees/certificates.

Status Statement:	11/04/2015 ⬆ Achieved - strategy development complete

Mid-Year Progress Report: The project was completed and for fall 2016, 4.7% (just under the predicted 5%) of students contacted re-enrolled because of this initiative. Because of the success of the project, division faculty have decided to pursue the activity yearly (instead of bi-yearly as originally planned.

Strategy:	Improve Class Scheduling
Unit Objective:	Improve retention, persistence, and completion.
Requestor(s):	Charles Jarrell

Description: As a division, we are going to work as a team to develop a student friendly class offerings schedule. With the decrease in enrollment, the need to strategically schedule classes has never been more important. With the collaboration of the entire division, this will lend extra eyes and minds about how to best serve our students. The goal will be to make a student friendly schedule. By working together, we will have a collegial buy-in to the process on what is best for students.

Status Statement:	09/07/2018 ⬆ Meeting progress target

09/06/2017 ⬆ Meeting progress target

02/09/2017 ⬆ Meeting progress target

08/03/2016 ⬆ Not meeting progress target

11/12/2015 ⬆ Meeting progress target

Mid-Year Progress Report: This is an ongoing process and we are continuing to implement and compare data. We are seeing improvements each semester and look forward to the new areas of improvement such as Pathways.

Strategy:	Increase Employer and John Deere Involvement in the Education Process
Unit Objective:	Improve retention, persistence, and completion.
Requestor(s):	Russel Neu

Description: Attend meetings with the John Deere field staff with the idea of helping them to better understand the challenges of our students and to request more involvement from the field staff. Deere & Co. field people are constantly changing jobs from level to level and also different locations. This will have to be an on-going effort. Meet with more John Deere dealership personnel to help them better understand the necessity of keeping in touch with their students throughout the entire education process.

Status Statement:

09/11/2018 ⬆ Meeting progress target

01/22/2018 ⬆ Meeting progress target

09/06/2017 ⬆ Meeting progress target

02/01/2017 ⬆ Meeting progress target

08/19/2016 ⬆️ Meeting progress target

11/05/2015 ⬆️ Meeting progress target

Mid-Year Progress Report: This year an Advisory Council teleconference was held on July 19. Increased communication will help us monitor our current and prospective students. Hopefully this will lead to higher fall semester headcount and better retention.

Strategy:	Pre-Veterinary Medicine Boot Camp
Unit Objective:	Improve retention, persistence, and completion.
Requestor(s):	Ryan Wildman

Description: This would be a one-day "boot camp" for incoming LLC students who have selected AS.PVET as their major. It will include information about the academic rigor and expectations for success in this course of study, career planning guidance, and speakers from the UIUC College of Veterinary Medicine and local veterinarians. Students will also be provided with alternative majors and career paths related to their interest in animals.

Status Statement:

01/31/2017 ⬆️ Achieved - strategy development complete

07/25/2016 ⬆️ Meeting progress target

11/13/2015 ⬆️ Meeting progress target

Mid-Year Progress Report: The "Pre-Vet PREP" program was held on October 17, 2016. While the original plans were modified in conducting the activity, due to time constraints and budget, the overall mission of the program held true to the initial implementation plan. In conducting the activity, approximately three weeks prior to the event, invitations were sent out to all Pre-Veterinary Science advisees via the Lake Land College e-mail system. As students were making their responses, plans were finalized with guest presenters and workshop information was compiled. A follow-up phone call was made to those attendees who failed to respond via the e-mail system. From a data perspective, there were 22 Pre-Veterinary Science majors at the beginning of the Fall 2016 semester; of those 22 students, 14 students were in attendance at the workshop. Instead of having a day-long event, the program was

modified to an abbreviated format, in which the goals were achieved within a 2-hour presentation. This modification was made in order to encourage attendance and accommodate busy schedules for both students and presenters. During the program, attendees received informational materials and participated in a presentation conducted by representatives from the University of Illinois. After a question and answer session, attendees then participated in a session provided by local Veterinarian (and Lake Land College graduate), Dr. Wes Keller. Dr. Keller spoke on the expectations both while in college and as a professional after graduation. While this too was a change from the original plan of having a panel-type discussion, I feel that by having one individual work with students, they were less intimidated and more willing to ask questions. From the 14 who attended the workshop, 12 have continued on within the major, while 2 have chosen other majors. While some may view these two changes as a negative event, they may be viewed positively as well, as those students hopefully changed to majors in which they will be more successful long term. I plan to update progress data for the Pre-Vet major during each semester to evaluate program effectiveness and decide whether or not to potentially continue the program in the future.

Strategy:	Renewal of Plagiarism Detection Software (Turnitin)
Unit Objective:	Improve retention, persistence, and completion.
Requestor(s):	Steve Garren/Plagiarism Detection System Task Force

Description: In August 2014, Turnitin (plagiarism detection Software Company utilized by the College) contacted the Center for Technology and Professional Development and indicated the College would not be able to purchase a departmental license and would now have to purchase a campus license based on the College's FTE according to the National Center for Education Statistics (http://nces.ed.gov/ipeds/datacenter!). The license increased from $6,590 to S 10,315 (57%). After speaking with Lee Spaniol, Director of Information Systems and Services and with the Fall 2014 semester beginning, it was decided to pay the renewal fee for this academic year. A task force was created to determine if the cost of the software compared to the utilization of the software by Lake Land faculty warrants a campus license from Turnitin or if alternative plagiarism software at a lower cost could be found. The Plagiarism Detection System Task Force was created in the Spring of 2015. The charge of the task force was to:

- Gather information from campus constituencies and determine the need to continue utilizing plagiarism software and reasons for or against continuing the plagiarism detection license. Determine if there is a viable alternative solution to Turnitin. ·Make recommendations to the Cabinet regarding plagiarism detection software. The Task Force would like to recommend the College continue to use the Turnitin software, allowing for integration with the Canvas learning management system for a period of three (3) years. After three (3) years the College should conduct another needs analysis and determine if faculty usage has increased. The task force would also like to recommend the following strategies be used to increase usage of Turnitin: • Integration with

Canvas. Though an added cost to the already increasing license fee, the Task Force determined that integration with the College's learning management system will more than likely increase use by instructors. This has been seen with other institutions and is recommended by Turnitin. * Integration also relieves the student from the burden of first learning Canvas and then learning the Turnitin system. Requiring students to learn both systems at the beginning of a semester can be overwhelming, especially to those students who have little experience with academic technology.

- Request the new dual credit director encourage high school instructors to utilize the College's learning management system and Turnitin systems to increase awareness of plagiarism mistakes and prevent high school students from entering higher education lacking the skills needed to write at this level. ·The Center for Technology and Professional Development should explore ways to utilize Turnitin in other courses. For example, Turnitin could be used in Strategies for Success courses to educate students on preventing plagiarism. ·The Center for Technology and Professional Development should implement more workshops on using Turnitin including other alternative assignment formats.

Status Statement:	07/28/2016 ⬆ Achieved - strategy development complete 11/04/2015 ⬆ Meeting progress target

Mid-Year Progress Report: Turnitin is fully integrated with Canvas. Several workshops were held introducing the integrated feature to faculty.

Strategy:	Instructor's Round Table for ENG120
Unit Objective:	Improve retention, persistence, and completion.
Requestor(s):	English Faculty with Casey Reynolds as the Lead Requestor

Description: Full time, adjunct, and dual credit instructors for ENG 120 (Composition I) will meet twice each semester to share ideas for assignments and best practices in the classroom. Other topics may include appropriate student interventions, review of textbooks and course materials, and course assessment processes and results. Since funding for conference travel is increasingly limited, the round table will allow the College to maximize its investment of travel funds for ENG 120 faculty. Travel under the umbrella of English Studies could be tied to an understanding that conference attendees will present their findings at the next round table meeting.

Status Statement:	01/24/2018 ⬆ Abandoned 09/06/2017 ⬆ Not meeting progress target 02/07/2017 ⬆ Meeting progress target 07/26/2016 ⬆ Meeting progress target 11/13/2015 ⬆ Meeting progress target

Mid-Year Progress Report: One of the keys to this Strategic Planning request was the expectation that English faculty would be able to travel to conferences in order to bring in new ideas to the hive. However, the budget business never allowed for travel, so the round tables quickly became a redundant exploration of what we already knew, rehashing of what we already did, and, thus, the interest waned.

Strategy:	Measure WIOA Performance Outcomes
Unit Objective:	Meet WIA performance rates for employment, retention and earnings.
Requestor(s):	Gerry Schlechte

Description: Who: Workforce Investment, CEFS. What: Gather data - Publish Key Metrics and Performance Management reports.

Status Statement:	08/24/2018 ⬆ Meeting progress target 01/23/2018 ⬆ Meeting progress target 08/30/2017 ⬆ Meeting progress target 02/03/2017 ⬆ Meeting progress target

	08/02/2016 ⬆️ Meeting progress target 11/23/2015 ⬆️ Meeting progress target

Mid-Year Progress Report: Each program year, Local Workforce Innovation Area 23 is required to meet performance measures as negotiated with the Illinois Department of Commerce and Economic Opportunity. Performance results are to be met by the end of the program year, 6/30/xx. There are measures for each of the main funding streams (Youth, Adult, & Dislocated Worker). For the year ending 6/30/18, LWIA 23 exceeded all ten goals. If a workforce area does not meet all goals, DCEO will provide technical assistance which could lead to a reduction or loss of funds and makes LWIA 23 ineligible to receive Incentive funds.

Strategy:	Create a Bridge from High School to College Including Connection to TRiO SSS
Unit Objective:	Promote completion in 100% time.
Requestor(s):	Lori Ohnesorge

Description: Support the transition from the eight TRiO DC high schools to college. For example, we plan to pick senior students up from their school and transport them to orientation and Laker Visit Days. We also plan to provide personal assistance to students with extenuating circumstances/barriers, including transportation, academic advice, guidance to Lake Land counseling/financial aid/TRiO SSS appointments, etc. Last, we plan to hold an annual fun, but informative event for all TRiO DC (low-income, potential first generation) students who plan to attend Lake Land, providing college prep information, tour of campus, personal assistance completing the TRiO SSS application and fun campus events. We would also like to provide them a small college prep supply kit that promotes Lake Land College.

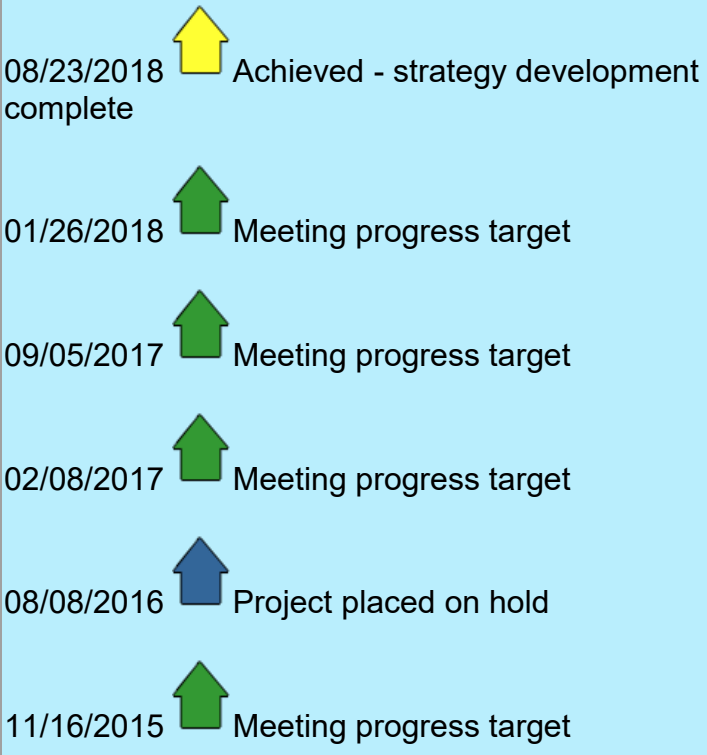|	
Status Statement:	01/24/2018 ⬆️ Achieved - strategy development complete 09/13/2017 ⬆️ Meeting progress target 02/10/2017 ⬆️ Meeting progress target 08/08/2016 ⬆️ Meeting progress target

	11/25/2015 ⬆ Meeting progress target

Mid-Year Progress Report: Each year, bridging needs are assessed by TRiO staff and appropriate arrangements are made to meet the needs of participants.

Strategy:	Increase Personal Education Planning for Students
Unit Objective:	Promote completion in 100% time.
Requestor(s):	Krista Burrell

Description: Increase the number of students who prepare for advisement, including the completion of a Personal Education Plan.

Status Statement:	01/19/2018 ⬆ Achieved - strategy development complete 08/31/2017 ⬆ Meeting progress target 02/07/2017 ⬆ Meeting progress target 08/04/2016 ⬆ Meeting progress target 11/18/2015 ⬆ Meeting progress target

Mid-Year Progress Report: During fall 2017, 473 surveys were collected from students regarding their advising experience. There was representation from every academic division, as well as from transfer and workforce ready programs. One question incorporated into this survey was, "Do you have a personal education plan"? Of the students who participated 73% "Agreed" or "Strongly Agreed" with this statement. This is up 6% from the 2015 baseline survey. The Advising Committee will continue to work on increasing the number of students with a personal plan but will be exploring different ways and new technology, including Student Planning, to continue progress towards this goal of improving retention and advising experience at Lake Land College.

Strategy:	Ensure Appropriateness and Usefulness of Information Presented to New Student During Orientation
Unit Objective:	Promote completion in 100% time.
Requestor(s):	Heather Nohren

Description: I would like to add an online assessment for online orientation via canvas. An online assessment would allow us to track the number of students participating, evaluate the information that is presented and determine how well the information that is presented is retained by students.   Orientation is an important tool with student retention. Having the ability to track student participation and evaluate content presented will allow us to continuously evaluate, revise and improve the program.

Status Statement:

09/05/2018 Achieved - strategy development complete

01/23/2018 Meeting progress target

09/07/2017 Project placed on hold

02/10/2017 Meeting progress target

07/26/2016 Project placed on hold

11/24/2015 Meeting progress target

Mid-Year Progress Report: Online orientation is complete and I have worked with counseling, financial aid and student life to determine how to assess student's knowledge after completing online orientation. I have also worked with Sue Nugent and ISS to determine the best way to move forward with implementation. Online orientation will be offered to new Spring 2019 students needing orientation. Student communication materials are being revised and staff trainings will be offered to ensure accurate information is given to new students about online orientation. I also plan to propose offering a session at the NODA (National Orientation Directors Association) annual conference in 2019.

Strategy:	Implement a "Full Time Is" Campaign
Unit Objective:	Promote completion in 100% time.

Requestor(s):	Tina Stovall

Description: Implement a campaign to inform students about requirements to complete an associate degree "on-time" in two years.

Status Statement:	08/23/2018 ⬆ Achieved - strategy development complete 01/26/2018 ⬆ Meeting progress target 09/05/2017 ⬆ Meeting progress target 02/08/2017 ⬆ Meeting progress target 08/08/2016 ⬆ Project placed on hold 11/16/2015 ⬆ Meeting progress target

Mid-Year Progress Report: Work throughout campus focused on providing accurate sample program course sequences in the College catalog and online academic planning/advising tools. These maps showed the number of hours students would take each semester in order to complete a two-year degree in two years. In the next three years, these efforts will be addressed through the college-wide guided pathways initiative.

Strategy:	Implement Advising-Focused Staff Development
Unit Objective:	Promote completion in 100% time.
Requestor(s):	Krista Burrell & Dave Seiler

Description: In April 2015, the college invested in 12 faculty advisors to attend a regional National Academic Advising Association (NACADA) conference during our two day Staff Development. Faculty would like to share what they learned in relationship to RPC. Opening Day fall 2015 and spring 2016 are great opportunities for this exchange of information. Krista Burrell and Dave Seiler met with Dr. Bullock to review sessions attended and we have narrowed down the topics to those that everyone can relate to. The Employee Development Committee will be working with the NACADA faculty to development a plan for who will present and assignment of work.

Status Statement:	08/04/2016 ⬆️ Achieved - strategy development complete 11/10/2015 ⬆️ Meeting progress target

Mid-Year Progress Report: Fall 2016 and Spring 2017 Opening Days included presentations from faculty who attended NACADA conference. Great feedback from attendees!

Strategy:	Encourage Early Transcript Evaluations for Students
Unit Objective:	Promote completion in 100% time.
Requestor(s):	Jon Van Dyke

Description: Encourage students to have their university/college transcripts evaluated earlier to improve successful transferability of credits to Lake Land College.

Status Statement:	09/05/2018 ⬆️ Not meeting progress target 01/11/2018 ⬆️ Not meeting progress target 09/13/2017 ⬆️ Not meeting progress target 02/08/2017 ⬆️ Not meeting progress target 08/04/2016 ⬆️ Meeting progress target 11/20/2015 ⬆️ Meeting progress target

Mid-Year Progress Report: Due to the reduction of staff in the admissions and records office we have not been able to implement the necessary strategies to keep this project on target. The TES Software is increasing our efficiency in evaluating transcripts, but we still need to find a way to encourage students to send us their transcripts and request the evaluations sooner. As time allows we will continue to work on this strategy.

Reason for not meeting actions: The office returned to full staffing in January 2018. Once our newest employee has been trained we will revisit this strategy. Currently transcript evaluations are being completed in a timely fashion and shared with students.

Strategy:	Decrease Withdrawals of Student Athletes
Unit Objective:	Decrease student withdrawals.
Requestor(s):	Bill Jackson

Description: Research, develop and implement plan to monitor and manage student athlete enrollment to ensure successful completion of at least 12 credit hours each semester.

Status Statement:	08/10/2016 ⬆ Achieved - strategy development complete 11/25/2015 ⬆ Meeting progress target

Mid-Year Progress Report: We met with the ISS team and devised an initiative to put a block on student's accounts that would not allow them to drop a class until Bryan Burrell approved them dropping the class.

Strategy:	TRiO SSS Student Testimonials
Unit Objective:	Decrease student withdrawals.
Requestor(s):	Amber Niebrugge

Description: Description: New TRiO participants will read/view student testimonials from demographically similar students to learn that students like them belong in college and can succeed in earning a degree. Through these shared narratives new participants will also learn successful non-cognitive coping strategies. New participants will also be asked to document their own narrative for purposes of future reflection, motivation, and to strengthen their confidence and academic performance. Such narratives may in turn be requested for use with new participants in the TRiO program.

Strategy leader/Strategy Team: TRiO staff. Roles of each team member: To be determined. Specific activities of strategy: Identify and select alumni/sophomore subjects for testimonials. Record testimonials. Prepare testimonials for online viewing. Solicit testimonials from new participants. Measure number and percentage of students who continued enrollment or were awarded a degree or certificate each semester from one program year to the next.

Status Statement:	09/05/2018 ⬆ Achieved - strategy development complete 01/23/2018 ⬆ Meeting progress target 09/13/2017 ⬆ Meeting progress target 01/26/2017 ⬆ Meeting progress target 08/04/2016 ⬆ Meeting progress target 11/19/2015 ⬆ Meeting progress target

Mid-Year Progress Report: This strategy has been achieved. Through the use of the program's own recording device, the Learning Skills Specialist has recorded 12 student testimonial videos. These testimonials, gathered from a greater variety of student profiles, allow for a more individualized "model" to be presented to each incoming participant. The intended result is participants' more closely identifying with a successful role model, thereby increasing their own perceived self-efficacy, sense of belonging in the college environment, and persistence to completion of their degree. Our program's Annual Progress Report (APR) was submitted in March 2018 with a persistence rate of 90% (47% approved objective) for the 2016-2017 academic year.

Strategy:	Enhance Communication and Intervention for Students through Improving Academic Standing Process Enforcement
Unit Objective:	Decrease student withdrawals.
Requestor(s):	Jennifer Melton & Andrea Bright

Description: In an attempt to be more in line with our Academic Standards Policy, we would like to investigate implementing a block to require students who have already registered for a subsequent term but fall onto Academic Probation (PRO) or Good Standing Warning (GOWA) to enroll for the mandatory Strategies for Success (SFS) 101 course. The current registration rule which catches PRO and GOWA students at the time of registration does not work to catch this subset of students who have registered prior to earning PRO or GOWA status.

Status Statement:	09/05/2017 ⬆ Achieved - strategy development complete 01/25/2017 ⬆ Meeting progress target 07/28/2016 ⬆ Meeting progress target 11/10/2015 ⬆ Meeting progress target

Mid-Year Progress Report: At this point, the co-creators of this initiative believe that the strategy has been fully implemented and the target has been achieved. The booklist block effectively forces 100% of students into compliance with academic standing policy, unless the student has been given permission by an academic counselor, based on their professional discretion, to bypass the block in a given term. Just as accounting blocks prevent booklist access until addressed by the student, the booklist block has become a part of the college's process and procedures. It has effectively ensured that any continuing student on academic probation or good standing warning can no longer evade the requirement to enroll in SFS 101 if not previously completed satisfactorily, which was our goal at onset.

Strategy:	Why Do Students Withdraw From All Courses
Unit Objective:	Decrease student withdrawals.
Requestor(s):	Lynn Breer

Description: I would like to develop an electronic survey of about five questions for students who withdraw from all their courses in a semester. My goal is to identify the main and other reasons students withdraw from courses. If we obtain a better understanding of why students withdraw from all courses as well as when we may be able to develop strategies to identify and help these students complete their educational goals. This process will involve working with Admissions, ISS, Counseling and faculty.

Status Statement:	08/24/2017 ⬆ Achieved - strategy development complete 01/24/2017 ⬆ Meeting progress target

	07/28/2016 ⬆ Meeting progress target 11/24/2015 ⬆ Meeting progress target

Mid-Year Progress Report: The survey has been developed, tested, and modified based on the first semester. Reports have been developed and disseminated and are posted on the IR website.

Strategy:	Increase Student Athlete Completion
Unit Objective:	Decrease student withdrawals.
Requestor(s):	Bryan Burrell

Description: Identify strategies that the Counselor to Student Athletes will implement to increase completion, starting with requiring advisement for withdrawals.

Status Statement:	02/17/2017 ⬆ Achieved - strategy development complete 08/04/2016 ⬆ Meeting progress target

Mid-Year Progress Report: Student athletes are blocked from withdrawing from a class until they see Bryan Burrell, academic counselor, for advising. This process was implemented in Spring 2016.

Strategy:	Implement Financial Aid Self-Service Module in Colleague
Unit Objective:	Decrease student withdrawals.
Requestor(s):	Paula Carpenter

Description: Strategy Description: We will implement the Financial Aid Self-Service module in Colleague, which provides online guidance and interactions to help students navigate the Financial Aid process. It streamlines and simplifies the process using a personalized, interactive checklist as a launch pad to complete Financial Aid requirements.

Who: Financial Aid, ISS. What is the plan / How: Review Colleague set-up documentation once it is approved in the budget. Consider customization based on specific requirements at Lake Land College. Complete set-up and testing within Colleague. Pilot test. Implement.

Status Statement:	02/14/2017 ⬆️(yellow) Achieved - strategy development complete 08/09/2016 ⬆️(green) Meeting progress target 11/19/2015 ⬆️(red) Not meeting progress target

Mid-Year Progress Report: Financial Aid Checklist implemented October 1, 2017.

Strategy:	TRiO SSS Noel Levitz College Student Inventory and Intrusive Advising
Unit Objective:	Decrease student withdrawals.
Requestor(s):	Amber Niebrugge

Description: Description: The Noel-Levitz College Student Inventory will be administered to new program participants during their orientation. The resulting customized report will be used in conjunction with other program assessments to target students' greatest service needs. Strategy Leader: Amory Porter. Strategy Team: TRiO Staff. Roles of each team member: To be determined. Specific activities of strategy: SP-SU 2015: Implement administration of NLCSI to new participants. 2015-2016: Develop and implement communication campaign for intrusive advising.

Status Statement:	09/05/2018 ⬆️(yellow) Achieved - strategy development complete 01/23/2018 ⬆️(green) Meeting progress target 09/13/2017 ⬆️(green) Meeting progress target 01/26/2017 ⬆️(green) Meeting progress target 08/04/2016 ⬆️(green) Meeting progress target

	11/19/2015 ⬆ Meeting progress target

Mid-Year Progress Report: The Noel-Levitz College Student Inventory (CSI) remains a standard element of the entry process for all students that have been accepted for service into the TRiO Student Support Services program. The student's strengths and challenges, as identified in their CSI report, continue to be incorporated into the first Individual Student Plan they develop with their TRiO Advisor as leverage points for increasing their academic success in the semester/year to follow. Further, TRiO Advisors continue with regularly revisiting those opportunities for student growth identified by the CSI in follow up meetings throughout the year, providing long term individualized coaching to support the students in their development. KPIs/Outcomes: Taken from the program's progress toward the participant persistence objective as measured for the 2015-2016 Annual Performance Report (APR) to the U.S. Department of Education. Expected Outcome: APR persistence (retention) rate equal to or greater than 47%. Outcome: Persistence (retention) rate attained for 2015-2016 APR: 90%

Strategy:	Explore Opportunities to Improve the Complete Withdrawal Process
Unit Objective:	Decrease student withdrawals.
Requestor(s):	Paula Carpenter

Description: Strategy Description: We will discuss and review the withdrawal process for students to determine if a better system exists to provide information and intervention to students who are considering a complete withdrawal from the college. Who: Financial Aid, Admissions & Records, Counseling, Accounting, ISS. What is the plan / How: Review current process and challenges. Research new ways to communicate information and implications prior to total withdrawal. Discuss if we should continue allowing students to withdraw completely on their own. Develop new system, if desired. Pilot test. Implement.

Status Statement:	08/30/2018 ⬆ Abandoned 01/29/2018 ⬆ Project placed on hold 09/06/2017 ⬆ Project placed on hold

02/14/2017 ⬆ Project placed on hold

08/09/2016 ⬆ Project placed on hold

11/19/2015 ⬆ Project placed on hold

Mid-Year Progress Report: We will revisit at a later date.

Strategy:	Keeping Students On Track with Career Cruising
Unit Objective:	Decrease student withdrawals.
Requestor(s):	Lisa Dittamore

Description: Who: Career Services. How: Increasing the use of Career Cruising to improve retention, persistence and completion. We will promote the program by offering staff development sessions for faculty and also offer to make classroom visits to facilitate.

Status Statement:

08/24/2017 ⬆ Achieved - strategy development complete

02/16/2017 ⬆ Meeting progress target

08/04/2016 ⬆ Meeting progress target

11/12/2015 ⬆ Meeting progress target

Mid-Year Progress Report: Keeping Students On Track with Career Cruising has been achieved.

Strategy:	Rename/Refocus LAC to Align Tutoring and Other Services to Promote Academic Success
Unit Objective:	Decrease student withdrawals.
Requestor(s):	Karla Miller

Description: Who: ISS, IR, CCS, Student Life. What is the plan/How: Rename Learning Assistance Center. Promote tutoring services by communicating to students through our social media, Monthly Stall, classroom visits, etc. Research and implement swipe card tutor tracking software system in order to create data that tracks student progress in order to develop success initiatives. Swipe card tutor tracking system would improve efficiency and provide opportunities to assist students in new ways. Explore ways to implement online tutoring and live chat.

Status Statement:	01/24/2018 ⬆ Achieved - strategy development complete 09/18/2017 ⬆ Project placed on hold 09/18/2017 ⬆ Project placed on hold 08/04/2016 ⬆ Meeting progress target 11/25/2015 ⬆ Meeting progress target

Mid-Year Progress Report: * Rename Learning Assistance Center - achieved in late 2015. Our name changed to the Tutoring and Testing Center. Changes were made on the website, for new catalogs, and all other places for marketing purposes. * Promote tutoring services by communicating to students through our social media and Monthly Stall. Regular communications about tutoring are made through the Monthly Stall, the Laker Low Down, and text messages/social media. In addition, classroom visits, welcome day, table information during the book pick up process, and other opportunities provide opportunities to communicate to students.

Strategy:	Promotional Materials-Advisement
Unit Objective:	Improve retention, persistence, and completion.
Requestor(s):	Krista Burrell

Description: This request is to replace promotional materials and shirts to advertise the advising period to our current students. Materials will be designed without specific dates so that they can be used for years.

Prior to the branding standards we had shirts that faculty would wear once per week during advising. We also displayed posters and fliers when the schedule came out. With mandatory advisement it is crucial that the message for advisement is

everywhere. Students receive information in a lot of different modes and we need to make every effort to inform them that registration is coming. In order to retain the students that we already have here on campus, it is important for them to know when it is time to contact their advisor. The advisor is a key connection to campus and that relationship leads to retention and completion.

Status Statement:	01/19/2018 ⬆ Achieved - strategy development complete 02/07/2017 ⬆ Abandoned

Mid-Year Progress Report: Although there was not enough funding for faculty shirts to promote advising, advising posters were designed and printed. Counseling used them beginning during the spring 2017 advisement promotion period.

Strategy:	Adult Week 2017
Unit Objective:	Improve retention, persistence, and completion.
Requestor(s):	Jon Van Dyke

Description: Adult Week is an annual activity at Lake Land College. This is a two-fold event. One goal is to celebrate our current adult student population. The second goal is to recruit new non-traditional students. Through the years the event has grown. In addition, now that the college has a full-time Director of Community Outreach, we would like to enhance the event with additional funds to increase awareness. However, there is no current budget line for this event.

In the past, Adult Week has been an initiative of the Admissions and Records and Marketing and Public Relations offices, however the entire week was a collaborative effort throughout the entire college community. The Board of Trustees graciously grants a tuition waiver for the recruiting events. Otherwise, with no set budget for this event, the only funds are $100 chipped in from MPR, along with additional support coming from different areas and department in terms of donations for give-a-ways. We are asking for a $1,250 budget for this event.

In 2015, for Adult Week, Lake Land representatives touched the lives of nearly 60 current adult students and visited with 15 new students, resulting in 65 credit hours, or 4.3 FTE, of new enrollment for summer and fall. Overall, 10 new students took advantage of the Board's generous offer to enroll in one class tuition-free. We generated 41 additional credit hours of enrollment on top of the hours generated by the tuition waiver.

	Since the event is two-fold, our goal is also two fold. We hope to increase the awareness and attendance, and ultimately increase enrollment of non-traditional students. And retain current non-traditional students for completion of programs.
Status Statement:	09/05/2018 ⬆ Achieved - strategy development complete 01/30/2018 ⬆ Meeting progress target 09/07/2017 ⬆ Meeting progress target 02/16/2017 ⬆ Meeting progress target 08/22/2016 ⬆ Meeting progress target

Mid-Year Progress Report: Explore Lake Land was held this past fall. An event was held at Kluthe on November 28 and on campus on Thursday November 30. Total number of students who participated in Explore and earned opportunity for tuition waiver was 45, 33 of 45 (73%) enrolled in at least one class. The 138 credit hours generated 9.2 FTE. Of that, we provided a tuition waiver for 99 credits (6.6 FTE) and generated an additional 39 credits of tuition (2.6 FTE). Kluthe--14 students at 52 credit hours. Campus--19 students at 86 credit hours. Total--33 students at 138 credit hours.

Strategy:	One Stop Community Christmas
Unit Objective:	Improve retention, persistence, and completion.
Requestor(s):	Christine Strohl

Description: One Stop is a collaborative effort of many different area organizations (civic groups, schools, businesses, aid organizations, churches, sororities, healthcare providers, etc.) to come together at Christmas time and provide help and hope to families from 7 counties during the holiday season. One Stop is an effort to band together and help even more families who need it, while making sure to provide a really positive experience for everyone involved. One Stop is about the power of partnership to make a difference in the community. Lake Land College hosts the event each year in the West Building. As the Director of Community Outreach, it is important to help those less fortunate and provide them with the opportunity to see how education can change their lives. I would like to provide a bag for personal products and groceries that can be reused by the family for shopping etc.

Status Statement:	09/20/2017 ⬆ Achieved - strategy development complete 02/16/2017 ⬆ Meeting progress target 12/20/2016 ⬆ Meeting progress target 08/16/2016 ⬆ Meeting progress target

Mid-Year Progress Report: One Stop Community Christmas has been a successful recruitment activity. For the event this December, Perkins will be purchasing grocery bags for the family to use. The grocery bags will be packed with their food to take home.

Strategy:	Course Pre-Requisite Checking *
Unit Objective:	Improve retention, persistence, and completion.
Requestor(s):	Tina Stovall

Description: As recommended as part of the HLC review, identify best practices in pre-requisite checking, evaluate the college's current pre-requisite checking system and make recommendations for improvements.

Status Statement:	01/26/2018 ⬆ Achieved - strategy development complete 09/05/2017 ⬆ Meeting progress target 02/08/2017 ⬆ Meeting progress target 08/08/2016 ⬆ Meeting progress target

Mid-Year Progress Report: As noted in previous updates, prerequisite checking is "hardwired" in Reading, English and Mathematics. During the process of this initiative, some assessment was completed in the math and science division considering

placement and success of students who had completed a prerequisite course compared to those who had not. Preliminary results did not show a significant difference. During this time, some departments have reviewed and changed or eliminated prerequisites for courses (LIT130 for example). As part of this initiative, discussion was held between the VP's for Academic Services and Student Services, Division Chairs for Mathematics/Science and Communications/Humanities, Dean for Admissions Services, Chair for Counseling and Judicial Affairs Advisement, and it was determined that the College will continue to seek to improve processes for informing students of prerequisites through academic planning publications and online processes. At this time, no change will be made in the online registration system to automatically "stop registration" for those students whom the system is unable to verify that the prerequisite has been met beyond Reading, English and Mathematics.

Goal: Commit to quality, access and affordability
College Objective: Demonstrate personal and institutional accountability through data-driven decision making.

Strategy:	Develop Periodic Data Reports for the Math and Science Division
Unit Objective:	Improve decision-making processes through the collection and use of data.
Requestor(s):	Ike Nwosu

Description: The division will collaborate to identify appropriate metrics and implement their use in future decisions of the division.

Status Statement:	01/26/2018 ⬆ Achieved - strategy development complete 09/08/2017 ⬆ Meeting progress target 02/08/2017 ⬆ Project placed on hold 08/05/2016 ⬆ Meeting progress target 11/25/2015 ⬆ Meeting progress target

Mid-Year Progress Report: Although this project is described as having been achieved it is one that will remain fluid in terms of the demands and plans of the Math and Science Division (MSD). From the combined efforts of the Division Chair and the IRO etc., several reports are being actively used in decision making concerning the MSD. Some of the reports developed are: 1) Course section and enrollment summary report 2) Adjunct-full time faculty report 3) Blue-card request report 4) Divisional persistence reports. What is important to grasp is that there is proactive search and use of local data to enhance deliberations and decisions.

Strategy:	Giving Our Patrons a Voice: Using Patron Input to Help Optimize Library Service Offerings
Unit Objective:	Improve decision-making processes through the collection and use of data.
Requestor(s):	Scott Drone-Silvers

Description: The strategy is designed to utilize survey information obtained through separate questionnaires given to students and faculty/staff concerning both existing services offered by the Library and potential new services not currently offered. Using surveys and potentially focus groups, we intend to gather input on the use and effectiveness of current Library services and to identify activities that we might profitably pursue with new activities or services. Data collected will be used to advise revisions to present services as well. It is intended that the Director will serve as the primary leader of this activity, with other members of the Library staff becoming involved in specific activities as appropriate to their working responsibilities. Depending on the input received, this will primarily affect the Circulation, Reference, and Instructional activities, and staff responsible for those functions will be involved in activities related to evaluating present services and discussions of the potential for implementing new services affecting their areas of responsibility.

Status Statement:	
	01/22/2018 ⬆ Achieved - strategy development complete
	09/19/2017 ⬆ Meeting progress target
	02/10/2017 ⬆ Meeting progress target
	07/13/2016 ⬆ Meeting progress target
	11/20/2015 ⬆ Meeting progress target

Mid-Year Progress Report: This process has now been adapted as a permanent activity due to the success it has achieved in the first years of implementation. Therefore, we are considering this as an achieved goal and will periodically review its effectiveness in future surveys. The staff will be discussing a new activity this spring and summer.

Strategy:	Helping Students Succeed and Save Money on Course Materials
Unit Objective:	Improve text book rental experience for students.
Requestor(s):	Chris Kramer

Description: Chris Kramer will lead this strategy and work through various communication methods to inform students. Audrey Huffmaster will assist by receiving materials and assisting students during book pick up and returns. David Matherly will

also assist with receiving materials and serving students. Grant Thurn will run reports and assist with data collection. WinPrism Want Lists will be run daily by Chris with assistance from Grant, to determine where enrollment counts are greater than course materials on shelf. Orders will be placed by Chris, received by Audrey and shelved by David and later sold or rented to students. Communications to students through e-mails, text messages, on-line and phone will take place before and throughout each semester.

Status Statement:	09/05/2018 ⬆ Meeting progress target 09/05/2018 ⬆ Meeting progress target 02/02/2018 ⬆ Meeting progress target 09/08/2017 ⬆ Meeting progress target 01/30/2017 ⬆ Meeting progress target 08/15/2016 11/24/2015 ⬆ Meeting progress target

Mid-Year Progress Report: The spring semester 2018 lack of rental return percentage was 9.42% which was slightly higher than the previous spring at 8.46% but both were much better than the 2016 13.49%. Bookstore staff, with the help of volunteer staffers across campus, continue to think of ways to remind students on the deadline so that they won't have any unexpected charges.

Strategy:	Implement Proactive Maintenance Procedures to Maintain Technology
Unit Objective:	Maintain technology quality and availability across campus.
Requestor(s):	Lee Spaniol

Description: Implement proactive maintenance procedures to maintain technology at all College locations. Identify "classes" of equipment and develop a schedule for proactive maintenance within those classes of equipment.

Status Statement:	09/07/2017 ⬆ Achieved - strategy development complete 02/02/2017 ⬆ Meeting progress target 08/03/2016 ⬆ Meeting progress target 11/04/2015 ⬆ Meeting progress target

Mid-Year Progress Report: Now that all 3 areas identified for proactive maintenance have been completed through a cycle, the results are actually better than expected. We have had 0 trouble tickets on the main source of classroom impact, projectors. We have reduced the quantity of printer trouble tickets and we have had 0 failures of UPS units.

Strategy:	Financial Ratios
Unit Objective:	Develop and monitor financial metrics to manage costs.
Requestor(s):	Madge Shoot

Description: Develop a list of financial ratios to compare Lake Land with other colleges in their Peer Group, other contiguous colleges and other colleges who are similar in number of credit hours served. The average from all of these colleges will also be used as a benchmark for Lake Land.

Status Statement:	08/25/2017 ⬆ Achieved - strategy development complete 01/23/2017 ⬆ Meeting progress target 01/23/2017 ⬆ Meeting progress target 08/03/2016 ⬆ Meeting progress target

	11/12/2015 ⬆ Meeting progress target
Mid-Year Progress Report: Working with our former audit firm, I have developed financial ratios to review annually at audit time.	

Strategy:	Ensuring College Print Costs Remain Minimal
Unit Objective:	Mitigate the cost of print services.
Requestor(s):	Dave Earp & Chris Kramer

Description: Dave Earp will lead this strategy. The Campus Print Initiative Task Force will assist by making budget recommendations. The Print Shop employees will also be advocates for this strategy as they work to keep costs down on a daily basis. Student and staff printing needs are being analyzed by the Task Force. Copiers on campus as well as in the Print Shop are being leased and those leases are being renegotiated for cost savings.

Status Statement:	09/13/2017 ⬆ Achieved - strategy development complete 02/16/2017 ⬆ Meeting progress target 08/23/2016 ⬆ Meeting progress target 11/25/2015 ⬆ Meeting progress target
Mid-Year Progress Report: This past year the committee finalized the recommendations and moved forward with the removal of desktop printers campus wide. We also were instrumental in developing a board policy change to reflect that any printing must be done in the campus print shop unless approved by the supervisor of print and mail services. We have seen a tremendous drop in toner purchases across campus and will achieve savings by centralizing all campus printing.	

Strategy:	Assessment Model for Student Services Programs
Unit Objective:	Create a standard format for evaluating success of student services initiatives.

Requestor(s):	Tina Stovall

Description: Establish assessment model that can be used for assessing existing student services programs and evaluating new initiatives.

Status Statement:	09/12/2018 ⬆ Achieved - strategy development complete 01/26/2018 ⬆ Project placed on hold 09/05/2017 ⬆ Meeting progress target 02/08/2017 ⬆ Meeting progress target 08/08/2016 ⬆ Meeting progress target 11/16/2015 ⬆ Meeting progress target

Mid-Year Progress Report: Student Services monitored development of ICCB Program Review Template. ICCB implemented changes to the model review for academic programs but not student support programs. Student Services continues to use ICCB Program Review Template. Will revise assessment framework to support guided pathways going forward.

Strategy:	Program Accreditation and the Lake Land College Website *
Unit Objective:	Improve decision-making processes through the collection and use of data.
Requestor(s):	Jon Althaus

Description: The Higher Learning Commission peer reviewers noted that information about program accreditation needs to be more detailed and easily accessible on the Lake Land College website. The program information they discussed included (but was not limited to) the areas of automotive, nursing, physical therapy assistant, and dental hygiene. Lake Land College has several distinct programs that require and/or strongly suggest the pursuit and maintenance of external accreditation. The displaying of information about the external accreditation on the website allows students, faculty, staff, and district residents to understand the high level of quality expected throughout such programs at Lake Land College. Thus, it is of significant benefit to all to ensure

that this type of information is readily available to individuals seeking to learn more about their program of interest.	

Status Statement:	08/31/2017 ⬆️ Achieved - strategy development complete 02/17/2017 ⬆️ Meeting progress target 08/25/2016 ⬆️ Meeting progress target

Mid-Year Progress Report: Target Completed: March 1, 2017 Narrative: Academic Services worked with Information Systems and Services to design and upload specialized program accreditation information for nursing, automotive, dental hygiene, and physical therapy assistant programs. The specialized accreditation information is also displayed on the College's main Accreditation page via drop-down menu. The attachment provides screenshots of this completed strategic initiative. As additional new programs require specialized accreditation, Academic Services will collaborate with ISS in the same manner to include those additional accreditors on both the main Accreditation page and on the program.

Strategy:	Dental Hygiene program credits *
Unit Objective:	Improve decision-making processes through the collection and use of data.
Requestor(s):	Karla Hardiek

Description: Review the high number of credits in the dental Hygiene program

Status Statement:	08/24/2017 ⬆️ Achieved - strategy development complete 01/13/2017 ⬆️ Meeting progress target 08/16/2016

Mid-Year Progress Report: Dental Hygiene Department developed new curriculum to start with students entering the program FA 2017. The program went from 78.5 credit hours to 71.5 for a reduction in 7 credit hours for students. This number of credits for the program aligns with ICCB recommendations for Allied Health programs to have 60-72 credit hours for Allied Health AAS.

Strategy:	Comprehensive Course Reviews *
Unit Objective:	Improve decision-making processes through the collection and use of data.
Requestor(s):	Jon Althaus

Description: The Vice President for Academic Services will collaborate with division chairs to identify a comprehensive course review metric designed to evaluate effectiveness.

Status Statement:	09/11/2018 ⬆ Achieved - strategy development complete 01/23/2018 ⬆ Meeting progress target 08/31/2017 ⬆ Meeting progress target 02/07/2017 ⬆ Meeting progress target 02/07/2017 ⬆ Meeting progress target

Mid-Year Progress Report: More detail has been added to the course assessment process which includes detailed action plans when assessment goals are not met. The Program Improvement and Enhancement study will provide greater detail in course and program review.

Strategy:	Enhanced Program Review Process *
Unit Objective:	Improve decision-making processes through the collection and use of data.
Requestor(s):	Jon Althaus

Description: The vice president for academic services will collaborate with division chairs to identify a comprehensive program viability metric designed to evaluate program effectiveness.

Status Statement:	09/05/2018 ⬆ Achieved - strategy development complete 01/24/2018 ⬆ Meeting progress target

08/31/2017 ⬆ Meeting progress target

02/07/2017 ⬆ Meeting progress target

08/15/2016 ⬆ Meeting progress target

Mid-Year Progress Report: The Program Improvement and Enhancement process with be co-piloted with Guided Pathways modeling in the Agriculture Division in Spring of 2019.

Strategy:	High Credit Courses in Compressed Format *
Unit Objective:	Improve decision-making processes through the collection and use of data.
Requestor(s):	Jon Althaus

Description: Academic Services will review implications of high credit courses operating in a condensed format, particularly as it impacts student success.

Status Statement:	01/23/2018 ⬆ Achieved - strategy development complete 09/07/2017 ⬆ Meeting progress target 02/07/2017 ⬆ Meeting progress target 08/15/2016 ⬆ Meeting progress target

Mid-Year Progress Report: The attached file reflects data for three consecutive academic years analyzing persistence in compressed format classes.

Strategy:	Measure the Number of Online Courses *
Unit Objective:	Improve decision-making processes through the collection and use of data.

Requestor(s):	Jon Althaus
Description: Measure current number of online courses by each division and plan for a slight increase.	

Status Statement:	09/05/2018 ⬆ Achieved - strategy development complete 01/24/2018 ⬆ Meeting progress target 08/31/2017 ⬆ Meeting progress target 02/07/2017 ⬆ Meeting progress target 08/15/2016 ⬆ Meeting progress target
Mid-Year Progress Report: Strategy has been met while data is continuously being monitored from one semester to the next.	

Goal: Commit to quality, access and affordability
College Objective: Innovate for advancement.

Strategy:	Use Assessment Data to Boost Donations
Unit Objective:	Seek innovative funding sources.
Requestor(s):	Lisa Madlem

Description: This strategy is two-fold: 1) making assessment data results transparent for the purpose of boosting donations (G3, 3.1 A.1); and 2) obtaining data that will contribute to the Dove Preparedness Index (DPI) in order to prepare the college for a capital campaign (G 3, 3.1, P.1). The Professional Development & Assessment Facilitator (PDAF) will work with the College Advancement Department using assessment data to boost donations for Lake Land College. Fundraising is the process of developing relationships and getting to know current and potential donors, getting to know his/her interests, and trying to match those interests with institutional needs. Assessment data can help donors decide which initiatives to fund by: making assessment data transparent, showing what the college is doing with the results, and the differences being made for our students. According to the National Institute for Learning Outcomes Assessment (NILOA), "transparency is making meaningful, understandable information about student learning and institutional performance readily available to internal and external audiences. Information is meaningful and understandable when it is contextualized and tied to institutional goals for student learning. Meaningful information may include disaggregated results, by major field ..." Quantitative and/or qualitative data will be used for this strategy. The PDAF will provide assessment data results and examples for the Executive Director of College Advancement (EDCA). Assessment results will be compiled into a postcard/brochure (for example - Ten Talking Points of Assessment Data). Additionally, assessment result materials can be targeted to specific academic divisions (as suggested by NILOA) that potential donors are interested in giving. The above strategy will assist in the readiness for a capital campaign at Lake Land College. The fourth measure in the DPI is, "a written document that makes a compelling case for supporting the campaign." Making assessment data transparent will provide evidence that students at Lake Land College are learning thus strengthening the overall DPI score for the College. If proven successful, this strategy can be translated to other efforts including fundraising specific to divisions, technology needs, recruiting efforts, etc.

Status Statement:	01/26/2018 ⬆ Achieved - strategy development complete 09/13/2017 ⬆ Meeting progress target 02/16/2017 ⬆ Meeting progress target

	07/28/2016 ⬆ Meeting progress target 11/20/2015 ⬆ Meeting progress target

Mid-Year Progress Report: In FY17, the Foundation did 2 direct mail solicitations of 10,000 (Fall and Spring appeals to a targeted group as determined by our donor profile), a year-end solicitation targeting endowment and annual scholarship donors, and a special solicitation on behalf of the Business Division. Included during the year was an employee appeal. For each gift made to an academic division, an assessment sheet for that division was included in the gift receipt letter. There was an increase from Fall to Spring returns, but the year-end indicated a much bigger return. The gross return for all efforts totaled $149,887.00, more than double from FY16. The number of $1,000 gifts increased as did the number of new donors proving our multiple appeal strategy is paying off in creating a pattern of giving. The cost per dollar raised is under industry standards as well. Although 100% participation was not reached in the 3 boards (Alumni, Foundation, BOT), the participation rates were up from FY16. The most exciting results were in the area of employee participation up to 66% from FY16 of 42% and up from FY14 of 17%. The results were more than double industry standards for organizations such as Lake Land. In total, the Foundation exceeded their FY17 fundraising goal of $680,000 to raise $1.1 million. We feel very good about the results. There is greater transparency to our donors which has an impact on our retained donors, which is most cost effective. Acquisition of donors continues to be a higher cost rate, in line with industry standards.

Strategy:	Analyze and Implement Enhancements to Annual Giving Program
Unit Objective:	Increase institutional readiness for a capital campaign to raise financial resources in support of the student learning experience.
Requestor(s):	Jackie Joines

Description: The College Advancement staff implemented a formal Annual Giving Program in FY15. An analysis of those efforts will be conducted during FY16 and areas for improvements and enhancements identified. This information will help develop a plan for future fiscal years.

Status Statement:	08/20/2018 ⬆ Meeting progress target 01/12/2018 ⬆ Meeting progress target

09/07/2017 ⬆ Meeting progress target

02/23/2017 ⬆ Meeting progress target

02/15/2017 ⬆ Meeting progress target

08/16/2016 ⬆ Meeting progress target

08/16/2016 ⬆ Meeting progress target

08/16/2016 ⬆ Meeting progress target

11/21/2015 ⬆ Meeting progress target

11/21/2015 ⬆ Meeting progress target

11/21/2015 ⬆ Meeting progress target

Mid-Year Progress Report: FY18 had 3 planned direct mail efforts scheduled, an employee appeal effort, and several small special events that add to our overall annual fund revenue. Although FY18 showed a slight drop in total gross dollars raised, 100% participation by the BOT, Foundation Board and Alumni Board was achieved for the first time. The Rescigno's, annual fund consultants, assisted with the development of a donor loyalty program, that although scheduled to be implemented in FY18, will be implemented in FY19 due to staffing changes and increased activities with the College's 50th Anniversary celebration. The Foundation exceeded their fundraising goal of $1.25 million by raising $1,675,084.07, making it a great year overall.

Strategy:	Implement CRM Software
Unit Objective:	Implement Customer Relations Management software to provide quality communication with potential students and applicants.
Requestor(s):	Jon Van Dyke

Description: Many universities and some colleges use a customer relations management software to communicate and track all communications with prospective students. At Lake Land College this is a manual process that requires several hours of staff time. In order to better serve prospective students, and increase the ease and efficiency of communicating to prospects, the staff would like to implement a CRM software to assist with the processes.
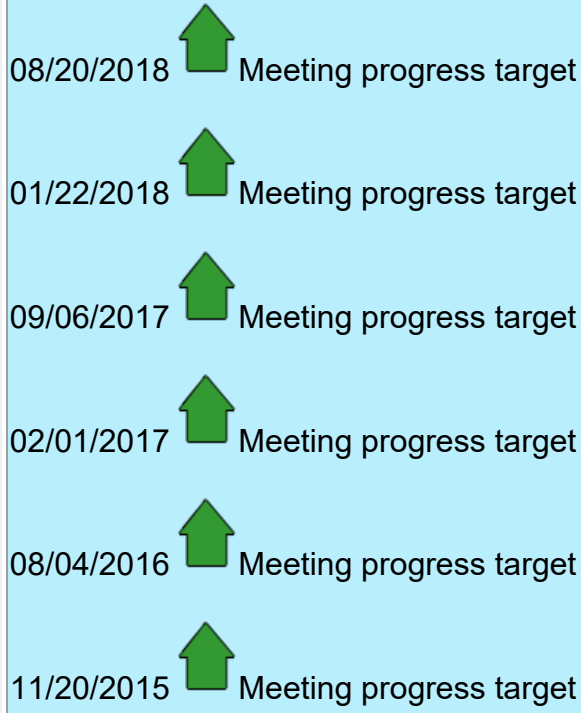
Status Statement:

09/05/2018 ⬆ Achieved - strategy development complete

01/11/2018 ⬆ Meeting progress target

09/13/2017 ⬆ Meeting progress target

02/08/2017 ⬆ Meeting progress target

08/04/2016 ⬆ Meeting progress target

11/20/2015 ⬆ Meeting progress target

Mid-Year Progress Report: Our next steps will include integrating our community outreach activities and prospects into the system. During the spring semester of 2018 the volume of contacts made by the Director of Community Outreach was evaluated and discussions on how we might add them to the system were discussed. The person in the position accepted a new position in June. Once a new Coordinator is hired we will revisit on how to incorporate the CRM into our marketing for non-traditional students. We have also started collecting the dual credit intents to enroll electronically via Recruit.

Goal: Commit to quality, access and affordability
College Objective: Invest strategically in personnel, facilities and equipment.

Strategy:	On-Going Safety Training at DOCs
Unit Objective:	Provide a safe work environment.
Requestor(s):	Business Services

Description: Work with our Associate Deans and Site Directors at each Department of Correction site to provide on-going safety training to their employees at their monthly staff meetings. Lake Land has multiple tools available for use by the Associate Deans and Site Directors including SafeColleges, IPRF videos, and additional online IPRF trainings.

Status Statement:	08/20/2018 ⬆ Meeting progress target 01/22/2018 ⬆ Meeting progress target 09/06/2017 ⬆ Meeting progress target 02/01/2017 ⬆ Meeting progress target 08/04/2016 ⬆ Meeting progress target 11/20/2015 ⬆ Meeting progress target

Mid-Year Progress Report: We continue to place an emphasis on safety with the Associate Dean's and their role in safety. Additionally, we have brought them to campus for additional training and continue to work with the new staff.

Strategy:	Formalize Job Orientation in Physical Plant and Print Shop
Unit Objective:	Provide a safe work environment.
Requestor(s):	Business Services

Description: This strategy involves outlining all the job duties, safety awareness and policies that all new employees in the Physical Plant and the Print shop would need to be trained or given orientation to in their first week of employment. This would be a

formalized process and documented by their supervisor or those responsible for the orientation to ensure that steps are not missed and that new employees are not allowed to complete tasks in which they are not trained (i.e. equipment orientation, proper PPE for each job duty, read over safety policies and procedures, etc.).

Status Statement:	
	08/20/2018 ⬆ Meeting progress target
	01/22/2018 ⬆ Meeting progress target
	09/06/2017 ⬆ Meeting progress target
	02/01/2017 ⬆ Meeting progress target
	08/04/2016 ⬆ Meeting progress target
	11/25/2015 ⬆ Meeting progress target

Mid-Year Progress Report: We continue our employee onboarding process for new employees.

Strategy:	Reevaluate Safety Committee Usage
Unit Objective:	Provide a safe work environment.
Requestor(s):	Dustha Wahls

Description: The safety committee will revitalize their purpose. Currently the committee meets a couple of times a month to do an overview of claims, does building audits, and decides on the use of grant funds. The safety committee (with some additional personnel) would now have an established time once a month to review new accidents (whether or not they turn into claims) step-by-step. The committee would determine if there are procedural changes that could be recommended to the appropriate area.

Status Statement:	
	08/20/2018 ⬆ Meeting progress target
	01/22/2018 ⬆ Meeting progress target

	09/06/2017 ⬆ Meeting progress target 02/01/2017 ⬆ Meeting progress target 08/04/2016 ⬆ Meeting progress target 11/20/2015 ⬆ Meeting progress target
Mid-Year Progress Report: The safety committee continued to meet and work on the safety grant and inspections.	

Strategy:	Safe College Training
Unit Objective:	Provide a safe work environment.
Requestor(s):	Dustha Wahls & Andrea Imes
Description: Human Resources will provide appropriate and timely training for all current and new college employees to ensure the safety, health and welfare of campus employees, students and the community. Training will consist of safety and workplace training as well as mandated trainings as required by law.	
Status Statement:	08/20/2018 ⬆ Meeting progress target 01/22/2018 ⬆ Meeting progress target 09/06/2017 ⬆ Meeting progress target 02/01/2017 ⬆ Meeting progress target 08/04/2016 ⬆ Meeting progress target

	11/11/2015 ⬆ Meeting progress target

Mid-Year Progress Report: Safe Colleges is a valuable tool and we are very fortunate to have it here at the College. Now that we have used it for a while, employees are used to working within the system for their new hire training and annual safety training.

Strategy:	Provide Needed Technology and Related Support Services to Aid Instructors and Students in Attainment of Their Goals
Unit Objective:	Provide exceptional service to support technology needs to ensure a student-centered culture.
Requestor(s):	Lee Spaniol

Description: Working with Division Chairs and specific instructors to identify the technology needs to support their curriculum. Provide for those needs and provide technology support services to maintain the technology deployed to fulfill those needs.

Status Statement:	08/21/2018 ⬆ Achieved - strategy development complete 01/23/2018 ⬆ Meeting progress target 09/07/2017 ⬆ Meeting progress target 02/02/2017 ⬆ Meeting progress target 08/03/2016 ⬆ Meeting progress target 11/20/2015 ⬆ Meeting progress target

Mid-Year Progress Report: At the end of a 3-year cycle of reviewing technologies available within each classroom, this process is now the ongoing normal and is a part of the normal budgeting cycle process.

Strategy:	Development of a Five-Year Budget Plan
Unit Objective:	Develop and manage a five-year budget plan tied to the strategic plan.
Requestor(s):	Madge Shoot

Description: We will develop a five-year rolling budget in order to better plan for and meet the financial needs of the college.

Status Statement:	09/05/2018 ⬆ Meeting progress target 01/22/2018 ⬆ Meeting progress target 01/23/2017 ⬆ Meeting progress target 08/03/2016 ⬆ Meeting progress target 11/12/2015 ⬆ Not meeting progress target

Mid-Year Progress Report: Bryan and I are working on a five-year budget forecast that can be updated annually or more often if needed as information becomes available from the state. Also using the Forecast 5 software to aid in this process.

Strategy:	Redesign College-wide Committee Structure *
Unit Objective:	Improve internal communication and collaboration.
Requestor(s):	Josh Bullock

Description: Work with the Faculty Association leadership, Custodial Association leadership, Paraprofessional Association leadership, support staff and administration to redesign the Lake Land College committee structure to reduce the number of committees, strengthen accountability and be more intentional regarding the purpose of the committees.

Status Statement:	01/26/2018 ⬆ Achieved - strategy development complete 09/06/2017 ⬆ Meeting progress target

	02/15/2017 ⬆ Meeting progress target 07/13/2016 ⬆ Meeting progress target 11/20/2015 ⬆ Meeting progress target

Mid-Year Progress Report: The college-wide committee structure has been fully reviewed and all recommended changes have been implemented. A new process is now in place for each committee chair to submit to the Cabinet an annual report of committee accomplishments for the previous academic year. A collective report of all college-wide committee accomplishments is then disseminated to all staff. This process will help avoid duplication of efforts by various committees and increase staff awareness of the work being performed by the committees.

Strategy:	Enhance Relations with Legislators and His/her Aids to Gain Optimal Legislative Support for Funding and Policy Needs
Unit Objective:	Work with area leaders and legislators to ensure strategic capital and operational funding needs are met.
Requestor(s):	Jean Anne Grunloh

Description: Actively engage legislators and their aids in discussions, correspondences, and face-to-face meetings on matters related to higher education policy and funding issues. Become a resource for legislators to provide research, data or testimonials as needed in support of education policies that advance the mission of the College.

Status Statement:	01/12/2018 ⬆ Achieved - strategy development complete 08/31/2017 ⬆ Meeting progress target 01/12/2017 ⬆ Meeting progress target 07/20/2016 ⬆ Meeting progress target

	11/03/2015 ⬆ Meeting progress target

Mid-Year Progress Report: From the period August 31, 2017 through January 24, 2018, the College president or senior executive to the president conducted 42 documented visits or discussions with legislators (state and federal) of the College's district on issues impacting higher education. Discussions ranged from requesting adequate higher education funding to voting requests on numerous legislative bills relevant to Lake Land and community college procedures and policies. Discussions also included potential impacts of proposed legislation for the Higher Education Re-authorization Bill (PROSPER Act). Additionally, there were numerous efforts to educate legislators on the educational services provided by the College for inmates of 22 of the state's correctional facilities and two of the state's juvenile correctional centers. Halfway through this fiscal year, we have surpassed the targeted number of visits with legislators and will continue to conduct these visits as warranted and foster our established relationships.

Strategy:	Leadership Series Training Offered by CBI to Lake Land Employees
Unit Objective:	Invest in staff training in areas of leadership development, quality improvement and customer service.
Requestor(s):	Jean Anne Grunloh

Description: Utilize the Leadership Series Training offered through the College's Center for Business and Industry (CBI) to enhance leadership skills of various Lake Land employees.

Status Statement:	01/10/2018 ⬆ Abandoned 08/31/2017 ⬆ Project placed on hold 01/12/2017 ⬆ Project placed on hold 06/01/2016 ⬆ Meeting progress target 11/03/2015 ⬆ Meeting progress target

Mid-Year Progress Report: Due to the state budget impasse, this project was placed on hold in FY 2017. Although the College eventually received a supplemental appropriation for FY 2017 and an appropriation for FY 2018, this strategy was abandoned in the current three-year planning cycle as the leadership series training involved participation for a 10-month period and the cost to the College was dependent upon external participation in the class. Additionally, we anticipate additional budget challenges in the near future and have begun to utilize various training services provided through the College's membership with the Education Advisory Board (EAB) which began in January 2018. This will offer leadership learning opportunities to all staff such as free participation in webinars via the College's EAB membership.

Strategy:	Develop a College-wide Communication Flowchart. *
Unit Objective:	Improve internal communication and collaboration.
Requestor(s):	Jean Anne Grunloh

Description: Enhance internal communication to all staff, especially for Board Policy changes and other pertinent information, by coordinating with Cabinet the following tasks and activities:

1. Develop Communication Flow Chart that describes content of each communication channel.

- Include summary of what each communication channel offers such as Town Hall meetings, L3T meetings, Laker Low Down electronic newsletters, email updates to "All" from the Office of the President, spring and fall "Opening Day" events, faculty and staff development days, and calendars of activities available via the Hub.
- Include more defined process for announcements of employee, retiree, and student deaths.
- Include more defined listing for appropriate submissions to the Laker Low Down.

2. Incorporate communication flow chart and related employee expectations for review of disseminated information into new employee training coordinated through the Human Resources Department, ongoing training for all employees, and annual employee performance reviews.

3. Ensure all supervisors understand their roles to assist with dissemination of information to their team members as well as their team members' individual accountability for remaining informed.

4. Monitor best practices for conducting Town Hall meetings (e.g. pilot "Brown Bag Lunch with the President" Town Halls began in spring 2016) for effectiveness.

5. Continue seeking feedback from L3T leaders on communication channel best-practices, especially to ensure dissemination of important Board Policy changes and utilizing the monthly Board Book as an ongoing training tool.

6. Coordinate with all Standing Committee chairs/sponsors to bi-annually issue an email to "all" regarding College-wide committee achievements from prior year and goals/objectives for coming year.

Status Statement:	
	01/10/2018 ⬆ Achieved - strategy development complete
	08/31/2017 ⬆ Meeting progress target
	01/12/2017 ⬆ Meeting progress target
	01/04/2017 ⬆ Meeting progress target
	12/01/2016 ⬆ Meeting progress target
	08/15/2016 ⬆ Meeting progress target

Mid-Year Progress Report: The Laker Low Down publication has become the primary tool to weekly or bi-weekly disseminate information to all staff via email, resulting in a significant decrease in the number of internal emails sent by staff to other staff. All staff are reminded each semester of their expectations to remain informed of College-issued updates and policy changes via a brief article within a Laker Low Down publication. A link to two documents including the "Communication Flowchart" and "Communication Tools and Expectations" is included in the reminder and both documents are posted in the College's shared drive. Additionally, all new employees are informed of both documents as part of the new employee orientation packet. During specified months of the year, the Cabinet conducts employee forums with five separate employee groups including faculty, administrators/supervisors, paraprofessionals, custodians, and support staff. By conducting these group specific forums, employees are afforded the opportunity to engage in discussion with College leadership on topics specific to their employee group as well as general, timely discussion items for all staff such as any Board Policy Manual changes. The Cabinet will annually review the effectiveness of the communication tools and flowchart and will make revisions as warranted.

Strategy:	Institutional Review Board *
Unit Objective:	Improve internal communication and collaboration.
Requestor(s):	Lynn Breer

Description: To determine the need and purpose of an Institutional Review Board at Lake Land College.

Status Statement:	10/26/2016 ⬆ Achieved - strategy development complete 07/28/2016 ⬆ Meeting progress target

Mid-Year Progress Report: The Director of Institutional Research discussed the possible need of an Institutional Review Board (IRB) with various leadership teams and administrators across the college. Based on the feedback provided during from discussions, it was recommended that an IRB is not needed at this time. Therefore, a model and draft of an IRB is not necessary either. However, feedback did indicate that the development and implementation of a Research Advisory Council could benefit the college. The proposed purpose of this council would include: 1. Serving as a sounding board for reports and data produced by Office of Institutional Research. 2. Serving in an advisory capacity to faculty or staff interested in data collection and analysis. 3. Serving as reviewers for surveys before they are disseminated. 4. Serving as advisors in taking something learned from the literature or from a conference and translating it to be applicable at Lake Land. 5. Serving as resources to other faculty and staff for accessing or acquiring available information and data about Lake Land. 6. Serving as resources for data available in datatel. 7. Assisting with setting potential research agendas related to the College's strategic plans. For example, the council could assist with defining the RPC focus. 8. Assisting with combining data collection efforts across the college so students do not get inundated with requests for information/surveys, and 9. Monitoring the need for an IRB, and if one is deemed needed, the advisory council will assume the responsibility of the IRB.

Strategy:	Engage New Hires in Policy-related Training on Federal Compliance Policies that Impact Title IX *
Unit Objective:	Invest in staff training in areas of leadership development, quality improvement and customer service.
Requestor(s):	Dustha Wahls

Description: Provide training to all newly hired employees in their first three months of employment to engage them in knowledge, understanding, and their obligation under Title IX.

Status Statement:	08/20/2018 ⬆️ Meeting progress target 01/22/2018 ⬆️ Meeting progress target 09/06/2017 ⬆️ Meeting progress target 01/27/2017 ⬆️ Meeting progress target 08/16/2016 ⬆️ Meeting progress target

Mid-Year Progress Report: We are continuing the use of Safe Colleges for our new employee training. I also review the Title IX website during new employee orientation.

Goal: Fulfill evolving and emerging education and training needs
College Objective: Align programs, services and delivery methods.

Strategy:	Support Model for New Non-Traditional Education and Training Opportunities
Unit Objective:	Implement models to respond to non-traditional educational opportunities.
Requestor(s):	Tina Stovall

Description: Collaborate with Academic Services to develop model for planning and supporting new non-traditional education and training opportunities.

Status Statement:	01/26/2018 ⬆ Achieved - strategy development complete 09/05/2017 ⬆ Meeting progress target 02/08/2017 ⬆ Meeting progress target 08/08/2016 ⬆ Meeting progress target 11/16/2015 ⬆ Meeting progress target

Mid-Year Progress Report: As noted in previous updates, a model checklist was developed to guide development of plans to implement and support new non-traditional education and training opportunities. During the Fall 2017 semester, the chart was updated in a joint effort between Academic Services, Student Services and Workforce Development/Community Education, and is being used as a guide for implementing a new non-traditional learning opportunity in Spring 2018. The model addresses internal processes (program development, admissions, testing, registration, advisement) as well as federal policies related to program approval and financial aid. The model will continue to evolve as needed to address evolving needs.

Strategy:	Lake Land College Faculty Academy
Unit Objective:	Implement models to respond to non-traditional educational opportunities.
Requestor(s):	Jon Althaus

Description: The Employee Development Committee (EDC) will help in the formation of a needs assessment so that professional development is beneficial and timely. Additionally, various faculty and staff members as well as external facilitators will be asked to facilitate faculty development activities at the normal facilitator pay ($50/hour) and requirements to prevent double-dipping. Topics can include:

Academic Assessment -This summer session will include an Introduction to classroom assessment techniques, overview of academic assessment at the College, steps in the academic assessment process, and better use of assessment results to increase learning. Using Open Educational Resources - Participants this summer will explore the use of open educational resources found on the Internet. Topics covered will include a variety of free educational platforms, effectively using open educational materials, developing lessons around open educational resources, and the pros and cons of open educational resources. Online Teaching: Design and Pedagogy - Designed to support faculty in discovering, sharing and applying best practices in teaching and learning in an online environment. This summer session will prepare faculty (both new and established) for teaching in the online environment, utilizing the current learning management system with additional focus on online course engagement, content creation and delivery, and course design and management. Participants will be introduced to online learning initiatives such as the Illinois Online Network's (ION) Making the Virtual Classroom a Reality (MVCR) courses.

Student Resources at Lake Land College- This summer session will provide participants with an in-depth view of the resources provided to students at Lake Land College. Go behind the scenes of TRIO, Counseling Services, Financial Aid, Tutoring and other resources provided by the College to get a better understanding of the different types of students served.

Status Statement:	
	09/14/2017 ⬆ Abandoned
	02/21/2017 ⬆ Project placed on hold
	08/24/2016 ⬆ Project placed on hold
	12/09/2015 ⬆ Project placed on hold
	11/04/2015 ⬆ Meeting progress target

Mid-Year Progress Report: Due to elimination of the Director of Learning Technologies position, the Vice-President for Academic Services has determined not to move forward with this strategy.

Strategy:	Career Success Video Training Series
Unit Objective:	Develop student-centered solutions for class planning.
Requestor(s):	Tina Moore

Description: Preferred learning methodologies continue to evolve and Career Services needs to evolve also. Many people prefer to watch videos online to learn new information and there is an opportunity to provide career development and success information in video format. The plan is to use Camtasia to develop short, five-seven minute videos that explain how to develop application materials. These videos will be available to students on the Career Services website and can be viewed as many times as desired.

Status Statement:	01/24/2018 ⬆ Achieved - strategy development complete 08/29/2017 ⬆ Meeting progress target 02/16/2017 ⬆ Meeting progress target 08/22/2016 ⬆ Meeting progress target 11/18/2015 ⬆ Meeting progress target

Mid-Year Progress Report: Instructive videos have been created and posted on the Career Services website. Feedback on the videos will be used in creation of future videos.

Strategy:	Update CDL Program to align with new law for entry level commercial drivers and refreshers
Unit Objective:	Provide student-centered course scheduling and delivery options.
Requestor(s):	Justin Onigkeit

Description: There is a proposed rule (not released prior to submission requirement date) that will impact the CDL courses offered at Lake Land College. The proposed rule dictates:

-All training providers to be registered with the Federal Motor Carrier Safety Administration (FMSCA).

- Federally Standardized Curriculum.

There are no requirements for length of time in classroom; the changes will add several required classes to our existing classroom curriculum and extend the current time frame for completion.

The proposal requires 10 hours on range, 10 hours driving, and 10 hours divided between range and drive time two per driver. We anticipate the proposed changes to lengthen the course time by two weeks.

Status Statement:	09/05/2018 ⬆ Meeting progress target 01/19/2018 ⬆ Meeting progress target 08/31/2017 ⬆ Meeting progress target 01/19/2017 ⬆ Meeting progress target 07/21/2016 ⬆ Meeting progress target

Mid-Year Progress Report: Classes for the endorsement training have been received and uploaded to the class in Canvas, as well as the question banks associated with the courses. Work has begun on new additional material. Students currently enrolled in the CDL classes as well as the Ag Online program have tested the course. We plan to offer the online permit study to the general public this fall via the CBI works and Canvas formats. Currently the FMCSA is not accepting applications to the Training Provider Registry and the website has not been created to date. The newest updates to the timeline for having the Training Provider Registry live is October 2019.

Strategy:	Associate Degree Requirements *
Unit Objective:	Develop student-centered solutions for class planning.
Requestor(s):	Martina Stovall

Description: As recommended by the HLC review, assess all degree programs that exceed 60 hours of credit and identify opportunities to align with ICCB standards and HLC Assumed Practices.

Status Statement:

01/26/2018 ⬆ Achieved - strategy development complete

08/28/2017 ⬆ Meeting progress target

02/08/2017 ⬆ Meeting progress target

08/08/2016 ⬆ Meeting progress target

Mid-Year Progress Report: In accordance with the Higher Learning Commission's "Report of a Comprehensive Visit to Lake Land College" in March 2015, the President's Cabinet requested that the Academic Standards Committee conduct a review of all degree-requirements, assessing their alignment with ICCB requirements and HLC Assumed Practices. During the 2016-2017 year, the Committee reviewed the degree requirements for each Associate in Applied Science (AAS) degree and identified opportunities for improvement. Recommendations for changes to degree requirements for several AAS programs were submitted to the Academic Leadership Team for consideration in May 2017. In Fall 2017, the Academic Standards Committee reviewed the degree requirements for each transfer associate degree (AA, AS, ALS, and AES), again assessing their alignment with ICCB requirements and HLC Assumed Practices. Additionally, consideration was given to transfer requirements and opportunities at the universities to which most Lake Land students transfer. Recommendations for changes to degree requirements for the ALS degree were submitted to the Academic Leadership Team for consideration in November 2017. Additionally, during the 2016-2017 year, the Academic Standards Committee submitted a request, and received approval, to revise Board Policy 07.24 Graduation Requirements to allow the minimum number of hours required for any associate degree to be reduced from 64 to 60 (the minimum number allowed by ICCB and HLC).

Goal: Fulfill evolving and emerging education and training needs
College Objective: Expand transfer options and career pathways.

Strategy:	Creation of 2+2 Agreement with SIU-C College of Agricultural Sciences
Unit Objective:	Create new and innovative transfer opportunities.
Requestor(s):	Jon Althaus

Description: The Lake Land College Agriculture Division will work collaboratively with representatives of SIUC-COAS to create a 2+2 transfer agreement for Lake Land students in Agriculture AAS programs. These programs would include: Agriculture Business & Supply, Agriculture Production & Management, Ag Power Technology, Horticulture and John Deere Tech.

Status Statement:	08/16/2016 ⬆ Achieved - strategy development complete 11/25/2015 ⬆ Meeting progress target

Mid-Year Progress Report: The 2 + 2 agreement has been completed and signed. Congratulations to the Agriculture staff members that worked diligently toward this strategy.

Strategy:	Improve Availability of Transfer Information to Students
Unit Objective:	Assist students with transfer and career pathway options.
Requestor(s):	Jane Cox & Kellie Keck

Description: Create electronic transfer web page, complete with checklists for counselors, advisors, and students to access. The page will be located inside the counseling services web page.

Status Statement:	01/10/2018 ⬆ Achieved - strategy development complete 09/07/2017 ⬆ Meeting progress target 02/03/2017 ⬆ Project placed on hold 07/28/2016 ⬆ Project placed on hold

	11/13/2015 ⬆ Project placed on hold

Mid-Year Progress Report: The site has been implemented - sheets will be added as available.

Strategy:	Bachelor's Degree Completion Pathways for ALS (Liberal Studies)
Unit Objective:	Assist students with transfer and career pathway options.
Requestor(s):	Emily Hartke

Description: Increase availability of easy-to-use information regarding transfer process for ALS students to Adult Degree Completion programs through the development of transfer checklists/guides to three-five specific completion programs with the intention of increasing the number of ALS students continuing their education beyond the associates degree.

Status Statement:	08/31/2018 ⬆ Achieved - strategy development complete 01/17/2018 ⬆ Meeting progress target 08/31/2017 ⬆ Meeting progress target 02/06/2017 ⬆ Meeting progress target 11/30/2016 ⬆ Meeting progress target 08/04/2016 ⬆ Not meeting progress target 11/06/2015 ⬆ Meeting progress target

Mid-Year Progress Report: Now that the ALS to BA/BS guides are complete, students have access to information to assist them with transfer. Requesting updated transfer information for this population from IR has been worked into office processes.

Strategy:	Employer Survey
Unit Objective:	Assist students with transfer and career pathway options.
Requestor(s):	Lynn Breer

Description: One of the KPIs for Goal 2 is to develop and administer an employer survey to determine how satisfied employers are with Lake Land College graduates and identify any skills that need to be enhanced during their education. The survey will also identify current and future skill/training needs for employees as well as estimated number of new and replacement positions over the next three years. The survey will be administered annually to all employers participating in program advisory councils. To keep the cost and resources needed for the survey low, it will be administered via e-mail and data will be collected via survey monkey.

Status Statement:

01/16/2018 ⬆ Achieved - strategy development complete

08/24/2017 ⬆ Meeting progress target

01/24/2017 ⬆ Meeting progress target

07/28/2016 ⬆ Not meeting progress target

11/24/2015 ⬆ Meeting progress target

Mid-Year Progress Report: The employer survey was updated to be specific to each program. Included in the survey are satisfaction questions related to learning outcomes as well as "soft skills." Forty-four employers have completed the survey across eight disciplines. Reminders to distribute the survey to employers are sent each semester to program coordinators.

Goal: Fulfill evolving and emerging education and training needs
College Objective: Partner with community, business, and education.

Strategy:	Business and Computer Contest
Unit Objective:	Pursue new and innovative ways to inform nontraditional students about Lake Land College.
Requestor(s):	Business Division

Description: The Business Division hosts an annual Business and Computer Contest inviting all area high schools to attend and bring seven students to compete in contest events.

Status Statement:	07/26/2016 ⬆ Achieved - strategy development complete 11/04/2015 ⬆ Meeting progress target

Mid-Year Progress Report: The Business & Computer Contest was completely overhauled for April 2016. Additional schools were invited; attendance by school was the same, however. Each school brought 5 students, and participated in a team event as well as one individual event. Feedback from all teachers, and particularly those who were familiar with the old format, was very positive. Snapchat filters were used during the team event to promote Lake Land College, and was well received by the attending students. We will continue to model the future contest after the format adopted in April 2016.

Strategy:	CNC Machine Tools for Computer Integrated Manufacturing Program (CIM)
Unit Objective:	Pursue new and innovative ways to inform nontraditional students about Lake Land College.
Requestor(s):	Joseph Tillman

Description: The purchase of two modern CNC lathes and two CNC mills for use in the CIM and MTI programs. This will assist in meeting the training needs of several manufacturers in the area.

Status Statement:	09/01/2017 ⬆ Achieved - strategy development complete 01/18/2017 ⬆ Meeting progress target

	08/16/2016 ⬆ Project placed on hold 08/16/2016 ⬆ Project placed on hold

Mid-Year Progress Report: This summer a FANUC CNC mill was purchased through Perkins funds. This mill was installed in the CNC lab space in West 106. The mill is operating this Fall and will aid in student training and industrial certification before their graduation from LLC.

Strategy:	Douglas County Public Health Rotation
Unit Objective:	Pursue new and innovative ways to inform nontraditional students about Lake Land College.
Requestor(s):	Debbie Thomason

Description: Dental Hygiene students will perform dental hygiene treatment to patients at the Douglas County Public Health Department. This opportunity will occur throughout each semester as a required clinical rotation. One or two students will be sent each week for an afternoon of clinic experience.

Status Statement:	09/05/2018 ⬆ Meeting progress target 01/23/2018 ⬆ Meeting progress target 09/08/2017 ⬆ Meeting progress target 01/18/2017 ⬆ Meeting progress target 08/16/2016 ⬆ Meeting progress target 11/23/2015 ⬆ Project placed on hold

Mid-Year Progress Report: The Dental Hygiene program has continued its rotation through the Douglas County Public Dental Health department. Both Instructors and students feel that it is a valuable partnership. Students feel like they function more

independently while there and that independence increases their confidence in patient treatment. Instructors feel that the experience allows the students to function more like they would in general practice and that it helps them manage their time more efficiently.

Strategy:	Machine Tools for Introductory Machine Tool Technology (MTT) Classes
Unit Objective:	Pursue new and innovative ways to inform nontraditional students about Lake Land College.
Requestor(s):	Joseph Tillman

Description: The purchase of two modern CNC lathes and two CNC mills for use in the CIM and MTI programs. This will assist in meeting the training needs of several manufacturers in the area.

Status Statement:	09/12/2018 ⬆ Not meeting progress target 09/01/2017 ⬆ Meeting progress target 01/18/2017 ⬆ Project placed on hold 08/16/2016 ⬆ Project placed on hold 11/25/2015 ⬆ Project placed on hold

Mid-Year Progress Report: MTT tooling has not been upgraded this year. The existing MTT machinery is still functioning but there is a need for newer lathes to replace the small hobby lathes currently used in the classes. The Division will still attempt to buy and replace lathes as money through the regular budgets and grants allow.

Reason for not meeting actions: For FY 2019, a Perkins request for at least two new lathes should be submitted. MTT is a popular class which is included in several certificates and programs. The department needs to be able to have the machinery appropriate to the needs of the industry.

Strategy:	Potential Employers in Horticulture Industry of SOE (internship) and Employment Opportunities
Unit Objective:	Pursue new and innovative ways to inform nontraditional students about Lake Land College.
Requestor(s):	Dyke Barkely

Description: Create a collection of potential horticulture employers for students of Lake Land College. The information would include contact information, type of horticulture business and physical location and possibly information/recommendations from past students. This list would be different than a collection of present job openings. The horticulture industry is much more fragmented and weather dependent. Employers have job opportunities that quickly change with the season, weather and personality of individual student.

The strategy lead would be the Horticulture Program advisor. Currently, a partial list of horticulture businesses is kept by the Instructor, but not in an official, easily accessed method.

Status Statement:

08/24/2018 ⬆ Project placed on hold

01/26/2018 ⬆ Project placed on hold

09/13/2017 ⬆ Project placed on hold

01/31/2017 ⬆ Project placed on hold

08/22/2016 ⬆ Project placed on hold

11/04/2015 ⬆ Meeting progress target

11/04/2015 ⬆ Meeting progress target

Mid-Year Progress Report: Project placed on hold

Strategy:	Alumni Connections with Business
Unit Objective:	Pursue new and innovative ways to inform nontraditional students about Lake Land College.
Requestor(s):	Kelly Allee

Description: As we interview successful alumni we will be sharing how we use the information with their employers. The purpose is to offer the employers the opportunity to share this information in employee newsletters or industry publications which in turn garners additional publicity for Lake Land College. We will also pursue the "We hire Lake Land graduates" banner campaign.

Status Statement:

09/19/2017 Achieved - strategy development complete

02/08/2017 Project placed on hold

08/04/2016 Meeting progress target

11/04/2015 Meeting progress target

Mid-Year Progress Report: As part of our regular processes, we actively write stories about successful alumni at area businesses and have worked with them to seek approval for articles and photographs.

Strategy:	Track WIOA Community, Business, Education Partnerships and Contacts
Unit Objective:	Increase WIA partnerships with community, business and education.
Requestor(s):	Gerry Schlechte

Description: Who: Workforce Investment, CEFS, VP of Business Services. What: Determine information desired. Create database. Develop data gathering process. Create data sharing report. Implement.

Status Statement:

08/24/2018 Meeting progress target

01/23/2018 Meeting progress target

08/30/2017 ⬆ Meeting progress target

02/03/2017 ⬆ Meeting progress target

08/02/2016 ⬆ Meeting progress target

11/23/2015 ⬆ Meeting progress target

Mid-Year Progress Report: To make community and workforce area leaders aware of the services the Workforce Innovation and Opportunity Act provides, outreach in Local Workforce Innovation Area 23 is essential. Since Lake Land College took over the duties of Grant Recipient / Fiscal Agent July 1, 2014, 323 new contacts with these leaders have been made throughout our workforce area. This awareness can bring students to LLC, build business partnerships with the college, training opportunities through the Center for Business and Industry, and expand on the relationship developed with the Adult Education and Pathways programs.

Strategy:	"Community Connections" Portal via the Office of the President's Webpage
Unit Objective:	Actively engage local leaders and legislators in the support of new and existing partnerships.
Requestor(s):	Jean Anne Grunloh

Description: Develop a new set of web pages for the Office of the President to offer an interactive format and enable increased, streamlined communication with legislators, area leaders and community, business and education partners. Once the web pages are active, solicit legislators and area leaders to voluntarily register to receive electronic communications ("Community Connections") from the President's Office. Commit to continual updates for the Office of the President to provide timely, pertinent information such as a "President's Report to the Community". Provide links to the Board of Trustees, Foundation, Alumni Association, ECIDC, and current events of the College. Finally, ensure the new web pages provide legislators and community partners with descriptive roles of various College leaders and links to easily submit e-mail communications and requests to the Office of the President, members of the Cabinet, and leaders with the Foundation and Alumni Association.

Status Statement:	08/22/2018 ⬆ Achieved - strategy development complete

01/12/2018 ⬆ Meeting progress target

08/31/2017 ⬆ Meeting progress target

01/12/2017 ⬆ Project placed on hold

07/12/2016 ⬆ Project placed on hold

11/17/2015 ⬆ Project placed on hold

Mid-Year Progress Report: New web pages for "Office of the President" were released at the start of the Fall 2018 semester in an effort to strengthen engagement with our communities and as part of President Bullock's executive visibility plan. Actions were coordinated with staff in Marketing and Public Relations, Information Systems and Services and Institutional Research for inclusion of updated information on district-wide data, college and regional reports and resources, brief biographies and contact information for the President and the President's Cabinet. A marketing campaign was launched to inform area residents of this new resource and the ability to receive monthly emails on topics relevant to our communities, businesses and education. Subscribers have the ability to identify at least one of the following categories: alumni, business, community, education and Lake Land College retiree. Community, business and education partners may also utilize the speaking engagement request form to keep President Bullock up to date on upcoming speaking opportunities or meetings. As we continue efforts in the coming year to increase subscribers we will utilize the data analytics platform within Constant Contact, the software tool facilitating email campaigns, to track effectiveness of various email topics, email open rates, click rates on the College's website and total number of subscribers.

Strategy:	Create Marketing Plans That Ensure Touch Points with High School Students in Each Year of Their High School Career
Unit Objective:	Collaborate with high schools to help students successfully transition to the College.
Requestor(s):	Kelly Allee & Lisa Shumard-Shelton
Description: Create specific ways to reach out to students in each year of their high school career.	

Status Statement:	02/08/2017 ⬆ Achieved - strategy development complete
	08/04/2016 ⬆ Meeting progress target
	11/04/2015 ⬆ Meeting progress target

Mid-Year Progress Report: The Paris Economic Development Agency invited Lake Land College to create banners and signs for the new Paris High School which will touch all high school student as well as the many district residents who travel to Paris HS for events. MPR and Admissions have worked together to create a list of touch points for all ages of high school students. We are also investigating the use of the new CRM software to assist us in this effort.

Strategy:	Increase Information Sharing Between the Office of Student Accommodations and High School Students
Unit Objective:	Collaborate with high schools to help students successfully transition to the College.
Requestor(s):	Andrew Gaines

Description: Host a transition night/day (depending on feedback from districts) to cover application for and dissemination of student accommodations at Lake Land College and provide information of other services relevant to the students with disabilities.

Status Statement:	02/16/2017 ⬆ Abandoned
	07/19/2016 ⬆ Meeting progress target
	11/19/2015 ⬆ Meeting progress target

Mid-Year Progress Report: After reviewing feedback from district high schools it was determined that the status quo would be more effective and preferential than hosting a transition event on campus. High school personnel reported varying times at which they could attend (day versus night), a lack of foreseen parental involvement, and a lack of transportation funds (for parents and school districts). Those who have been bringing groups to campus showed a preference for that. Those who have been unable to visit campus preferred an OSA representative visiting their high schools for

an informational meeting. For those who cannot visit campus, data was gathered regarding the information that the schools would like to receive. The project did produce outreach to districts who had not participated in campus visits or OSA visits to the high school. As a result, several districts have been added to informational visits this year. There is a potential to revisit the strategy of a "transition event" once the educational budget crisis subsides.

Strategy:	Develop Career Pathway Models to be Used by Others in LLC
Unit Objective:	Collaborate with high schools to help students successfully transition to the College.
Requestor(s):	Lori Ohnesorge
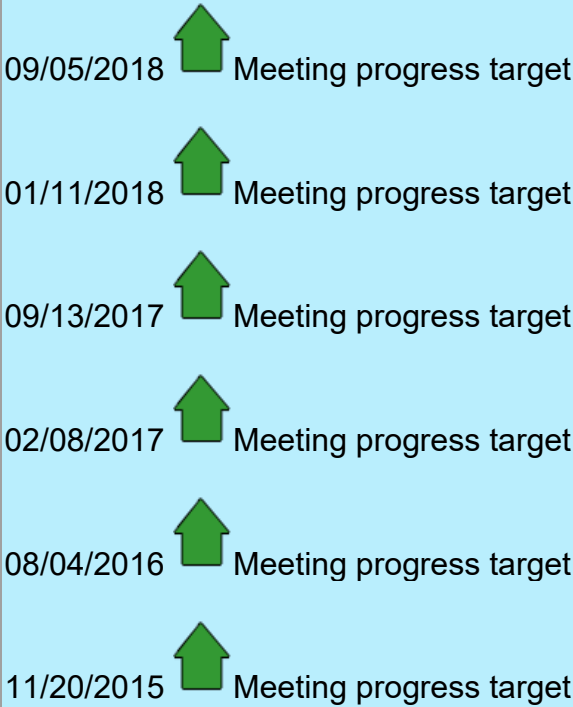
Description: Create a visual Career Pathway Tool. Partner with an area organization to define various careers with income levels. Careers will be organized into the same career clusters defined in the Lake Land College catalog. An educational pathway, utilizing LLC programs, will be created for each career. The end result will represent an area organization with careers listed in different clusters and a visual path of how a secondary student could reach each career in the organizations.

Status Statement:	
	01/25/2018 ⬆ Achieved - strategy development complete
	09/06/2017 ⬆ Meeting progress target
	09/06/2017 ⬆ Meeting progress target
	09/06/2017 ⬆ Meeting progress target
	02/10/2017 ⬆ Not meeting progress target
	08/08/2016 ⬆ Not meeting progress target
	11/25/2015 ⬆ Meeting progress target

Mid-Year Progress Report: The Career Pathways initiative was formed in hopes of creating a clear path between education and work. This is a process we take TRiO DC students through as a part of our curriculum, and intentions were to replicate these

efforts for a college wide scale. Career Services and Destination College team members met with the Production Manager and Human Resources Manager at Yargus Manufacturing to discuss the efforts they had put forth, connecting positions within their company to education. Information was collected on their positions and educational preferences. Yargus had spent extensive time and efforts to put the work together. Through our experience with Yargus, we recognized the significant amount of time of personnel across the college that would be required to replicate the TRiO DC career pathways model to the college level and that such an initiative would require college-wide support. We are excited that Guided Pathways for Success has been identified as one of two priorities in the College's next strategic plan and believe that GPS will provide the framework to continue building a model articulating relationships between education and career advancement.

Strategy:	Develop an Outreach Campaign to Those People in the District Who Do Not Have Library Services
Unit Objective:	Pursue new and innovative ways to inform nontraditional students about Lake Land College.
Requestor(s):	Kelly Allee

Description: Develop a plan to market the library's services to those who live outside a library taxing district.

Status Statement:	01/23/2018 ⬆ Abandoned 09/08/2017 ⬆ Meeting progress target 02/08/2017 ⬆ Meeting progress target 08/03/2016 ⬆ Meeting progress target 11/04/2015 ⬆ Meeting progress target

Mid-Year Progress Report: This project has been put on hold due to other priorities regarding marketing of new students.

Strategy:	Fully Implement Director of Community Outreach Position and Establish a Plan for Adult and Community Recruitment
Unit Objective:	Pursue new and innovative ways to inform nontraditional students about Lake Land College.
Requestor(s):	Jon Van Dyke

Description: The Director of Community Outreach position was developed to concentrate specific recruitment efforts on prospective adult students and outreach through community activities.

Status Statement:	09/05/2018 ⬆ Meeting progress target 01/11/2018 ⬆ Meeting progress target 09/13/2017 ⬆ Meeting progress target 02/08/2017 ⬆ Meeting progress target 08/04/2016 ⬆ Meeting progress target 11/20/2015 ⬆ Meeting progress target

Mid-Year Progress Report: The Director spent most of the spring working on business and re-entry summits visits. Visits were also conducted to GED classrooms. The Director also worked closely with assisting to promote Launch Code and the Manufacturing Skills programs offered by the college for the summer of 2018. Time was also directed to promoting the low enrollment, high growth programs identified by the college. Work began on exploring how to incorporate the non-traditional outreach efforts into the CRM.

Strategy:	Department of Corrections Re-Entry Summits Recruitment Plan
Unit Objective:	Pursue new and innovative ways to inform nontraditional students about Lake Land College.
Requestor(s):	Lisa Shumard-Shelton, Chris Strohl

Description: Re-entry summits are designed to assist inmates with opportunities available to them to be successful upon release. Many Illinois inmates are current Lake Land College students who have received coursework during their time in incarceration. The college wishes to attend all re-entry summits in the state where we teach courses and meet with inmates to educate them about their student records and help them obtain information from the college and pursue additional coursework or training.

Status Statement:	
	09/05/2018 ⬆️ Achieved - strategy development complete
	01/30/2018 ⬆️ Meeting progress target
	09/08/2017 ⬆️ Meeting progress target
	02/23/2017 ⬆️ Meeting progress target
	08/02/2016 ⬆️ Meeting progress target
	11/17/2015 ⬆️ Meeting progress target

Mid-Year Progress Report: Director of Community Outreach attends Department of Corrections reentry summits twice per year at the 23 locations throughout the state of Illinois served by Lake Land College. These events provide opportunity to give current students information about continuing their education and reverse transfer options. The college has also recently acquired the contract for educational services at the Department of Juvenile Justice facilities in St Charles and Harrisburg.

Strategy:	Collaborate with CEFS to Implement Rapid Response
Unit Objective:	Pursue new and innovative ways to inform nontraditional students about Lake Land College.
Requestor(s):	Chris Strohl

Description: When a business or facility closes, employees losing their jobs often times wish to receive information about educational opportunities. We plan to partner with CEFS to better serve these people by having a Liaison to the events (called Rapid Response) through the Community Outreach Director. The director will attend these events and provide relevant and targeted marketing materials.

Status Statement:	01/11/2018 ⬆️ Achieved - strategy development complete 09/20/2017 ⬆️ Meeting progress target 02/16/2017 ⬆️ Meeting progress target 08/16/2016 ⬆️ Meeting progress target 11/17/2015 ⬆️ Meeting progress target

Mid-Year Progress Report: Developed working relationship with agencies including CEFS, providing college information to recently laid off individuals in the Lake Land College district. Working closely with CEFS provides the ability to market the college to the counselors and individuals affected by layoffs. Continued partnerships give Lake Land College the opportunity to promote the college including its programs and services to community members. Recent rapid response events include Vesuvius in Charleston and Kmart in Effingham, both location were laying off full and part time employee due to lack of business.

Strategy:	DACUM Facilitator Training
Unit Objective:	Pursue new and innovative partnering opportunities.
Requestor(s):	Lisa Madlem

Description: At one time in Lake Land's history, we had 2 or more trained DACUM facilitators on staff. Since the retirement of these individuals, currently no trained DACUM facilitators are employed at Lake Land. This plan would be to train 1 individual as a DACUM facilitator so that CTE programs could more regularly engage in the DACUM process.

The DACUM Training Center, located at Ohio State University, regularly offers 5-day training workshops to candidates interested in becoming certified DACUM facilitators.

Status Statement:	09/13/2017 ⬆️ Achieved - strategy development complete 02/16/2017 ⬆️ Meeting progress target

	08/10/2016 🔺 Not meeting progress target

Mid-Year Progress Report: On January 13, 2017, Lisa Madlem completed 40 hours of instruction in the skills required to coordinate and facilitate the DACUM occupational analysis process. The training was conducted by The International DACUM Training Center at The Ohio State University. Two DACUM Workshops were conducted during the spring 2017 semester resulting in DACUM Charts for Precision Agriculture (February) and Okaw Valley Career Pathways Enhancement Grant (May). In addition, a Court Reporting DACUM Workshop is scheduled for October of 2017.

Strategy:	Improving the effectiveness of Effingham Mfg. Day as a recruitment opportunity for Technology and Information Technology (IT) programs
Unit Objective:	Pursue new and innovative partnering opportunities.
Requestor(s):	Karen Kull, Joe Tillman, James Munger

Description: Using the names of the Effingham Mfg. Day attendees, an assessment survey along with a follow-up text/phone call/e-mail contact of the attendee would provide vital feedback of the existing Mfg. Day activities along with continued presence of Lake Land College as an educational choice.

The strategy will be led by Karen Kull, Joe Tillman and James Munger. Karen will assist with Mfg. Day events and surveys and will acquire the names of the attendees. Joe and James will lead recruitment efforts with students who indicated a desire to enter programs in Technology or IT.

Status Statement:	08/30/2018 🟢 Meeting progress target 01/24/2018 🟢 Meeting progress target 09/07/2017 🟢 Meeting progress target 02/08/2017 🟢 Meeting progress target 08/04/2016 🟢 Meeting progress target

Mid-Year Progress Report: Strategy Goal: The strategy submitted indicated students who attended manufacturing events in Effingham and Coles Counties would be tracked. However, student information is not received from the Coles County event, so the strategy involves only those students from Effingham County Mfg. Day.

Outcome: 1. Improved Manufacturing Day activities offered for the past two years, the Effingham County Mfg. Day committee has gradually increased Lake Land's presence at the Effingham Mfg. Day event and has also increased the recruiting efforts after the event. At the event, the Lake Land booths are more interactive and engaging. After the event, students are being contacted using a variety of media formats, including postcards, texting, phone calls, and mailings. The next Effingham County Mfg. Day will be held October 4, 2018. Lake Land staff are participating in the following ways:

- Members participate in the Chamber Manufacturing Day Committee. They attend meetings and help plan the event.

- In place of an afternoon manufacturing tour, Lake Land has been asked to give a presentation to all the students at the Event Center. This is a tremendous opportunity to be able to show students who have an interest in manufacturing a career path through Lake Land.

- Lake Land will supply pens, bags and program materials for students.

- Lake Land staff will be asked to participate the day of the event by checking students in, greeting students, assisting as a chaperone on the tours, helping with setup and cleanup, manning the Lake Land booths, and helping with the luncheon program.

- Lake Land will have interactive and informational booths for students to visit during the lunch hour.

- Post recruiting efforts will be discussed at future meetings. Another activity the committee promoted this spring was to utilize the list of junior high school students who attended the Kluthe Center visit day in March 2018. Students completed a survey stating their career choice at this time. Division Chairs were encouraged to send personalized letters this summer to students who designated a career choice in their division. Business, Humanities, Technology and Allied Health divisions indicated they sent letters to those students.

Outcome: 2. Increased number of enrollees at LLC (tracking those students who attend Effingham Mfg. Day versus those who later enroll at the college. With FY17 will be the baseline measurement). Results: There were 159 high school seniors who attended Mfg. Day in 2016. Of those 159 students, 52 enrolled at LLC in Fall 2017. The following chart shows the breakdown of how many students registered for Transfer or Workforce Ready Programs Fall 2017:

- 26 students or 16.4% enrolled in Workforce Ready Programs or were course enrollees at Lake Land College.

- 26 students or 16.4% enrolled in Transfer Programs at Lake Land College.

- 107 students or 67.2% did not attend Lake Land College (possibly attended another college, entered the military or the workforce).

Exhibit A

Strategic Planning Process
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, 2018: The Committee is comprised of the following individuals:
    Chair: Jean Anne Grunloh, Senior Executive to the President
    Committee Assistant: Seirra Laughhunn, Administrative 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)
    - Shelby Musselman (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.
    - Lisa Shumard-Shelton (Academic Services)
    - Emily Hartke (Student Services)
    - Madge Shoot (Business Services)

    Resource to the Team: (1) Dr. Lynn Breer, Director of Institutional Research

Exhibit B

Lake Land College
Strategic Plan FY 2016-2018 – Goals and Unit Objectives

Legend

A	Academic Services Unit
B	Business Services Unit
S	Student Services Unit
P	President's Office Unit
W	Workforce Solutions and Community Education

Goal 1: Advance student success.

1.1 *Foster a holistic student experience through academic and social integration.*

A.1: Improve the experience of students through quality teaching and learning.

B.1: Maintain campus facilities and grounds.

S.1: Implement new branding and marketing strategies to further student engagement.

1.2 *Ensure a student-centered culture through excellent teaching and exceptional service.*

A .1: Improve the experience of students through quality teaching and learning.

B.1: Improve campus way finding.

S.1: Collaborate with community agencies to provide support for students beyond college services.

1.3 *Improve retention, persistence and completion.*

A.1: Improve retention, persistence, and completion.

W.1: Meet WIA performance rates for employment, retention and earnings.

P.1: Foster legislative support for strategies and resources needed to improve retention, persistence, and completion.

S.1: Promote completion in 100% time.

S.2: Decrease student withdrawals.

<u>Goal 2:</u> Fulfill evolving and emerging education and training needs.

2.1   Partner with community, business, and education.

A.1 and W.1: Pursue new and innovative partnering opportunities.

W.1: Increase WIA partnerships with community, business and education.

P.1: Actively engage local leaders and legislators in the support of new and existing partnerships.

S.1: Collaborate with high schools to help students successfully transition to the College.

S.2: Pursue new and innovative ways to inform nontraditional students about Lake Land College.

2.2   Align programs, services and delivery methods.

A.1 and W.1: Provide student-centered course scheduling and delivery options.

S.1: Implement models to respond to non-traditional educational opportunities.

S.2: Develop student-centered solutions for class planning.

2.3   Expand transfer options and career pathways.

A.1: Expand use of career pathways model.

A.2: Create new and innovative transfer opportunities.

S.1: Assist students with transfer and career pathway options.

<u>Goal 3:</u>   Commit to quality, access and affordability.

3.1   Innovate for advancement.

A.1: Seek innovative funding sources.

P.1: Increase institutional readiness for a capital campaign to raise financial resources in support of the student learning experience.

S.1: Implement Customer Relations Management software to provide quality communication with potential students and applicants.

3.2   Invest strategically in personnel, facilities and equipment.

A.1: Invest in educational resources to support existing and emerging programs.

B.1: Provide a safe work environment.

B.2: Provide exceptional service to support technology needs to ensure a student-centered culture.

B.3: Develop and manage a five-year budget plan tied to the strategic plan.

B.4: Construct and operationalize the Luther Student Center Addition.

P.1: Improve internal communication and collaboration.

P.2: Work with area leaders and legislators to ensure strategic capital and operational funding needs are met.

P.3: Invest in staff training in areas of leadership development, quality improvement and customer service.

S.1. Implement Customer Relations Management software to develop standardized means of tracking communication with potential students and applicants.

3.3   Demonstrate personal and institutional accountability through data-driven decision making.

A.1: Improve decision-making processes through the collection and use of data.

B.1: Improve text book rental experience for students.

B.2: Maintain technology quality and availability across campus.

B.3: Develop and monitor financial metrics to manage costs.

B.4: Mitigate the cost of print services.

P.1: Ensure strategic planning is a continuous, living process.

S.1: Create a standard format for evaluating success of student services initiatives.