

# Strategic Planning FY 2023-2027

## “Growing the Laker Advantage!”

Bi-Annual Report to the Board of Trustees

July 14, 2025



### MISSION • VISION • VALUES

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

**LAKE LAND**  
COLLEGE

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## Update from the President:

*July 2025*

Dear College Community and Board of Trustees,

It is with deep appreciation that I share this strategic planning update as we close a significant chapter in our institutional journey and prepare to begin a new one. Over the past several years, our strategic plan—**Growing the Laker Advantage**—has served as a meaningful roadmap, guiding our collective efforts to advance student success, institutional and employee excellence, and community engagement.

Launched in 2021 and shaped through thoughtful input from students, faculty, staff, K-12 partners, and regional leaders, the FY 2023–2027 Strategic Plan reflected our shared mission to provide an accessible, affordable, and effective learning environment. With a focus on four strategic areas—teaching and learning; processes and student support; institutional and employee excellence; and partnerships—we advanced 108 projects, with 47 fully achieved, 47 integrated into departmental master plans, five identified for continuation within our new strategic direction, six thoughtfully sunset, and nine that are part of the Guided Pathways Strategic Enrollment Management Plan.

These outcomes reflect the dedication and innovation of the Lake Land College community. Our work has been further supported by enhanced data analytics, including the launch of the Data Digest web page and improved reporting of key performance indicators. I am especially grateful to our faculty and staff for ensuring that this plan remained a living, responsive framework aligned with our mission and values.

Looking ahead, I am pleased to share that the Lake Land College Board of Trustees has formally approved a new strategic priority direction for FY 2026 and beyond, while sunsetting our current plan. This decision was informed by research in December 2024 of the impending enrollment and demographic cliff and the long-term implications for Lake Land College. This was followed by spring 2025 stakeholder focus group sessions in which we gathered valuable insight from approximately 100 students and employees that underscored the need for a more agile and student-centered planning approach. These discussions emphasized the value of educational flexibility, streamlined services, and enhanced support, especially as students increasingly balance work, family, and learning.

During the April 24, 2025, Board of Trustees Retreat, the Board and College Administration engaged in strategic dialogue regarding the summary results of the focus group sessions and we agreed that a bold, forward-looking direction is essential to ensuring the College continues to meet the educational and workforce needs of our communities and the students we serve for years to come. The new strategic plan will be guided by the newly adopted Board of Trustees' and President's motto and strategic priority statement:

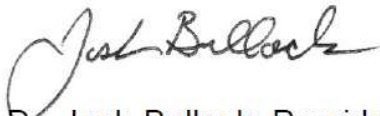
**Motto:** *Education That Fits Your Life*

**Strategic Priority Statement:** *Lake Land College will enable students to fit education within their active work and personal lives. We will streamline enrollment processes and technology, provide customer-centric schedules and learning options, and facilitate access to comprehensive support services.*

In the coming months, we will begin the work of shaping a unified and actionable vision for the years ahead. This process will include thoughtful engagement across the College community to ensure alignment with our mission, vision, and values, and our commitment to data-informed decision-making and clear accountability. We will also adopt a framework that utilizes a rolling planning model, allowing us to remain agile and responsive as student, workforce, and community needs evolve.

Thank you for your commitment to our students and Lake Land College. I look forward to our continued work together as we bring this new strategic vision to life and honor our enduring vision of engaging minds and changing lives through the power of learning.

In service to Lake Land College, Community College District #517,

A handwritten signature in black ink, reading "Josh Bullock". The signature is fluid and cursive, with the first name "Josh" and last name "Bullock" clearly legible.

Dr. Josh Bullock, President



## KEY FOCUS AREAS

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

## HOW WILL THE COLLEGE MEASURE SUCCESS?

### STUDENT EQUITY & SUCCESS

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

### INSTITUTIONAL & EMPLOYEE EXCELLENCE

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

### PARTNERSHIPS

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






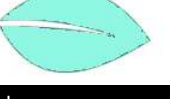





# LAKE LAND COLLEGE 2023-2027 STRATEGIC PLAN MATRIX

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

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

# Strategic Plan 2023-2027 – Project Legend

<b>47</b>		<b>Achieved – Strategy development complete</b>	Project has been completed
<b>47</b>		<b>Initiative moved to Department Master Plan</b>	Project will be moved and maintained on the department master plan
<b>5</b>		<b>Initiative moved to New Strategic Plan</b>	Project will be continued on new strategic plan
<b>6</b>		<b>Abandoned</b>	Project will not be continued
<b>9</b>		<b>Guided Pathways Project</b>	Project is associated with the Guided Pathways Strategic Enrollment Management Plan and is reported separately
<b>Prior Report Statuses</b>			
		<b>Meeting progress target</b>	Project is on target and continuing to see activity
		<b>Hold</b>	Project was not started as of the report.
		<b>Future Project</b>	Project is planned to be started in future years of the plan







# Strategic Plan 2023-2027 - Projects

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

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

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

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

Strategic Project Description	Project Leader	Status Options	Progress Update
<b>Action Plan: Study the needs of working and non-traditional learners and develop relevant learning solutions and delivery modalities.</b>			
Identify opportunities for hybrid programs for technical training and implement hybrid and open lab models.	Michael Beavers	   	<b>Initiative moved to Departmental Master Plan</b>
<p><b>Progress update Summer 2025:</b>            This is in progress, and still ongoing. The Open lab classes were offered for the first time this Spring 2025 semester and will be expanded in Fall of '25 and Spring of '26. The technology side of the business and technology department also envision offering more off-campus classes that will take the college to communities that lie on our borders and to population groups that have traditionally not attended Lake Land College classes in significant numbers.</p>			
Enable more Hybrid-Flexible or HyFlex courses for students.	David Stewart	 	<b>Achieved – strategy development complete</b>
<p><b>Progress update 2024:</b></p> <ul style="list-style-type: none"> <li>Installed Hyflex in Northeast 104 for Marc Dalponte, Biology Instructor for Math/Sciences Division</li> <li>College performed renovations in Neal Hall so we upgraded many of the HyFlex rooms once they were reinstalled after the building renovations. Worked months with Mike Rudibaugh to improve room 106 for his needs. HyFlex systems were not reinstalled in 2 rooms (rooms 101 &amp; 113) that Dental Hygiene and Nursing will not be using. These systems will be stored as spares for new HyFlex installs or replacements for broken equipment.</li> <li>ISS gathered a list of all of the HyFlex issues from users and met with Sean Brown, our vendor partner from OneRoom, and mitigated most issues on the list that could be addressed.</li> <li>Added HyFlex Interactive screens in locker rooms for the men's basketball, women's basketball, and women's volleyball teams.</li> <li>Worked with the HyFlex Taskforce to establish instructions and guidelines for usage of the systems.</li> <li>ISS trained new instructors on using HyFlex</li> </ul>			

Identify opportunities for incumbent worker training.

Bonnie Moore



**Initiative moved to Departmental Master Plan**

**Progress update Summer 2025:**

New Industry Partnerships and Technical Training: CBI has successfully developed partnerships with five new industry partners for manufacturing lab training: Anamet, Mattoon Precision, Conagra, Mars Petcare, and 3Z Printing. These partnerships have resulted in diverse program enrollments including maintenance assessments, Applied Industrial Electricity courses, and collaborative development of a new robotics curriculum.

Leadership Development Expansion: We've launched a new leadership series targeting executive-level professionals. Current participants include Stevens Industries (expanding their relationship with us into leadership development) and JustRite Manufacturing, demonstrating strong industry interest in professional development opportunities.

Future Programming: For FY 2026, CBI will implement an open enrollment schedule for technical training and expand our offerings to include both online and in-person career and professional development programs.

Create cross-discipline learning communities.

Matthew Landrus



**Achieved - Strategy development complete**

**Progress update Summer 2025:**

We have successfully established a cross-discipline learning community by partnering with the Math/Science Division to accommodate the RANGE Grant students with a dedicated ENG offering. Matt Landrus is teaching the RANGE section (Fall 2024).

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

Emily Ramage



**Initiative moved to New Strategic Plan**

**Progress update Summer 2025:**

Initial work has just begun on this initiative. It will be included on departmental master plan and included in the new strategic plan.



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

Explore potential implementation of CBE models at Lake Land

Ike Nwosu



**Progress update Summer 2025:**

- 1) Curriculum Development: After passing the Automated Specialist I CBE (CRT.AS1.CBE) and Automated Specialist II CBE (CRT.AS2.CBE) competency-based education (CBE) programs in December 2025, the ICCB passed these programs in March 2025. Additionally, the consultant guided us to create a CBE version of the Applied Engineering Technology AAS (AAS.AET.CBE) program, which was approved through the Curriculum Committee in May and sent immediately to ICCB. We are waiting for the AAS.AET.CBE approval from ICCB and IBHE in June. The CBE consultant has been working with key staff at the college (e.g., program coordinator/instructors, financial aid, data analytics, curriculum, and assessment) to finish the Higher Learning Commission (HLC) application for all three CBE programs at once. We have created a deadline of July 2025 for turning in the HLC application. Although the original program readiness date was Fall 2025, a more realistic date for all approvals is Spring 2026 or Fall 2026 at the latest.
- 2) Policy Development: In March, the CBE working group addressed potential barriers and challenges for the CBE program with a CBE consultant, who helped prioritize policy revisions – 06.48 Final Exams, 07.05 Course Placement by Assessment, 07.17 Grading System, 07.17.01 Incomplete Grade, and 07.21 Credit Hour – which were approved through the Board of Trustees in May. These changes will be included in the HLC application.
- 3) Assessment Mapping and Curricular Alignment: As part of the HLC application process, assessment mapping and curricular alignment processes have been guiding the continuous improvement cycles for our traditional and future CBE projects.
- 4) Future Programs in Progress: In Fall 2025, a CBE welding curricula will be presented to the Curriculum Committee, including the Basic Welding Technology CBE (NDP.BWEL.CBE), Welding Technology CBE (CRT.WEL.CBE), Advanced Welding CBE (CRT.AWEL.CBE), and Welding (AAS.WEL) programs.

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

Develop a pedagogy adoption framework.

Ike Nwosu



**Initiative moved to New Strategic Plan**

**Progress update Summer 2025:**

Throughout the year, the committee laid the groundwork for the official launch of the HyFlex pilot, leveraging two years of research, cross-departmental collaboration, and early modality trials in HIS and SFS. Key partnerships with Adult Ed, Workforce, TRiO, Student Life, and Dual Credit helped shape the pilot's design to support a wide range of learners. The team developed supporting tools, such as a faculty guide, survey instruments, Canvas updates, and Navigate-based student communication, while also establishing a newly defined course-type framework to align institutional operations, billing, and marketing. With interdisciplinary course offerings scheduled for fall 2025 on the Mattoon and Effingham campuses—and plans to expand to additional locations in spring 2026—the pilot includes planned data touchpoints for continuous evaluation. A USDA DLT grant has been submitted to support sustainability, with full institutional rollout targeted for fall 2026.

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

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

Emily Ramage



**Achieved - Strategy development complete**

**Progress update Summer 2025:**

Creating the group and having a general plan in place are both complete. Next steps would be to continue to educate our staff and faculty about accessibility as well as create a clear process where students, faculty, staff, and our community can easily indicate digital accessibility issues. While they can still file a formal complaint with either HR (for our employees) or through the student complaint process, it would be a good idea to make it clear where digital accessibility complaints/issues can be addressed.

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

Create a supportive framework for developing and integrating AI literacy within academic programs, which will prepare faculty and students for AI advancements and ensure compliance with college policies on data/AI use.

Ike Nwosu





**Achieved - Strategy development complete**

**Progress update Summer 2025:**

The task force began meeting in September 2024. The policy change was presented to the board of trustees in spring 2025 and the board asked for some changes that were taken back to the task force reviewed and changes were made and returned back to the board for approval.

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

Strategic Project Description	Project Leader	Status Options
Action Plan: Implement a framework to identify and assess student attainment of employability skills, including technical and soft skills.		
Complete Curriculum Mapping to show competencies, employability skills including technical and soft skills to showcase student learning mastery.	Ike Nwosu	 <b>Initiative moved to New Strategic Plan</b>
<p><b>Progress update Summer 2025:</b></p> <p>The Faculty Assessment Liaison, Coordinator of Curriculum Development, Director of Data Analytics, and the Data Analyst and Assessment Coordinator recently attended a seminar series hosted by the Higher Learning Commission (HLC). During this seminar, the Laker Learning Competencies were reviewed and subsequently refined and simplified in alignment with recommendations from the HLC presentation team. Course Information Forms are currently being updated to reflect the most recent course learning outcomes and to indicate which Laker Learning Competencies will be assessed in each course. Additionally, curriculum mapping is underway in HelioCampus. A pilot group of faculty will begin using HelioCampus for assessment during the late summer and fall terms.</p>		
Engage professional advisory groups at each of the extension centers.	Jerome Tkachuk	 <b>Initiative moved to Departmental Master Plan</b>
<p><b>Progress update Summer 2025:</b></p> <p>We have held multiple meetings with the Pana school district regarding adding STEM programming for their middle school students. At this time, the project is on hold while the college and the district work on finding instructors and instructional time to move forward. It is hoped that we will launch the program in Spring, 2026 and then expand the program beyond Pana, possibly as distant as Marshall. This initiative, therefore, is in progress.</p>		

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

Produce contextualized courses across the Humanities Division.

Ed Thomas



**Abandoned**

**Progress update Summer 2025:**

Although we have had some success developing and utilizing contextualized courses, we are witnessing a slight reduction and/or stalling of our offerings due to several factors. We are hearing from students that they are or were unaware of the contextualization until after they had enrolled. Some students did not desire the contextualization and some tell us that they found it useful. Either way, the largest hurdle is not faculty willingness nor is it lack of ideas; rather the problem lies in the outward facing nature of course descriptions in Self-Serve and Navigate. This, unfortunately, is leading to a bit of apathy and apprehension of faculty as they are fearful that the courses may not “go”.

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

Chris Strohl














**Initiative moved to Departmental Master Plan**

**Progress update Summer 2025:**

The adult education programs continue to find new ways to serve individuals with low reading scores. Our focus has been with the students enrolled in our GED or ESL programming to increase their reading comprehension. The academic side has made movement on reading coursework to eliminate developmental education.

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

Strategic Project Description	Project Leader	Status Options
<b>Action Plan: Enhance and streamline program development and curriculum processes to be responsive to workforce needs.</b>		
<p>Conduct DACUMs on a rotational basis for all CTE programs.</p> <p><b>Progress update Summer 2025:</b> The Director of Institutional Research will continue to work with the VPAS to develop a plan. DACUMs will continue to be offered to program coordinators on an ongoing basis.</p>	Lynn Breer	<div></div> <p><b>Initiative moved to Departmental Master Plan</b></p>
<p>Strengthen the program improvement and enhancement (PIE) process and expand PIE to include other programs and departments across the College beyond CTE.</p> <p><b>Progress update Summer 2025:</b> Identifying ways to increase the effectiveness and utility of the PIE process is currently done on an annual basis. Every year changes to the PIE report and process are identified and implemented to benefit program coordinators and students. As the PIE report and process continues over time, the PIE process will continue to evolve and the process and reporting will be extended to include other programs and departments.</p>	Lynn Breer	<div></div> <p><b>Initiative moved to Departmental Master Plan</b></p>
<p>Strengthen the STEM Workforce Pipeline for the College District.</p> <p><b>Progress update 2024:</b> STEM programming through ERCA in information technology, allied health, and Geospatial awareness has begun. Zspace technology was demonstrated to several school districts from the southern side of the district to showcase career exploration in the STEM field.</p> <p>Based on industry feedback, the college remains responsive to workforce training and employee pipeline needs. One allied health program has been restructured into a condensed format, enabling students to enter the labor market more quickly without sacrificing content. Additionally, a new program was planned for Fall 2024, but staffing constraints have delayed its launch. Looking ahead, two automation programs are in development and are targeted for launch in Fall 2025.</p>	Ike Nwosu	<div></div> <p><b>Achieved – strategy development complete</b></p>



The equipment and laboratory upgrade of several STEM-related programs has been approved for FY2024 and FY2025.

The Effingham Technology Center design phase of the building has been designed to accommodate numerous STEM-based programs. This is slated for us in Fall 2025.

The strategic priority of expanding the district's STEM workforce through education has been successfully integrated into ongoing operations, with the organic development of new STEM programming continuing as part of regular academic activities. Academic services will sustain a strong focus on STEM, ensuring that any future program requiring targeted funding will receive the necessary resources to support workforce growth in this area.

Rather than having a global strategic initiative, individual STEM programs will be submitted for strategic funding as they arise. This will allow for a more nuanced set of goals, targets, and accomplishments.

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

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

Bonnie Moore



**Initiative moved to Departmental Master Plan**

**Progress update Summer 2025:**

Program Recovery and Growth: After addressing the apprenticeship coordinator vacancy (October 2024 – March 2025), we've resumed full operations and are actively developing multiple new programs scheduled to launch Fall 2025:

- CR Neff (HVAC) partnership with LIFT
- Three new positions with Flex N Gate
- Two positions with Stevens Industries
- Three positions with Lincoln Health Care Group
- One position with F & C Concrete

Strategic Expansion: Moving forward, we're developing Lake Land College-sponsored apprenticeship programs in Building Construction Trades and Welding, which will strengthen our direct program offerings.

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



Strategic Project Description	Project Leader	Status Options
Action Plan: Evaluate and enhance multiple measures placement.		
Assess the impact of multiple measures.	Ed Thomas	<div><div>FY23</div><div>FY24</div><div>FY25</div><div>Final</div></div> <div>Initiative moved to Departmental Master Plan</div>
<b>Progress update Summer 2025:</b> We are implementing our updated RDG offering to better serve our students (saving them money, time, and providing a better RDG model). We begin the hiring process for a Developmental RDG/ENG/IEL instructor during Summer 2025. Multiple measures efficacy and utilization is an ongoing conversation at the Developmental Education Committee meetings. As our data becomes deeper and more accessible via Tableau, we will probe disaggregated results and circle that information back to inform our application of multiple measures for placement.		
Action Plan: Expand and create additional pathways for students to accelerate through remedial education or course work.		
Explore developmental reading and adult education courses to provide students with additional opportunities to increase reading comprehension.	Chris Strohl	<div><div>FY23</div><div>FY24</div><div>FY25</div><div>Final</div></div> <div>Initiative moved to Departmental Master Plan</div>
<b>Progress update Summer 2025:</b> During AY 24 our post test rate was at 54.48% for unduplicated students and 56.58% for duplicated students. We are still under the state requirement of 65% post test rate. New strategies put into place for AY 25 including using post testing assistance at ICSPS, additional report analysis and additional professional development for staff. So far for AY 25 the post test rate is at 25.64%.		
Expand and streamline co-requisite models.	Bambi Jones	<div><div>FY23</div></div> <div>Achieved – strategy development complete</div>
<b>Progress update 2023:</b> MAT-129 College Algebra Pathways became live in Fall 2023.		








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

A. Improve retention, persistence and completion.

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

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

Strategic Project Description	Project Leader	Status Options
Action Plan: Remove technology barriers for current and potential students.		
Study which technology tools our area high school students have experienced and bridge to the College's technology tools where appropriate.	David Stewart	 <b>Achieved - Strategy development complete</b>
<b>Progress update Summer 2025:</b> After surveying over 120 high school coordinators, the ISS team analyzed varying technology usage— most of the respondents indicated primary use of Google-based platforms (Docs, Slides, Classroom) compared to the College's systems (Microsoft Office, Canvas, VMWare, etc.) In response, we updated knowledge base articles and enhanced the Help Desk's training scripts to anticipate common tech confusion among new high school grads.		
Enhance marketing to the district the available technology tools such as free laptop rentals available to potential students.	David Stewart	 <b>Achieved - Strategy development complete</b>
<b>Progress update Summer 2025:</b> ISS created a new website to market and provide information about the Lake Land College Loaner Laptop Program. 160 Laptops and 26 Chromebooks were checked out at the Library for the Spring 2025 term. <a href="https://hub.lakelandcollege.edu/pages/lake-land-college-loaner-laptop-program">https://hub.lakelandcollege.edu/pages/lake-land-college-loaner-laptop-program</a>		

<p>Improve email and Microsoft Office experience for active students, faculty and staff.</p> <p><b>Progress update 2024:</b> Researching Office 365 usage in student labs.</p>	<p>James Westendorf</p>	<p> FY23</p> <p><b>Achieved – strategy development complete</b></p>
<p>Enhance the onboarding process to ensure new students can more easily become acquainted with the College’s technology tools - refer to GPSEM plan.</p>	<p>Pam Hartke</p>	<p></p> <p><b>Guided Pathways Project</b></p>
<p>Use text messaging to communicate more effectively to students and prospective students. Provide college community (Students, Faculty, Staff, etc.) with real-time communications about emergencies and other situations that impact the College's operations.</p> <p><b>Progress update 2023:</b> ISS implemented Mongoose chat and over FY2023 the College sent out a total of 114,937 messages, mostly to students. 100% of student communications that we know of are going through Mongoose now. Tony Sharp and Heather Nohren met with the DCs and other stakeholders to identify student communication channels and pull them into Mongoose. Peighton Hinote is now coordinating these student communications. If other outlier student communication channels pop up, they will be also incorporated into Mongoose.</p>	<p>Tony Sharp</p>	<p> FY23</p> <p><b>Achieved – strategy development complete</b></p>
<p>Offer digital literacy course options for any student.</p> <p><b>Progress update Summer 2025:</b> 'Digital literacy classes have been offered in community education; however, we have not experienced an enrollment increase. With the increased non-native English speakers, we are working digital literacy into the classroom to assist students. The use of Burlington English has helped our ELL students computer literacy skills.</p>	<p>Christine Strohl</p>	<p>  FY23  FY24  FY25  Final </p> <p><b>Achieved - Strategy development complete</b></p>

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

Refer to GPSEM Plan

Jennifer Melton



**Guided Pathways Project**

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

Strategic Project Description

Project Leader

Status Options

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

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

Pam Hartke



**Guided Pathways Project**

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

Pam Hartke



**Guided Pathways Project**

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

Strategic Project Description

Project Leader

Status Options

Action Plan: Strengthen integration of data analytics to rapidly identify at risk students.

Create KPI's for different student populations and identify DEI categories and other risk factors to better predict the success of students and for the need of modified advisement or additional instruction or support.

Lisa Cole



**Initiative moved to Departmental Master Plan**

**Progress update Summer 2025:**

KPI's for at risk students will be included on the departmental master plan for the data analytics office. Continuing to find a predictive way to identify students at risk and reporting them to faculty and advisors will always be a priority.



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

Implement an academic and student services tracking system that enhances use of EAB Navigate.

Heather Nohren



**Guided Pathways Project**

Focus on improved retention by attending ACUE classes on retention strategies, and creating division wide retention strategies.

Michael Beavers



**Abandoned**

**Progress update Fall 2024:**

There are no current plans to attend Association of College and University Educators (ACUE) classes, because of a wider initiative (IMWE/Lake Land Tech).

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

Strategic Project Description

Project Leader

Status Options

Action Plan: Research and develop a mental health service framework with the goal of implementing expanded mental health services.

Benchmarking by researching and identifying mental health best practices of similar community colleges in Illinois.

Ellie Haskett



**Achieved - Strategy development complete**

**Progress update Summer 2025:**

Lake Land College's Wellness Center is committed to the continuous exploration of mental health best practices and the implementation of innovative programs and initiatives that support student well-being and success. While the college will continue to seek and adopt best practices, improve internal processes, and initiate new programming, benchmarking efforts have been completed through a variety of methods, including:

1. Student Feedback and Resource Awareness

Student surveys are conducted regularly to assess the accessibility and awareness of mental health and well-being resources.

- Critical data is gathered to identify student needs such as housing, food insecurity, mental health services, and crisis intervention.
- Data helps improve communication strategies, enhance the visibility of services, and better align support with student needs.
- The college uses EAB Navigate to monitor service usage trends and inform resource allocation.

## 2. External Partnerships and Technical Assistance

- Collaboration with National Organizations: The college partners with national mental health organizations such as the JED Foundation, Active Minds, the National Association for Behavioral Intervention and Threat Assessment, and the National Council for Mental Wellbeing.
- Partnership Goals:
  - Build institutional capacity for mental health services.
  - Implement evidence-based practices.
  - Evaluate the effectiveness of mental health programs.
  - Consult on suicide prevention, stigma reduction, and awareness campaigns.
  - Support student-led mental health initiatives to strengthen peer engagement and support networks.

## 3. Collaboration with Peer Colleges

- Lake Land College partners with other Illinois community colleges, including Parkland, Illinois Eastern, and John A. Logan, to benchmark services to ensure we are in alignment with best practices and to collaborate on possible initiatives that support the Mental Health Early Action legislation.
- Key Outcomes:
  - Launched TalkCampus, a 24/7 virtual peer support program.
  - Certified four staff members as Mental Health First Aid (MHFA) trainers, who are now training faculty and staff.
  - Provided free access to the *Calm* app for students and employees.
  - Expanded access to Narcan on campus to address substance-related crises.

## 4. Continued Learning and Professional Engagement

- Representatives from Lake Land College have participated in the Mental Health on College Campuses Conference, advancing professional development in student mental health support.
- Behavioral Intervention Team: The college's Behavioral Intervention and Threat Management Team has achieved certification in risk assessment, crisis intervention, and threat management, contributing to the safety and overall well-being of the campus community.

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

Refer to GPSEM Plan

Jennifer Melton



**Guided Pathways Project**

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

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

Christine Strohl



**Achieved – strategy development complete**

**Progress update 2024:**

The College Community Services Awareness Taskforce has become a standing committee! The committee is meeting and helping to provide internal and external stakeholder with the information needed to make good referrals for students. Events we have participated in include:

1. Community Resource Luncheon in April. This luncheon is done in partnership with Regional Office of Education #11. We hosted the event in 2023 and 2024, with over 150 people in attendance in April. This event will continue each April.
2. College Resource Conference in June. This conference is for our internal partners to give updates on each area of the college. This is also in its second year and we will continue to host the event on an annual basis.
3. ESL/ELA Resource Fair is new this year. We are inviting our internal and community partners that work with non-native English speakers to our campus to learn more about each other's services and do some problem-solving activities. We also plan to continue this event into the future.
4. We have developed a resource brochure to provide basic information to our students on the resources and services available on campus. We continue to update and add new information to the brochure with each new printing.
5. The hiring of a Student Wellness Specialist a Student Wellness Center Manager have made a huge difference for students needing referral. Wally and Tom are able to make the referral and help students with needs outside of academics.

We have successfully hosted the Community Services Luncheon three times over the past three years. This year we also organized an English as a Second Language Resource Fair. Allowing community-based organizations and other educational partners to convene and discuss services available from each partner.

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









Valerie Lynch



**Achieved – strategy development complete**

**Progress update 2024:** In FY24, the College hired a full-time Benefits Navigator. She replaced the VPSS in this role. As outlined in the law, the Benefits Navigator duties are being done within the position, titled the Student Wellness Specialist. This employee meets with students and helps them connect with much-needed wrap-around services on campus and in the community.

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

Strategic Project Description	Project Leader	Status Options
Action Plan: Develop a comprehensive communication plan for current students that integrates multiple media and modalities (texting system, emails, social media, print, etc.).		
<p>Audit the current communication plan for current students and the modes of message delivery. Analyze the results of the audit to identify the gaps in effectiveness. Establish, implement and assess a new communication plan for current students that incorporates multiple media and modalities.</p> <p><b>Progress update Summer 2025:</b> In part, this initiative is paused while we acquire a new recruitment platform. However, working with other departments, we have managed to implement some specific guidelines around which platforms are used for current students and which platforms are used for prospective students. For prospective students, we have isolated the platform use to Mongoose Cadence. Through leveraging this single platform, we are able to coordinate efforts with other departments as well as focus efforts on metrics. One of the new metrics for satisfaction is conversation completion. By reviewing the tone of the conversation and how it was handled, we can establish an anticipated path for that prospective student and help to better guide them along it. Our focus on the Mongoose cadence platform has also allowed us to identify key trending topics and use them in automated messages moving forward, taking real-time data and using it to plan ahead.</p>	Peighton Hinote	<div></div> <p><b>Initiative moved to Departmental Master Plan</b></p>
Action Plan: Develop a comprehensive communication plan for prospective students that integrates multiple media and modalities (texting system, emails, social media, print, etc.).		
<p>Audit the current communication plan for prospective students and the modes of message delivery. Analyze the results of the audit to identify the gaps in effectiveness. Establish, implement and assess a new communication plan for current students that incorporates multiple media and modalities.</p> <p><b>Progress update Summer 2025:</b> Communication with current students has been mostly established through means of Navigate and our Laker HUB platforms. While the transition is slightly clunky and still in progress, the master register communications have all been successfully adapted to be communicated via both platforms. Through working with multiple departments on campus, we've managed to identify opportunities to reduce texting and increase Hub notifications. From this, we anticipate fewer student opt-outs and greater student participation. As students become more familiar with the Hub, we will move more communication into that platform and use texting for the most timely, important information.</p>	Peighton Hinote	<div></div> <p><b>Initiative moved to Departmental Master Plan</b></p>



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







Strategic Project Description	Project Leader	Status Options
Action Plan: Study and adapt current industry trends and applications to ensure the future of the College's textbooks remains viable, relevant and efficient in supplying physical, electronic textbooks and/or learning resources.		
Establish a College textbook strategy and system that incorporates faculty and students demands and ensuring the College stays current with trends including the areas of digital textbooks and OER resources.	Faisal Tariq	<div><div>FY23</div><div>FY24</div><div>FY25</div><div>Final</div></div> <b>Initiative moved to Departmental Master Plan</b>
<b>Progress update Summer 2025:</b> The board of trustees approved an increase of the service fee by \$1.33 to \$29.00 per credit hour for the upcoming Summer 2025, Fall 2025 and Spring 2026 terms. This increase will help align the College with industry shifts toward digital resources versus printed textbooks. With the current system, many students are charged a digital content fee following the 10th day of a new semester. With the service fee increase, we will eliminate that digital content fee completely in favor of a more upfront and transparent digital access fee.		
Action Plan: Optimize scheduling of student activities.		
Evaluate the impact of student activity scheduling on course accessibility and program completion.	Emily Ramage	<div><div>Final</div></div> <b>Abandoned</b>
<b>Progress update Summer 2025:</b> Initiative has not yet begun. It will be evaluated and included in the new strategic plan or moved to the department master plan.		
Action Plan: Value stream map critical college processes to streamline the student experience.		

<p>Enhance bridge for alternative and adult education students to transition to college courses. Refer to GPSEM plan.</p> <p><b>Progress update Summer 2025:</b> Adult Education Transition Coordinators continue to support students with future endeavors including transitioning to college courses. Director and staff have met continuously with multiple LLC departments to create partnerships and initiatives to support AE students and gauge their interests in continuing at LLC. For example, there have been multiple meetings with Admissions, Counseling, Testing and Tutoring, LLC Administration and individual departments.</p>	<p>Chris Strohl</p>	<div><div>FY23</div><div>FY24</div><div>FY25</div><div>Final</div></div> <p><b>Initiative moved to Departmental Master Plan</b></p>
<p>Refer to GPSEM Plan</p>	<p>Pam Hartke</p>	<div><div></div></div> <p><b>Guided Pathways Project</b></p>

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

Strategic Project Description	Project Leader	Status Options
Action Plan: Create a DEIB framework that aligns with ICCB and IBHE guidance to integrate into all aspects of the College.		
Assess the leadership needs to evaluate and oversee the planning, implementation and ongoing efforts to enhance accessibility, diversity, equity, inclusion and belonging.  <b>Progress update Summer 2025:</b> We received feedback from ICCB/OCCRL regarding our Equity Plan and are currently reassessing the goals within the Plan to encompass the recommendations.	Jamie Corda-Hadjaoui	<b>Initiative moved to Departmental Master Plan</b>
Following assessment of DEIB leadership needs, assess and re-evaluate the institutional definitions of diversity, equity, inclusion, and belonging (DEIB).  <b>Progress update Summer 2025:</b> The <i>Equity Plan 2025 Update</i> on Lake Land College's progress and priorities related to diversity, equity, inclusion, and belonging (DEIB): Short-term (1-year) goals focus on removing barriers in admissions, improving first-year student experiences, supporting study habits, and ensuring inclusive curriculum and classroom materials. The college is also working to improve accessibility, and adapt to evolving dual credit policies. Mid-term (5-year) goals include support for nontraditional students, digital access training, outreach to high school students not pursuing college, expanded summer programs, and retention of marginalized student populations. Long-term (indefinite) goals address ongoing challenges such as transportation and childcare. Several initiatives have already been completed, including mandatory DEIB training for employees, expanded tutoring services, and the adoption of an Indigenous Land Acknowledgment. Current challenges or change-agents to our progress include: questions regarding audit responsibilities, leadership coordination in the absence of a Vice President for Student Services, goal prioritization, and emerging federal challenges that may impact implementation.	Kimberly Hunter	<b>Initiative moved to Departmental Master Plan</b>

Objective 8: Engage unserved and underserved populations.

Strategic Project Description	Project Leader	Status Options
Action Plan: Study the needs of those high school students electing not to attend post-secondary education and develop a plan to engage them in higher education.		
Create a comprehensive student tracking system to help identify students not attending any higher education institutions and determine if predictions can be made to identify those high school students prior to their graduation from high school for greater outreach.	Pamela Hartke	    <b>Abandoned</b>
<b>Progress update Summer 2025:</b> There are several tools or frameworks that exist or are emerging that will identify students who are “not attending any higher education institution” after high school. However, most of the systems are reactive and only tell you who did or did not enroll, rather than predicting who might not enroll. Some school districts, states, and educational partners use predictive analytics platforms that look at high school academic data, behavioral indicators and demographics and socioeconomic status to generate risk profiles and flag students who are unlikely to enroll in postsecondary education without intervention. The challenge is that with FERPA and state privacy laws, there are data sharing restrictions, and not to mention that K-12, higher education, and workforce data systems are often fragmented.  At this time, I ask that we abandon this initiative. I know there may be opportunities to partner or collaborate with local school districts to pilot predictive outreach tools, but I feel that more research needs to be done to identify the best platform to utilize.		
Complete study and develop recommendations on high school students not electing to attend a postsecondary education. (Faculty study)	Lynn Breer	  <b>Achieved – strategy development complete</b>
<b>Progress update 2023:</b> In Fall 2022, the College conducted multiple focus groups with high school students at four in-district high schools. At least two focus groups were completed at each high school. At one of the high schools, all of the seniors participated in the focus groups. The focus groups were recorded and the recordings were transcribed. The data collected from the transcriptions was analyzed and a report was developed and presented to the College administration, faculty, staff and board.		

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

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

Brittany Aitken/  
Pam Hartke



**Initiative moved to Departmental Master Plan**

**Progress update Summer 2025:**

Over the past few years, the Recruitment & Enrollment Management department, as well as the MPR department, have worked together to audit the current recruiting and marketing efforts of non-traditional students. The audit included looking at the marketing materials and messaging, outreach channels, internal practices and enrollment data. The results identified gaps in effectiveness that may include limited personalized follow-up with adult learners, messaging that emphasizes traditional student experiences rather than adult priorities, lack of adult-specific data tracking for recruitment and retention outcomes, and underdeveloped relationships with employers and community-based organizations.

The process of implementing strategies has slowed since the Enrollment Specialist- Adult, Non-traditional recruiter left the college in February 2025. Prior to them leaving, adult-centric marketing materials were developed, and they were in the process of refining marketing campaigns. There are a lot of strategies that have been discussed, and how we can work on implementing them once the position is filled. Discussed strategies included strengthening community and employer partnerships, streamlining onboarding with clear step-by-step guides tailored to adult students, providing support services that adults need and at the time they can utilize them, and expanding flexible learning options. With the foreseeable decline in enrollment, it is important that we continue to work on implementing strategies to increase enrollment of adult and non-traditional students. Therefore, we will be moving this strategy to the Recruitment & Enrollment Management's Master Plan.

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

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

Pamela Hartke



**Initiative moved to Departmental Master Plan**

**Progress update Summer 2025:**

The College has implemented several initiatives aimed at re-engaging stop-out students—those who have paused their education before completing a credential. These efforts focus on reducing barriers, enhancing support systems, and fostering a welcoming campus environment. Some of the identifying initiatives are the elimination of the developmental math courses, utilization of technology platforms like Mongoose and CollegeAPP and creating and maintaining many articulation agreements and pathways with other universities and colleges. To build upon these initiatives and further support stop-out students the College is utilizing data analytics to identify and reach out to former students who are close to completing their degrees.

The process of identifying and reaching out to stop-out students is an ongoing process that needs to be done on a semester/yearly basis and therefore, we will be moving it to the Recruitment & Enrollment Management's Master Plan.

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

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

Chris Strohl/ Dustyn Fatheree



**Initiative moved to Departmental Master Plan**

**Progress update Summer 2025:**

Lake Land's Adult Education Department continues to interact with employers to offer ESL classes. This most recent semester, CHI and GPI had workplace ESL classes held for the full academic year. Adult Education continues to refine curriculum and work with employers to ensure students are learning practical information.

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

Sarah Hill



**Achieved – strategy development complete**

**Progress update 2024:** The Facebook boost about community borrowers was completed in Summer 2023 and led to more community borrowers registering for library cards. Since that campaign, we have registered 40 more community borrowers, mostly during the annual book sale and after other such community events. Community borrowers checked out or renewed over 1400 books, e-books, e-audiobooks, or e-magazines over the past year. Community borrowers using the library since FY23 increased by 53% and the number of community borrowers using Libby increased by 52% since FY23. We will continue to distribute the Community Borrower brochure when we speak at community events around our district.

### Focus Area 3: Institutional & Employee Excellence

A. Invest strategically in personnel, facilities, technology and equipment.

B. Support and engage employees through enhanced communication and inclusive practices.

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

Strategic Project Description	Project Leader	Status Options
Action Plan: Develop communication protocols and tools to enhance communication.		
Promote concise, transparent and timely dissemination of information at all levels of the institution. This will include adoption of a SBAR template to support awareness of decision making, developing an infographic that depicts key points in our definition for effective communication and investigating how to improve use of the College's shared drive or some other means to more easily locate forms and College materials.	Kelly Allee	<div><div>FY23</div><div>FY24</div><div>FY25</div><div>Final</div></div> <div><b>Achieved - Strategy development complete</b></div>
<b>Progress update Summer 2025:</b> An SBAR template for Word, PowerPoint and Email has been created and saved on the shared drive. I gave an informational presentation at a staff meeting. There is a slow adoption to the format.		



Provide additional opportunities for employees to gather together, in a safe space, to express concerns and ask questions, with the cabinet level administration.

Jean Anne Highland



**Achieved – strategy development complete**

**Progress update Summer 2025:**

Following a thorough review the of spring 2023 baseline PACE employee survey, a sub-committee of the Employee Engagement, Communication and Inclusion (EECI) Task Force provided the following recommendations to Cabinet for implementation in academic year 2024-2025 and for which action plans have been implemented, including:

1. The “Leave Your Voice Employee Suggestion/Solution Box” campaign was successfully launched with the 2024/2025 academic year and numerous employees used this tool to submit ideas for improvement. All employees may submit suggestions via the Hub (electronically, via paper or even anonymous) and the Cabinet reviews all suggestions on a weekly basis. An assigned Cabinet member follows through and provides feedback for each appropriately submitted suggestion. Once published, all employees may view all appropriately submitted suggestions.
2. For each monthly supervisory meeting, a 30-minute training session is provided to help foster an inclusive and psychologically safe environment. Various employees provide the training and a schedule is posted in the College’s shared drive. Trainings are provided to supervisors who are then encouraged to provide similar type trainings and/or utilized lessons learned with their own team members.
3. For the fall of 2024, numerous supervisors have voluntarily registered to participate in a cross-department meeting in which two different departments discuss how each of them helps support the mission of the College. Kelly Allee, Director of Marketing and Public Relations, spearheaded this initiative and provided prompting questions to facilitate the cross-department discussions.
4. The College’s communication tools and channels flowchart document has been updated to reflect an initiative to support an “open door” policy throughout campus and for all members of the senior leadership team to be more visible throughout campus and engage in authentic conversations. For employees with enclosed offices, work is underway to provide door hangers where employees can indicate why their door is closed or to invite someone to knock. For employees with cubicles, work is underway to provide a table tent to indicate working status (e.g., on break, Zoom meeting, etc.) Yellow light suggestions for implementation FY 2025 or later:

This sub-committee provides updates on progress at each EECI Task Force meeting.

**Action Plan: Operationalize a training plan to provide resources and guidance regarding effective communication, enhancing employee engagement and creating an inclusive environment.**

Provide training topics each year for supervisors and all staff regarding effective employee engagement, communication, and inclusion - utilizing adopted definitions, related infographic and best practices.

Chris Uphoff Nees

~~FY23~~

~~FY24~~

~~FY25~~

**Final**

**Achieved - Strategy development complete**

**Progress update Summer 2025:**

Frequent training topics presented during monthly Supervisor meetings. Implemented a training module in NEOED with over 150 course offerings on topics organized into categories such as Business Skills, DEIB, Employee Relations, Health & Safety, Leadership & Management, Personal Growth, and Professional Development. Offerings promoted via email, the Laker Low Down, and monthly staff meetings.

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

Chris Uphoff Nees

~~FY23~~

~~FY24~~

~~FY25~~

**Final**

**Achieved - Strategy development complete**

**Progress update Summer 2025:**

A job analysis tool was created and presented to Supervisors in April 2025.

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

Chris Uphoff Nees

~~FY23~~

~~FY24~~

~~FY25~~

**Final**

**Achieved - Strategy development complete**

**Progress update Summer 2025:**

A professional growth guide was made available to all staff in December 2024 to assist an employee in finding a variety of learning opportunities available. A learning plan of online courses focused on each of the Lake Land College values was created in NEOED and allowed employees to self-enroll. The NEOED course catalog includes a category of courses tagged as Diversity, Equity, Inclusion, & Belong (DEIB) to assist learners to find courses that focus on belonging.

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

Dustha Wahls



**Achieved - Strategy development complete**

**Progress update Summer 2025:**

AY25 saw the implementation of the College's mentorship program.

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

Conduct an initial college climate assessment

Lynn Breer

**FY23**

**Achieved – strategy development complete**

**Progress update 2023:**

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

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

Lynn Breer



**Achieved - Strategy development complete**

**Progress update Summer 2025:**

The College conducted an initial climate assessment in spring 2023 and a bi-annual follow up in spring 2025. The College will continue to implement a College climate assessment every two years with employees.

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

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

Jean Anne Highland



**Abandoned**

**Progress update Spring 2025:**

The Strategic Planning Committee, in conjunction with efforts from the Employee Engagement, Communication and Inclusion Task Force, have spent the past three years promoting understanding and awareness of the College's current values and value statements. This has been done through inclusion of the values in the College's Mission, Vision and Values Growth Tree Graphic and various engaging employee activities (e.g., Opening Day) to help more employees see how their respective roles connect with the values. We have completed two years of a pilot program in which any employee could recognize another employee for displaying a college value through the "Leave Your Mark" campaign, and this has proven to be a very popular program, with numerous submissions each academic year. During the spring 2025 semester we held a campaign in which employees could request a pin or button to wear to display the value or values they most connect to in terms of their respective roles.

In February 2025 the Cabinet made the decision to abandon further reviewing the value statements given all of the recent efforts to reconnect with our mission, vision and values. This decision was also based upon the fact that the original idea was to review the value statements through the lens of DEIB once the College's Equity Plan had been further developed. Furthermore, we received feedback from the state regarding the importance of the Equity Plan to be focused on student successful outcomes (not employee issues). We also want to prioritize focus, energy and resources for the College's new strategic priority beginning with the fall 2025 semester.

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

Dustha Wahls















**Achieved – strategy development complete**

**Progress update Fall 2024:**

The Employee Appreciation & Engagement has been a regular committee for one year. We have had new members seek to join starting this fall 2024. The group has budget and will provide 2 college wide events in the fall and spring, and 1 in the summer.

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












<p>Implement a DEIB communication plan (e.g., infographics, inclusive practices, reviewing our language, processes, employee resource groups, etc.).</p> <p><b>Progress update Fall 2024:</b> The Equity plan was submitted this summer as required. Mercury presented in September 2024 Supervisor training on inclusive communication. The EECI group has finished its project for new name tags that include pronoun designation. In addition, the lanyards offered will have a DEIB option. There are info graphs listed on the College's website and inclusive language was used on the re-design on the College's employment opportunities page. I have requested and had the Board approve adding DEIB as part of the annual training requirement, which was added to the Fall 2024 training that all employees are required to take.</p>	<p>Dustha Wahls</p>	<div>    </div> <p><b>Achieved – strategy development complete</b></p>
<p>Action Plan: Promote appreciation of the College community.</p>		
<p>Develop and promote employee appreciation events and activities throughout the year. (e.g., Book - 5 Languages of Appreciation in the Workplace)</p> <p><b>Progress update Fall 2024:</b> We have continued to look for ideas that can be included campus-wide. Many of these activities are now under the strategic initiative under the Employee Appreciation and Engagement committee, which is a self-sustaining committee.</p>	<p>Dustha Wahls</p>	<div>    </div> <p><b>Achieved – strategy development complete</b></p>
<p>Develop materials to enhance employee appreciation efforts (e.g., Helping Hand Cards, Thank You Cards, "Feather Grams")</p> <p><b>Progress update Summer 2025:</b> These materials are available through the Storefront. In addition, we created new business cards and nametags with pronoun options, individual lanyards and years of service and alumni pins.</p>	<p>Kelly Allee</p>	<div>    </div> <p><b>Achieved – strategy development complete</b></p>
<p>Enhance opportunities to recognize staff for their positive contributions to the Lake Land educational experience.</p>	<p>Dustha Wahls</p>	<div>    </div> <p><b>Achieved – strategy development complete</b></p>



**Progress update Fall 2024:**

EECI added this fall a leave your voice campaign, where employees can be entered into a drawing. We have the MPR video on employee recognition out on the S Drive/HR.

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

Strategic Project Description	Project Leader	Status Options
<b>Action Plan: Expand library of Tableau reports.</b>		
Create, maintain and publish a comprehensive list of reports that are available in Tableau.	Lisa Cole	    <b>Initiative moved to Departmental Master Plan</b>
<p><b>Progress update Summer 2025:</b> Plans are in place to convert to a cloud-based Tableau instance that will allow for more AI integrated functioning. Interactive dashboards have been implemented this year for the enrollment initiatives and will be further implemented this year as the conversion to the cloud happens.</p>		
Provide at least one Tableau report and train users for each functional area of the institution.	Lisa Cole	   <b>Achieved – strategy development complete</b>
<p><b>Progress update Fall 2024:</b> As of July with the license renewal all full-time and most part-time employees now have access to Tableau Server. The number will be monitored over the next year to determine if we need to add or decrease licenses.</p>		
Utilize the Data Management module of Tableau to enhance the data dictionary for all Tableau Reports.	Lisa Cole	    <b>Initiative moved to Departmental Master Plan</b>
<p><b>Progress update Summer 2025:</b> Data Management module is incorporated into the TableauPlus platform and as the full conversion happens this will be incorporated.</p>		

**Action Plan: Develop departmental and divisional key performance indicators.**

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

Lisa Cole



**Achieved – strategy development complete**

**Progress update Fall 2024:**

Each area of the College has been met with and dashboards requested have been completed.

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

Lisa Cole



**Initiative moved to Departmental Master Plan**

**Progress update Summer 2025:**

Dashboards have been added to the public facing Data Digest. Research will be conducted to make these more searchable on web searches with the new website upgrade. KPI's should be an ongoing constantly updating process. This will be a goal in the Data Analytics Master Plan going forward.

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

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

Nermine Tawdros



**Initiative moved to Departmental Master Plan**

**Progress update Summer 2025:**

Work is still continuing on improving assessment. The two original committees for assessment have been sunset and a new committee called Learning Excellence Committee has been established to Foster a culture of learning excellence driven by innovation and continuous improvement through the integration of promising practices in instruction and assessment across the curriculum. Laker Learning Competencies have been established for the general education assessment. The College feels these competencies should not only be assessed for general education course but also CTE. Course learning outcomes have been updated and curriculum mapping is currently happening. The pilot group of faculty will begin assessing this Summer/Fall.

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

Lisa Cole



**Achieved - Strategy development complete**

**Progress update Summer 2025:**

The Laker Learning Competencies have been finalized. Rubrics have been created for each and training has started in using these rubrics. The Faculty Assessment Liaison will continue to work with faculty and establish a review process.

ICCB Program Review enhancements implementing ICCB Recognition recommendations.

Lynn Breer



**Initiative moved to Departmental Master Plan**

**Progress update Summer 2025:**

ICCB Program Review has been integrated into the PIE process.

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

Lisa Shumard-Shelton



**Moved to Departmental Master Plan**

**Progress update Summer 2025:**

Progress continues toward the development and implementation of a co-curricular assessment plan at Lake Land College. This initiative remains an important component of the College's broader assessment efforts, and its significance was reinforced during the Higher Learning Commission (HLC) review this spring, where co-curricular assessment was included on the agenda and discussed in detail.

In 2023, the Assessment Committee successfully defined what constitutes co-curricular activities at Lake Land College. According to the College's definition, co-curricular activities are college-sponsored learning opportunities that enhance a student's academic experience and are aligned with General Education student learning outcomes.

To qualify as co-curricular, an activity must meet all the following criteria:

- Is the activity college-sponsored?
- Is student learning expected as part of the activity?
- Is the expected learning aligned with a General Education Outcome?

- Can the activity reasonably be assessed by LLC faculty/staff?

In 2024, we identified areas across the College that either need to modify their current assessment practices or begin assessing co-curricular outcomes. This work has been completed collaboratively through the Assessment Committee with input from both Academic and Student Services leadership. As a result, individual departments and units that sponsor co-curricular activities will now be responsible for assessing their own areas, with guidance and support provided by the Assessment Coordinator and the Committee. This distributed approach ensures broad engagement and accountability in the assessment process and is now in effect for the current year.

In 2025, meetings will continue to review the plan, evaluate current progress, and ensure that ongoing efforts are strategically coordinated.

### Action Plan: Update data governance with the use of Artificial Intelligence (AI)

Generative Artificial Intelligence (AI) tools are rapidly transforming Higher Education. These tools pose both opportunities and challenges for faculty, staff, and students. The benefits and barriers have the potential to impact multiple entities across campus. By leveraging the power of artificial intelligence in higher education, educators and students alike can benefit from increased productivity and improved outcomes.

David Stewart



**Initiative moved to Departmental Master Plan**

#### Progress update Summer 2025:

#### **Narrative: Initially, the Business Operations AI Task Force:**

Four members of the Business Operations AI Task Force attended and completed Info-Tech's AI Workforce Development Program, which had the following learning objectives:

1. Introduction to AI
  - a. Distinguish between sensationalized and practical AI uses for today's organizations.
  - b. Compare and contrast Machine Learning, Artificial Intelligence, Generative AI.
  - c. Explain how AI solves different types of problems.
  - d. Compare and contrast different AI accelerators.
  - e. Analyze how data can be used to configure and optimize AI models and applications.
  - f. Describe the benefits and challenges of LLMs.

2. AI Use Cases Across Industries

- a. Trace the origins and evolution of AI from its inception to the present day.
- b. Identify common AI use cases and explain how organization across various industries have implemented them.

3. AI Technology

- a. Explore the extend, build, and buy options for implementing AI solutions in your organization.
- b. Evaluate the quality and accuracy of a live LLM.

**As part of our FY25 goals, the Business Operations AI Task Force:**






1. Established guidelines and best practices document for the ethical use of AI, ensuring transparency, accountability, and fairness in all AI-related initiatives and applications within the college.
2. Established a safe infrastructure and tools for AI testing and production usage. Approved ChatGPT, Microsoft CoPilot, and Grammarly or AI usage.
3. Integrated AI language into existing policies.
  - a. Created an Artificial Intelligence (AI) Policy (11.15.01)
  - b. Updated the Acceptable Technology Use Policy (11.15) to include statements about AI

**Additionally, the Business Operations AI Task Force:**

1. Created an AI Use Case Knowledge Base for faculty and staff to share information about how they are using AI.
2. Created an AI Portal which is a centralized digital hub for faculty, and staff to explore, learn, and collaborate on Artificial Intelligence initiatives. The portal provides access to AI-related resources, courses, and training opportunities, fostering a culture of innovation and academic excellence.



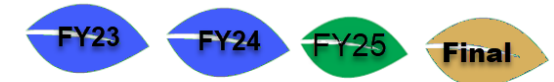
Objective 3: Modernize equipment, facilities and grounds to support a diverse learning environment.

Strategic Project Description	Project Leader	Status Options
Action Plan: Update and operationalize Master Facilities Planning Document with Campus Architect		
Conduct feasibility analysis on all existing campus buildings and develop a remodel/repair schedule based on most significant need.	Jeremy Moore	 <b>Achieved – strategy development complete</b>
<b>Progress update 2023:</b> A ten-year Master Facilities Plan was completed in the Spring of 2023 after extensive work and review with the Collee's architect of record and garnering significant feedback from the college community.		
Action Plan: Create and operationalize a long term landscaping plan with Campus landscape architect.		
The Campus landscaping is dated and overgrown in some places. The College plans to work with a Landscape architect to create and act on a long-term master landscape plan that will serve as a guide to rejuvenate and renovate the landscaping.	Jeremy Moore	    <b>Initiative moved to Departmental Master Plan</b>
<b>Progress update Summer 2025:</b> Phase 1 of our campus Landscape Appearance plan was completed in Aug 2024. A total of 21 dead/unsafe trees have been removed throughout the Mattoon Campus. We removed overgrown brush from three areas: 2 areas around the Northwest Building and 1 area in front of the Fieldhouse. Grass has been planted within all three areas and is growing. We also completed Parking Lot A landscaping in conjunction with rebuilding Parking Lot A. Entrances improvements still pending IDOT approval of new entrance #3 off of highway 45. New possible project start time is Spring '26.		

### Action Plan: Develop a master academic equipment upgrade plan.

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

Ike Nwosu



**Initiative moved to Departmental Master Plan**

#### Progress update Summer 2025:

Work on the Master Equipment Plan has been incremental. Work over the last year was focused on reviewing our current reporting equipment systems. A key next step is identifying a reliable, centralized software platform that can house all of our equipment data. Until that's in place, we'll continue using our existing structures to keep things consistent. The goal is to find a solution that not only fits our needs but is also user-friendly and sustainable long-term. We're also keeping an eye on staff familiarity and training so that once the system is selected, we're ready for a smooth rollout.

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

Strategic Project Description

Project Leader

Status Options

### Action Plan: Develop and implement leadership skills capacity.

Expand utilization of the Franklin Covey Leadership Development Suite.

Chris Uphoff Nees



**Meeting progress target**

#### Progress update Summer 2025:

After initial focus on front-line Supervisors, utilization was expanded to Administrators, Faculty, Support, and Part-time employees. This expansion was achieved through in-person standard courses: "5 Choices to Extraordinary Productivity," "6 Critical Practices for Leading a Team," "7 Habits of Highly Effective People," "Fundamental Beliefs of Trust & Inspire Leaders," and "Change: How to Turn Uncertainty Into Opportunity." A custom in person course, "Growing Your Leadership" utilized Franklin Covey resources to develop skills of non-supervisory staff.

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

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

Dustha Wahls



**Achieved – strategy development complete**

**Progress update Summer 2025:**

Employees can list their career goals on their employee evaluation. We also created a professional growth guide to assist in identifying training opportunities.

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

Improve adoption of technology by effectively communicating and training employees.

David Stewart












**Initiative moved to Departmental Master Plan**




**Progress update Summer 2025:**

Lake Land College submitted a grant application for United States Department of Agriculture Distance Learning and Telemedicine Grant Program. The purpose is to implement a Distance Learning Expansion Project (DLEP) to connect Lake Land College to the specific off-campus locations with the new Effingham Technology Center, as well as to upgrade technology at the Eastern Regional Center in Marshall and Western Regional Center in Pana for synchronous learning opportunities using high-definition video and audio-conferencing capabilities, with an overall goal to provide flexibility for adult students to connect to Lake Land College courses. We will not know if we are approved for this funding until fall 2025.

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

Strategic Project Description	Project Leader	Status Options
Action Plan: Develop a comprehensive employee attraction and retention plan		
Assess and implement flexible work alternatives, including the Flex Work Pilot.	Dustha Wahls	  <b>Achieved – strategy development complete</b>
<b>Progress update 2024:</b> In April 2024, the Board approved the Flex Work within the College's policy for Work Week. The guidelines remain in the S drive and can be updated as the College needs.		
Research market practices and trends in wages and benefits for full and part time staff.	Dustha Wahls	    <b>Moved to Departmental Master Plan</b>
<b>Progress update Summer 2025 :</b> Continued research on an annual basis on the salary schedule and employee benefit plans.		
Proactively market the overall benefits of Lake Land College employment.	Dustha Wahls	   <b>Achieved – strategy development complete</b>
<b>Progress update Fall 2024:</b> With our new Neo-Ed platform, we can attach benefit summaries to the position. We have created both a part-time benefit summary and a student benefit summary. Our revamp of our Employment Opportunities page is complete. This page was separated from the HR page and includes pictures, info graphs, statistics, and more. It is a much more inclusive page then we previously had.		

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

Strategic Project Description	Project Leader	Status Options
<b>Action Plan: Establish departmental and divisional master plans.</b>		
Develop and disseminate a template for departmental and divisional master planning and train leaders on its usage.	Jean Anne Highland	 <b>Achieved – strategy development complete</b>
<b>Progress update 2023:</b> In the fall of 2023, the Institutional Effectiveness Team collaborated with the Chief of Staff to develop a template for departmental and divisional master planning. This template provides a tool for leaders from departments, divisions, units or other working teams to utilize and better understand how their respective work roles supports the College’s mission and enables them to enhance both their short-term and long-term planning, identify future budget considerations, and optimize known succession planning. The President's Cabinet reviewed the master planning template and provided feedback for suggested changes. The template was then shared with supervisors, administrators and chairs, and Cabinet members (unit leaders) worked with their respective team leaders to ensure each identified team submitted a master plan, whether using the template or their own master plan format as long as it provided the same key details (mission, goals, expected outcome, metrics, etc.). All master plans and the list of working teams who have submitted a master plan are posted in the College's shared drive. The President's Cabinet will work with their respective team leaders to ensure the master plans are updated on an annual basis and re-submitted to the shared drive. All departmental master plans are complete and stored on the College shared drive S:\Strategic Plan\Master Planning for Working Teams		
<b>Action Plan: Expand mechanisms for fostering innovation and continuous improvement.</b>		
Develop and promote mechanisms to recognize and reward innovation and continuous improvement throughout the College.	Ike Nwosu	  <b>Abandoned</b>



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

Strategic Project Description

Project Leader

Status Options

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

1. Develop Faculty Web pages

Kelly Allee



**Achieved - Strategy development complete**

2. Develop Individual Program Marketing Pages that will include a video, faculty spotlight, alumni spotlight and the hands-on opportunities from the program

3. Continue to produce videos

5. Continue to analyze data to determine best practices for content on each of the college's 8 social media platforms and the college community's 34 accounts that we monitor.

6. Raise awareness of the eight social media platforms throughout the college community.

7. Determine a means to connect more frequently with faculty to capture video moments and/or empower them to do so on their own social media accounts.

8. Complete a College Website Redesign

#### Progress update Summer 2025:

We created Area of Study videos. We continue to create PACE – career-focused videos highlighting student testimonials and career choices that high schools can use. We have completed the individual program marketing web pages that include student or alumni testimonials. We continuously review data on our social media platforms and monitor other college sites. Our followings continue to grow each year. We have explored #7 and have had limited success. It is really something that the faculty member has to buy into, be comfortable doing, and willing to do. We are nearly complete with the new College Web Design.

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

Increase community awareness of innovative educational opportunities and services.

Kelly Allee



**Achieved - Strategy development complete**

**Progress update Summer 2025:**

We have increased several community partnerships that highlight the College's programs and offerings. For example, the Coles County Speedway partnership highlights majors that are applicable to running a speedway. The ETC promotion is underway. The new Business Newsletter highlights innovative opportunities for services and partnerships. It is mailed two times a year. The initiative has been incorporated into our annual operational plan.

Actively promote highly affordable Business Division programs. Brian Madlem



**Initiative moved to Departmental Master Plan**

**Progress update Summer 2025:**





The Business division held an event called Cozy careers that was attended by 13 participants. This showcased programs Medical Coding and Court Reporting and Captioning. In the spring the division held the annual Computer Contest where over 60 participants attended and competed in various business related contests. Faculty visited various high schools to recruit new students.

#### Focus Area 4: Partnerships to Enhance Student Success.

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

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

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

Strategic Project Description	Project Leader	Status Options
Action Plan: Strategically engage with high school students during each year of high school to advise them on their specific academic and career goals and what paths at LLC are available to them.		
Refer to GPSEM Plan.	Pam Hartke	 <b>Guided Pathways Project</b>
Actively engage potential Business Division students to explore campus and division programs. Engage students in an interactive GooseChase now PlayTours activity to increase their interest in exploring careers offered in the Business Division.  <b>Progress update Summer 2025:</b> Business division continues to engage student participation during planned events which has been enjoyed by those attending.	Brian Madlem	 <b>Achieved - Strategy development complete</b>
Visit various high schools to recruit and present divisional program information.  <b>Progress update Summer 2025:</b> A total of 28 visits were completed in the Fall and Spring semester. Seven table events were hosted. Three on-campus events were hosted for high school students.	Charles Jarrell	 <b>Initiative moved to Departmental Master Plan</b>
Offer and expand upon inaugural MSD Open House for in-district high schools	Mike Rudibaugh	 <b>Initiative moved to Departmental Master Plan</b>

### Progress update Summer 2025:

Math and Science Division offered our third annual STEM Day with local high schools with over 100 hundred local high school seniors, juniors and sophomores attending from local high schools. The following items summarize the event: The following video captures the event and we plan to use this resource to promote all future marketing and outreach with local high schools for STEM Recruitment.

#### [Video](#)

The following data captures student feedback from the event relating to satisfaction with the quality and growing interest with STEM Program at LLC:

We plan to expand and use the data below to enhance the experience and effectiveness of this recruiting event:

1. Move the event to Fall Semester and target more juniors to attend to get on students' radar earlier in the college selection process.
2. Have longer sessions to support more time to allow students to explore and use lab equipment.
3. Allow students to select and target STEM session of more interest to them when attending the event.
4. Some funding details are still pending; however, we plan to target another event for Fall 2025.

As a follow-up to my previous post-STEM Day email, I wanted to provide you more information about the surveys and post event thoughts as we move forward to the STEM Academy Day in October. Survey results from students indicated the following on a 5-point scale: *Student Responses (n=98)*

As a result of the presentations, I better understand STEM courses and technology offered at Lake Land College.	4.59
As a result of the event, I better understand potential job opportunities within STEM areas.	4.43
The overall format of the event provided hands-on opportunities to explore different areas of math and science.	4.73
I am more likely to register for a Lake Land College course or program after this event.	4.00
The length of time for each session was sufficient	4.07

Implement an Allied Health Recruitment Master Plan

Erin Swingler



**Initiative moved to Departmental Master Plan**

### Progress update Summer 2025:

Allied Health faculty and staff remain highly committed in seeking opportunities for student engagement. Examples of such opportunity include participation in College sponsored recruitment events, high school career exploration happenings, or community experiences where engagement can occur with non-traditional students. Allied Health acknowledges that through face to face engagement professional relationships can be established, which ultimately promotes enrollment, persistence, retention, and completion of the academic plan. Allied Health further recognizes that recruitment of students serves as a future pipeline for healthcare professionals supporting our local industry and community members.

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

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

Tessa Wiles



**Initiative moved to Departmental Master Plan**

### Progress update Summer 2025:

To build early and lasting connections with elementary and secondary students, the Dual Credit Program has expanded hands-on career exploration and educational programming. Through college and career exploration events, on-campus competitions, and non-credit offerings to 9th and 10th grade. Additional efforts have been made to align with the College and Career Pathway Initiative including incentives in the new Laker Connect program for completion, and working with schools to meet the 6 early college credit hour requirements. Partnerships with programs like Teens with Tools support seamless pathways of engagement and academic planning. The creation of after-school programs, including Snap-on Tool certifications, give students real-world skills and credentials. This work is continuous and evolving as we grow opportunities and deepen partnerships to support students on their path to college and career success.

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

Strategic Project Description	Project Leader	Status Options
Action Plan: Actively participate in high school career focused programs (LIFT, ERCA, etc.)		
Continue development of partnerships with LIFT and ERCA to expand availability of high school career focused programs.	Ike Nwosu	<div><div>FY23</div><div>FY24</div><div>FY25</div><div>Final</div></div> <b>Initiative moved to Departmental Master Plan</b>
<b>Progress update Summer 2025:</b> In April 2025, Lake Land College launched Laker Connect, a redesigned dual credit program built in partnership with local high schools to expand free access to college-level courses. The program aligns high school and college curriculum, provides dedicated academic counseling for course planning and career exploration, and offers added benefits like tuition waivers and graduation recognition. Laker Connect reflects our commitment to affordability, early engagement, and a smoother transition to college. District wide high schools each signed the agreement.		
Action Plan: Continue to develop clear pathways for students to transition from high school to Lake Land.		
Refer to GPSEM Plan.	Pam Hartke	<div><div></div></div> <b>Guided Pathways Project</b>
Action Plan: Provide a financial structure to ensure all district students have access to dual credit opportunities.		
Review Cost Structure for Dual Credit and Dual Enrollment	Tessa Wiles	<div><div>FY23</div><div>FY24</div><div>FY25</div><div>Final</div></div> <b>Achieved - Strategy development complete</b>
<b>Progress update Summer 2025:</b> With the launch of Laker Connect, the strategic cost restructure initiative has been fully implemented. Dual Credit Option 1 is now offered at no cost to students, eliminating financial barriers and increasing access to early college opportunities, while maintaining focus on pathways. In addition, a flat fee structure has been established for Dual Credit Option 2. This replaces variable course-by-course pricing with a consistent rate, making budgeting and communication with families more straightforward for both schools and the college. These changes were designed to streamline processes, promote equity across partner schools, and create a more sustainable model for dual credit moving forward.		



**Action Plan: Enhance opportunities for Lake Land faculty to teach dual credit and dual enrollment courses.**

Develop a data centered understanding of the impact and value of Dual Credit

Tessa Wiles



**Achieved - Strategy development complete**

**Progress update Summer 2025:**

The development of a data-centered understanding of Dual Credit has been completed through several targeted initiatives. The Data HUB has been enhanced with expanded access to enrollment and completion data. Communication efforts have increased with more frequent updates to parents, students, and schools, along with increasing informational workshops designed to support informed academic planning, current state and local data, and changes within Lake Land College. The new Laker Connect Dual Credit Counselor now provides Navigate academic plans and annual credit audits, offering schools and students clearer insight into progress and course alignment. Additionally, we are working to launch a Dual Credit pathway website that will offer real-time access to academic planning tools. Together, these efforts create a more complete and measurable picture of Dual Credit participation, outcomes, and value.

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

Strategic Project Description

Project Leader

Status Options

**Action Plan: Develop a process map for apprenticeships, registered and non-registered.**

Expand apprenticeships into new employment sectors.

Christine Strohl



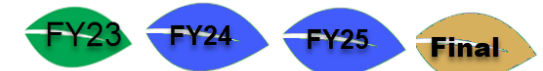
**Moved to Departmental Master Plan**

**Progress update Summer 2025:**

We have hired an Apprenticeship Coordinator that comes with experience in apprenticeships from the state of Missouri. Apprenticeships continue to grow in new sections such as education.

Develop relevant and industry supported pre-apprenticeships and youth apprenticeships.

Bonnie Moore



**Initiative moved to Departmental Master Plan**

**Progress update Summer 2025:**

Notable Achievement: CBI celebrated our first youth apprentice graduation in May 2025, with the graduate earning an AAS in Automotive Technology. While he continues completing his On-the-Job training hours, his success story provides valuable marketing and recruitment material for future programs.

Ongoing Development: We continue collaborating with LIFT on HVAC apprenticeships and have expanded into a Design Engineer Program. Additionally, we've initiated discussions with Arthur CUSD to develop both pre-apprenticeship and youth apprenticeship opportunities with their industry partners.

Strategic Challenges and Opportunities: Pre-apprenticeships remain challenging due to limited structural guidance and frameworks. However, youth apprenticeships represent a significant growth opportunity. With the launch of CORE and continued LIFT expansion, this initiative should remain a multi-year strategic priority.

**Summary**

Our progress demonstrates strong momentum across all strategic areas, with particular success in industry partnership development and apprenticeship program expansion. The combination of new technical training partnerships, leadership development programs, and youth apprenticeship growth positions CBI well for continued success in supporting regional workforce development.

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

Michael Beavers



**Initiative Moved to Departmental Master Plan**

**Progress update Summer 2025:**

The original initiative of Tech2day has been put in place and has been successful. Most of the Technology programs have adopted the model, and others are using alternate strategies, e.g., night classes and open lab models, to achieve the same goal.

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

Centralize the collection and promotion of work-based learning opportunities

Tina Moore



**Initiative moved to Departmental Master Plan**

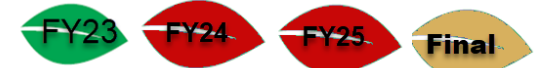
**Progress update Summer 2025:**

A communication plan has been created and implemented. Students receive monthly emails from Career Services regarding employment and internship opportunities listed on Handshake, as well as information about job fairs and other services and events offered by the department.

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

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

Christine Strohl










**Initiative moved to Departmental Master Plan**

**Progress update Summer 2025:**

This has not been completed but is still very needed! As we continue to work with internal staff members to identify the best avenue to take, we are in desperate need to get this implemented. Communication has been had with Salesforce to use their free version which is an industry standard software.

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

Strategic Project Description	Project Leader	Status Options
Action Plan: Expand relationships at the local, state and federal level to enhance grant and private donor funding opportunities for students.		
Identify priorities and areas of support needed and funders to help make introductions of existing and current relationships to match with projects of support.	Christi Donsbach	    <b>Moved to Departmental Master Plan</b>
<b>Progress update Summer 2025:</b>  The Foundation has made strong progress in identifying key funding priorities in partnership with college leadership. Focus areas include scholarships, workforce development, student support services, and campus enhancements.  We are actively aligning these needs with potential funders by leveraging existing relationships and identifying new prospects. With the help of our Board and stakeholders, we are facilitating introductions and matching funders with projects that align with their philanthropic goals. This strategic approach is helping us build stronger partnerships and position the Foundation for greater impact.  This is an ongoing project that will continue to flex each year based off of the College's priorities and initiatives.		
Pursue networking opportunities with internal and external partners to benefit grant opportunities.	Bethany Craig	  <b>Achieved – strategy development complete</b>
<b>Progress update 2023:</b> I have established positive relationships both internally and externally including but not limited to attending and networking at East Central Illinois Development Corporation (ECIDC) meetings, Lake Land College Professional Advisory Committee Meeting with local school districts, Community Update Breakfast hosted by Mattoon and Charleston Chambers of Commerce, presenting at Lake Land College All Staff Meetings and Lake Land College Supervisory Meetings.		
Create and utilize an internal Grant Advisory Committee.	Bethany Craig	 <b>Achieved – strategy development complete</b>
<b>Progress update 2023:</b> Grants Advisory Committee has been established and met in the Fall 2022 semester and the Spring 2023 semester.		
Action Plan: Develop a plan to identify and respond to prioritized notice of funding opportunities and Request for Proposals.		

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

Bethany Craig

 FY23

**Achieved – strategy development complete**

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

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

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

Lynn Breer

 FY23

 FY24

 FY25









 Final

**Initiative moved to Departmental Master Plan**

**Progress update Summer 2025:**

While the database has been initiated, it will need to be maintained and updated every other year.

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

Strategic Project Description	Project Leader	Status Options
Action Plan: Expand 3+1 and 2+2 partnerships with four-year institutions.		
Develop a database for all current and future articulation agreements.	Heather Nohren	    <b>Achieved - Strategy development complete</b>
<p><b>Progress update Summer 2025:</b> Internally, the Transfer Coordinator has updated and now maintains an official comprehensive database of both active and inactive transfer guides and articulation agreements. This resource supports the ongoing effort to review and potentially reactivate agreements as they approach expiration. This resource also allows the transfer coordinator to ensure the College is maintaining and initiating important transfer pathways for students enrolled in Associate in Applied Science programs. The Transfer Coordinator also maintains a publicly accessible transfer database for anyone interested in exploring our transfer pathways. This resource is especially helpful for our faculty academic advisors and academic counselors who advise students on coursework. This database links to PDF files of both unofficial transfer guides and transfer articulation agreements.</p>		
Improve and streamline the transfer process for students to four-year institutions.	Heather Nohren	    <b>Achieved - Strategy development complete</b>
<p><b>Progress update Summer 2025:</b> While transfer articulation agreements will always remain a priority to ensure seamless transfer processes, the Chair of Counseling and Student Conduct and the Dean of Academic Operations worked diligently during the Spring 2025 semester to ensure that the College's transfer website complies with HLC guidelines. The website was revamped to clearly distinguish between unofficial transfer guides, which recommend sequences of coursework, and official transfer agreements, which are signed by college administration at Lake Land College and the participating universities.</p> <p>Additionally, the website features an active, publicly accessible database for anyone interested in exploring our transfer pathways. This database includes both unofficial transfer guides and articulation agreements that outline the coursework students need to complete at LLC. This resource is especially helpful for our faculty academic advisors and academic counselors who advise students on coursework. This database links to PDF files of both unofficial transfer guides and transfer articulation agreements.</p>		



**Action Plan: Operationalize the early childhood education consortium model.**

Evaluate and monitor the implementation of the early childhood consortium model

Charles Jarrell



**Initiative moved to Departmental Master Plan**

**Progress update Summer 2025:**

The loss of funding for the ECE Consortium Model significantly impacted the Early Childhood Education Learning Lab during the transition from FY2024 to FY2025. As a result, the Laker Louie Jr. Lab was closed. Conversations have continued among county partners on how to collectively address child care challenges in the region and explore sustainable solutions moving forward.

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

Strategic Project Description

Project Leader

Status Options

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

Work with IDOC and IDJJ leadership to study occupational needs.

Jennifer Billingsley



**Achieved - Strategy development complete**

**Progress update Summer 2025:**

DOC Programs continued to develop and expand curriculums that lead to more sustainable wages. Following on updates to Automotive Technology and Construction Occupations that included introduction of associate of applied science degrees. Culinary Arts will introduce an associate of applied science degree in the Fall of FY 26. In addition, Career Technology will introduce a course for incarcerated students to learn and practice basic computers skills.

# Strategic Plan 2023 - 2027 Key Performance Indicators

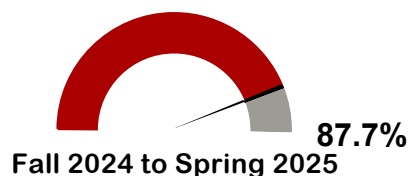
## STUDENT EQUITY & SUCCESS

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



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

**National Average - 75.6%**  
**Goal - 78%**

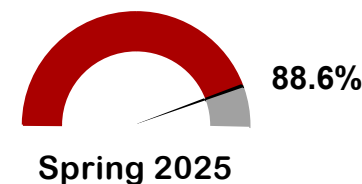
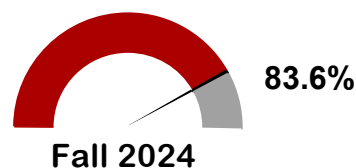
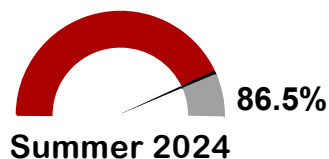


**Fall-to-Spring (Term/Term)** - First Time/.Full-Time/Degree Seeking - Students who enrolled their first semester and continued enrollment to the next semester or completed their degree and graduated.

**Goal - 85%**

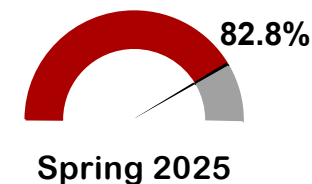
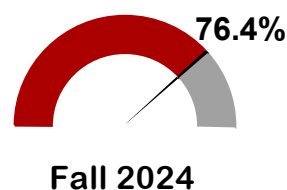
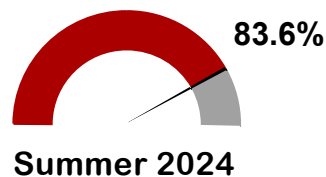
**Persistence** - to quantify the drive, determination, and success that a student has towards their degree or certificate. It is determined by the number of attempted credits compared to the number of successfully earned or completed credits. We define successful completion of a course when a student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

All Modalities



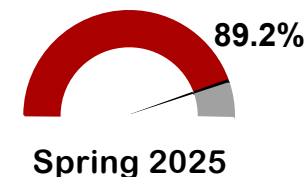
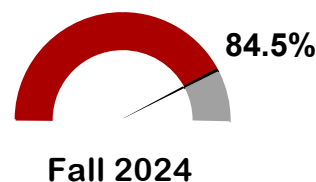
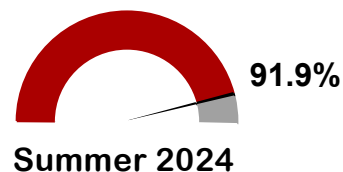
**Goal - 85% across all modalities**

Online/Hybrid



**Stretch Goal - 90%**

Face-to-Face

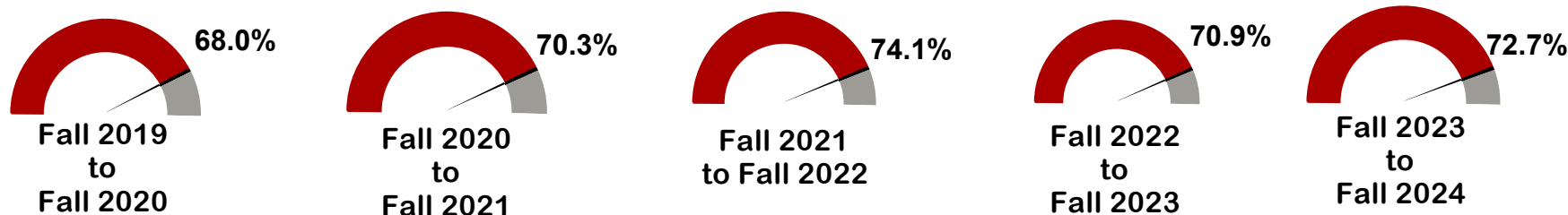


# Strategic Plan 2023 - 2027 Key Performance Indicators

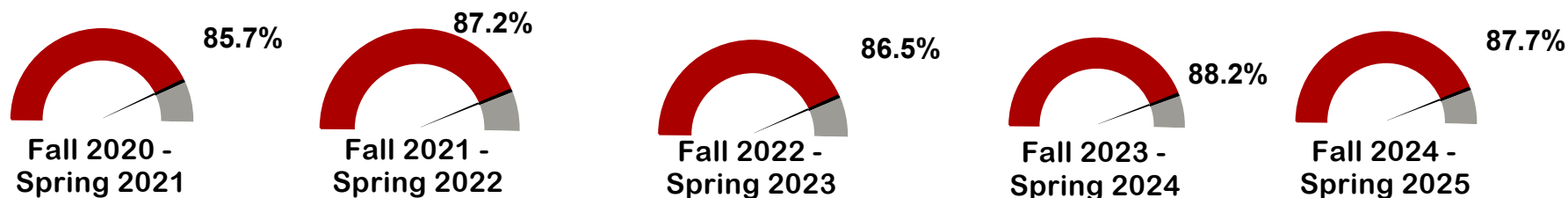
## STUDENT EQUITY & SUCCESS

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

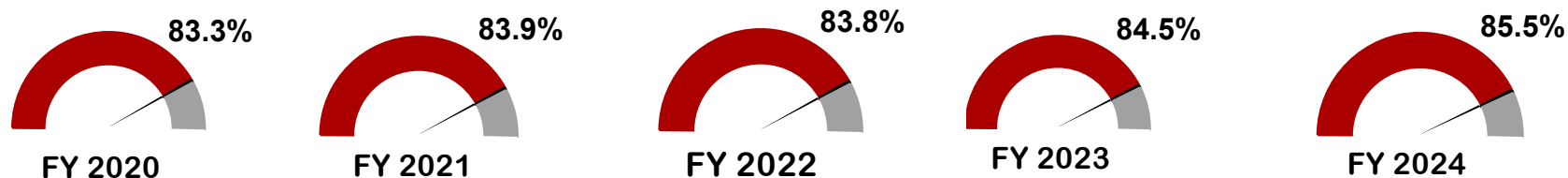
**Fall-to-Fall (Year/Year)**- First Time/.Full-Time/Degree Seeking - Students who enrolled their first year and continued enrollment to the next year or completed their degree and graduated.



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



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



# Strategic Plan 2023 - 2027 Key Performance Indicators

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

Economically Disadvantaged					
2020FA	2021FA	2022FA	2023FA	2024FA	
78.7%	81.3%	80.1%	83.9%	78.9%	
Academically Disadvantaged					
2020FA	2021FA	2022FA	2023FA	2024FA	
77.7%	72.2%	78.0%	60.9%	75.1%	
First Generation					
2020FA	2021FA	2022FA	2023FA	2024FA	
76.6%	77.3%	78.5%	81.0%	76.2%	
Single Parent					
2020FA	2021FA	2022FA	2023FA	2024FA	
79.3%	68.9%	73.0%	80.6%	60.8%	
Ethnicity					
	2020FA	2021FA	2022FA	2023FA	2024FA
American/Alaska Native	72.7%	71.4%	66.7%	72.7%	88.9%
Asian	81.8%	55.6%	83.3%	91.7%	81.8%
Black or African American	60.4%	58.1%	76.2%	69.6%	53.7%
Hawaiian/Pacific Islander		100.0%	100.0%		100.0%
Hispanic	71.1%	70.4%	77.8%	80.5%	78.9%
White	80.6%	82.6%	82.4%	83.3%	81.1%
No Response or Unknown	87.1%	93.1%	78.7%	85.4%	82.8%
Null		50.0%	50.0%	66.7%	
Middle East/North African				100.0%	100.0%

**Diversity,  
Equity,  
Inclusion  
and  
Belonging**

**Goal  
85%**

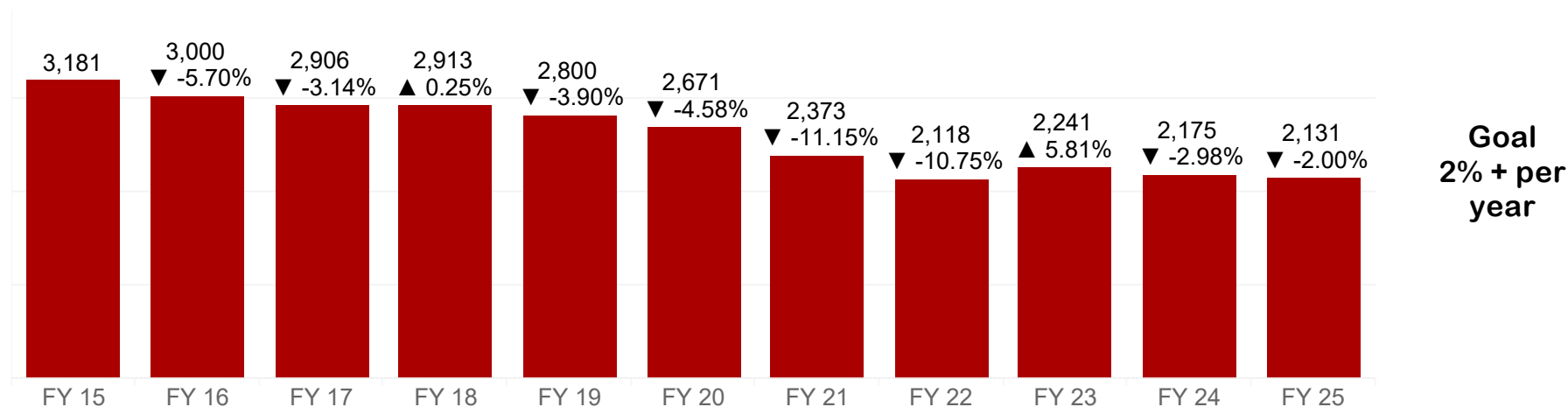
*Note: Based on the results above it confirms that the wrap-around service and additional support that we provide increases the retention among our DEIB population.*

# Strategic Plan 2023 - 2027 Key Performance Indicators

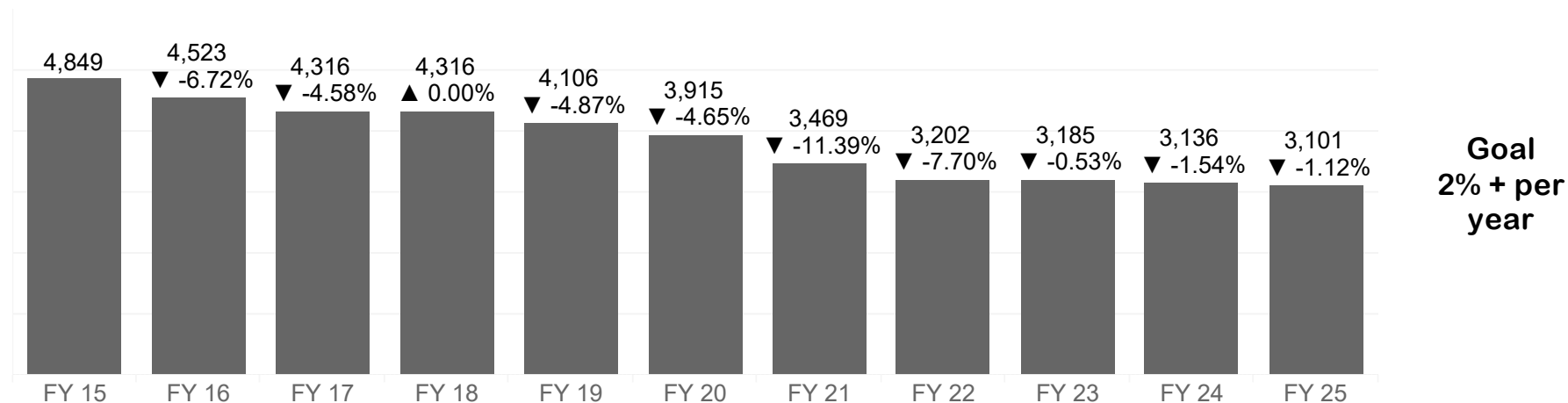
## STUDENT EQUITY & SUCCESS

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

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



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

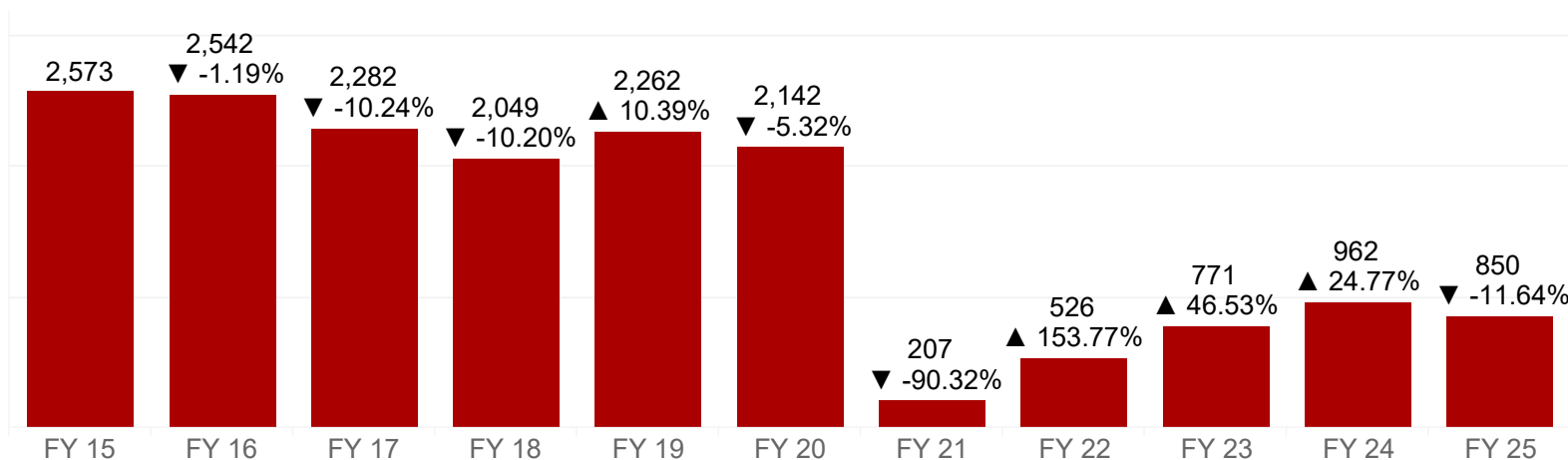


# Strategic Plan 2023 - 2027 Key Performance Indicators

## STUDENT EQUITY & SUCCESS

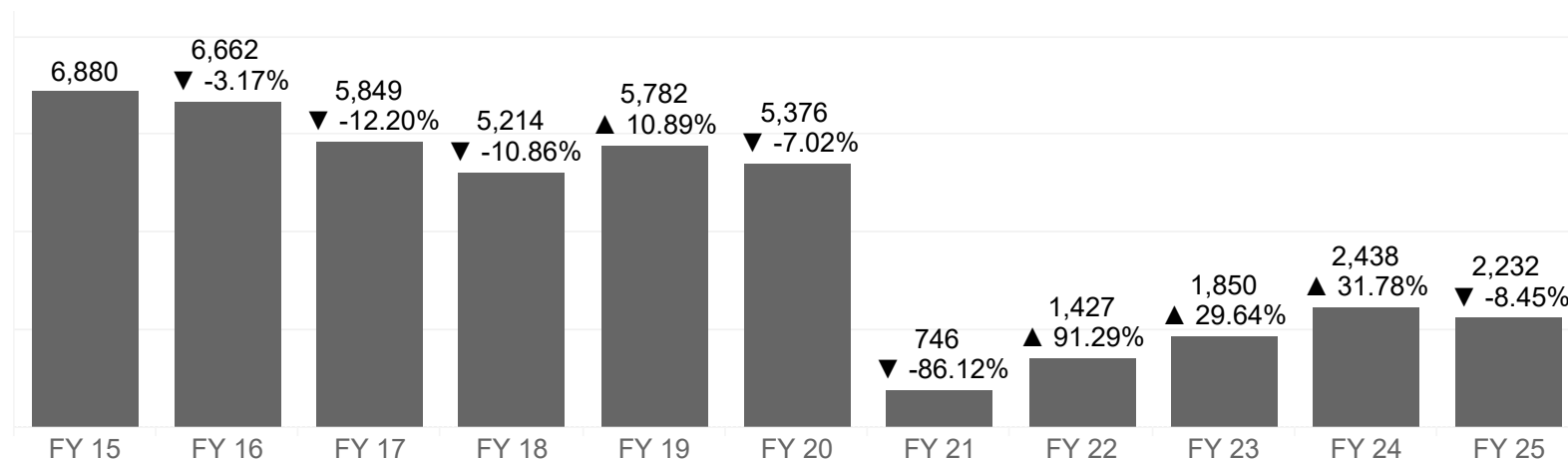
**Department of Corrections Annual Enrollment** - Students enrolled in at least one credit bearing course during the academic year.

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



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

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



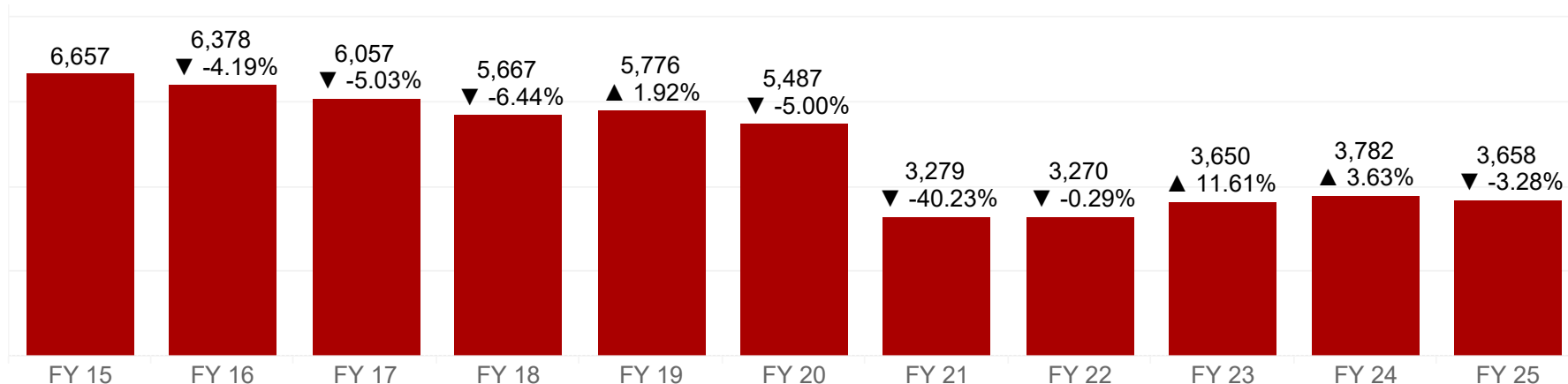


# Strategic Plan 2023 - 2027 Key Performance Indicators

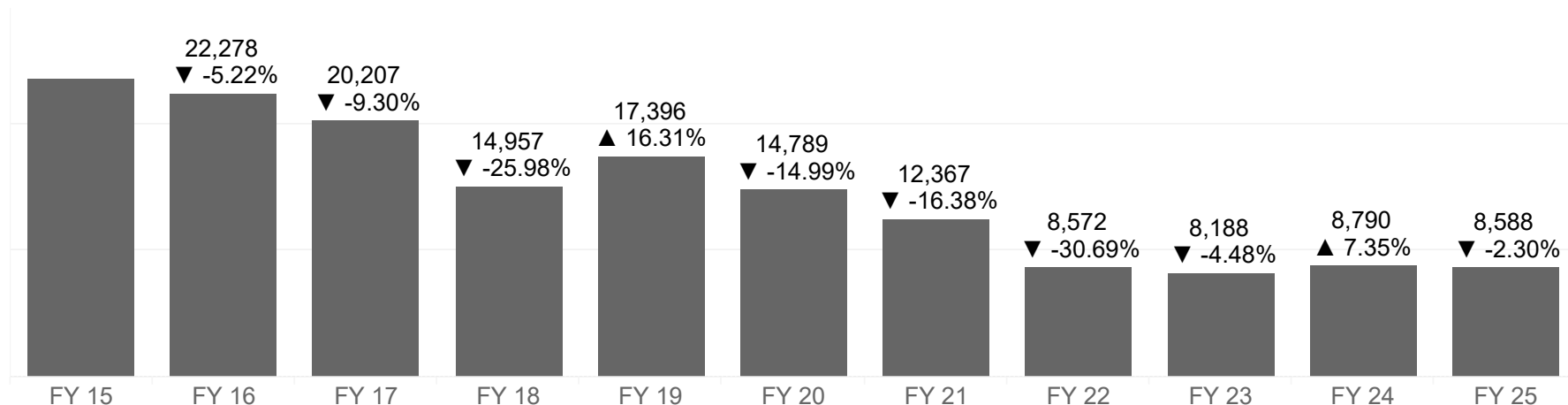
## STUDENT EQUITY & SUCCESS

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

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



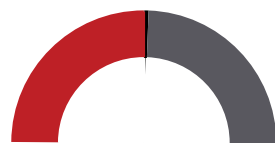
**Head Count** - 1 enrolled student = 1 head count in any of the three terms in the academic year.



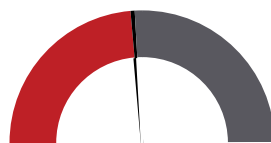
# Strategic Plan 2023 - 2027 Key Performance Indicators

## STUDENT EQUITY & SUCCESS

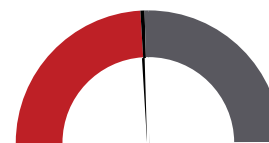
**Student Matriculation** - percentage of applicants who apply and then enroll at the College.



50%  
2022FA  
(1,114 of 2,218)



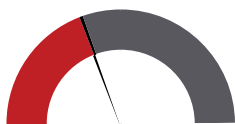
48%  
2023FA  
(1,047 of 2,170)



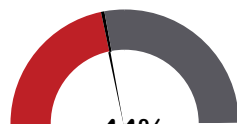
49%  
2024FA  
(1,116 of 2,275)

**Goal**  
**55%**

**Monthly Matriculation Fall 2024** - percentage of applicants who apply for the month and then enroll at the College.



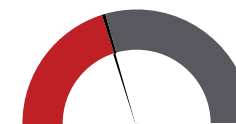
39%  
September  
(69 of 176)



44%  
October  
(105 of 237)



55%  
November  
(105 of 192)



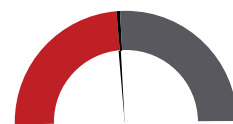
41%  
December  
(51 of 124)



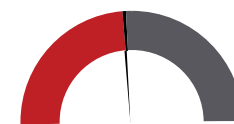
56%  
January  
(133 of 237)



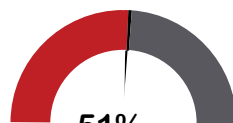
54%  
February  
(88 of 164)



48%  
March  
(71 of 147)



48%  
April  
(104 of 215)



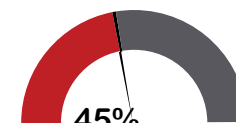
51%  
May  
(94 of 183)



48%  
June  
(82 of 170)



53%  
July  
(131 of 246)



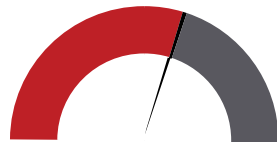
45%  
August  
(83 of 184)

# Strategic Plan 2023 - 2027 Key Performance Indicators

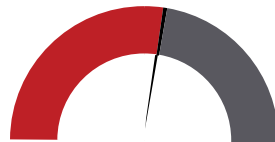
## STUDENT EQUITY & SUCCESS

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

Current Year High School Grads



59%  
2022FA  
(643 of 1,084)



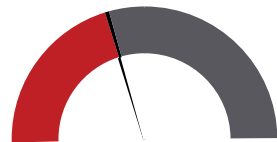
55%  
2023FA  
(587 of 1,076)



59%  
2024FA  
(622 of 1,063)

**Goal  
60%**

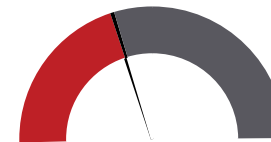
All Other New Applicants



41%  
2022FA  
(471 of 1,134)



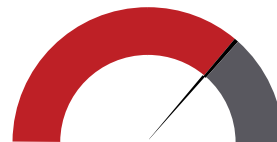
42%  
2023FA  
(460 of 1,094)



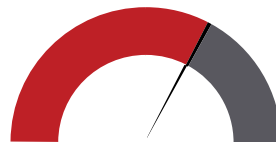
41%  
2024FA  
(494 of 1,212)

**Goal  
55%**

Current Year High School Grads who applied and attempted dual credits



72%  
2022FA  
( 321 of 444)



65%  
2023FA  
( 279 of 428)



70%  
2024FA  
( 296 of 421)

**Goal  
75%**

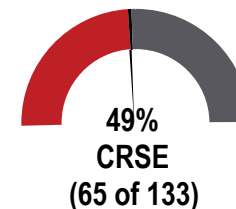
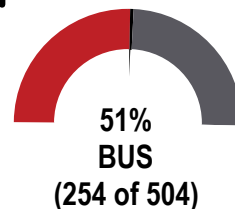
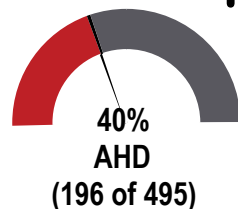
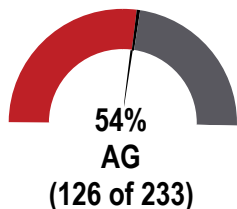
# Strategic Plan 2023 - 2027 Key Performance Indicators

## STUDENT EQUITY & SUCCESS

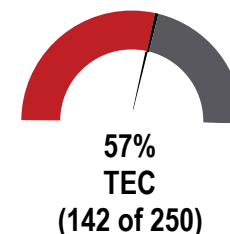
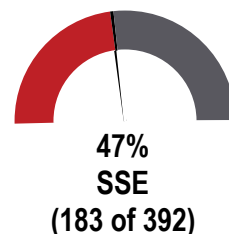
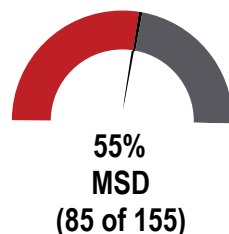
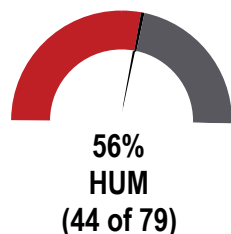
**Student Matriculation** - percentage of applicants who apply and then enroll at the College.

By Division

Fall 2024



CRSE is Course Enrollees



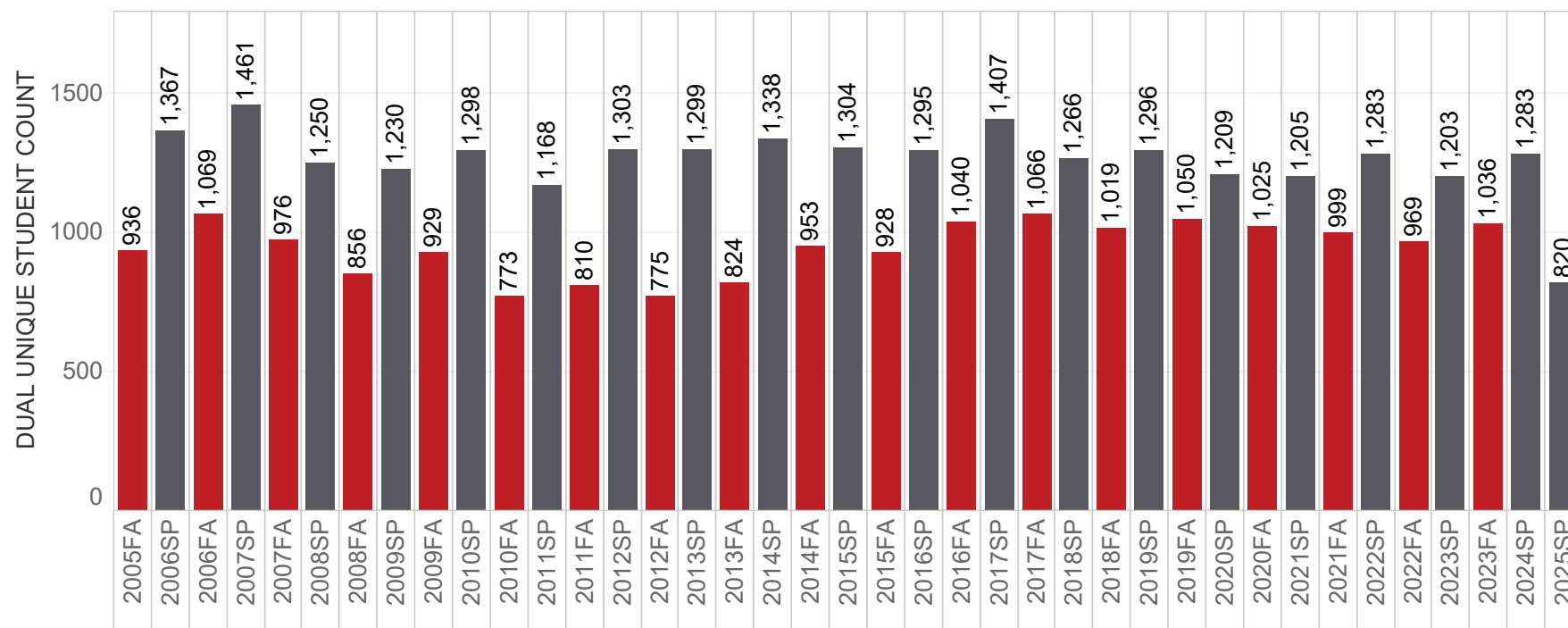
Each Division should set their  
own stretch goals  
Overall College Goal - 60%

# Strategic Plan 2023 - 2027 Key Performance Indicators

## STUDENT EQUITY & SUCCESS

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

### DUAL CREDIT ENROLLMENT BY TERM



**Goal 5% Annual Increase**

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

# Strategic Plan 2023 - 2027 Key Performance Indicators

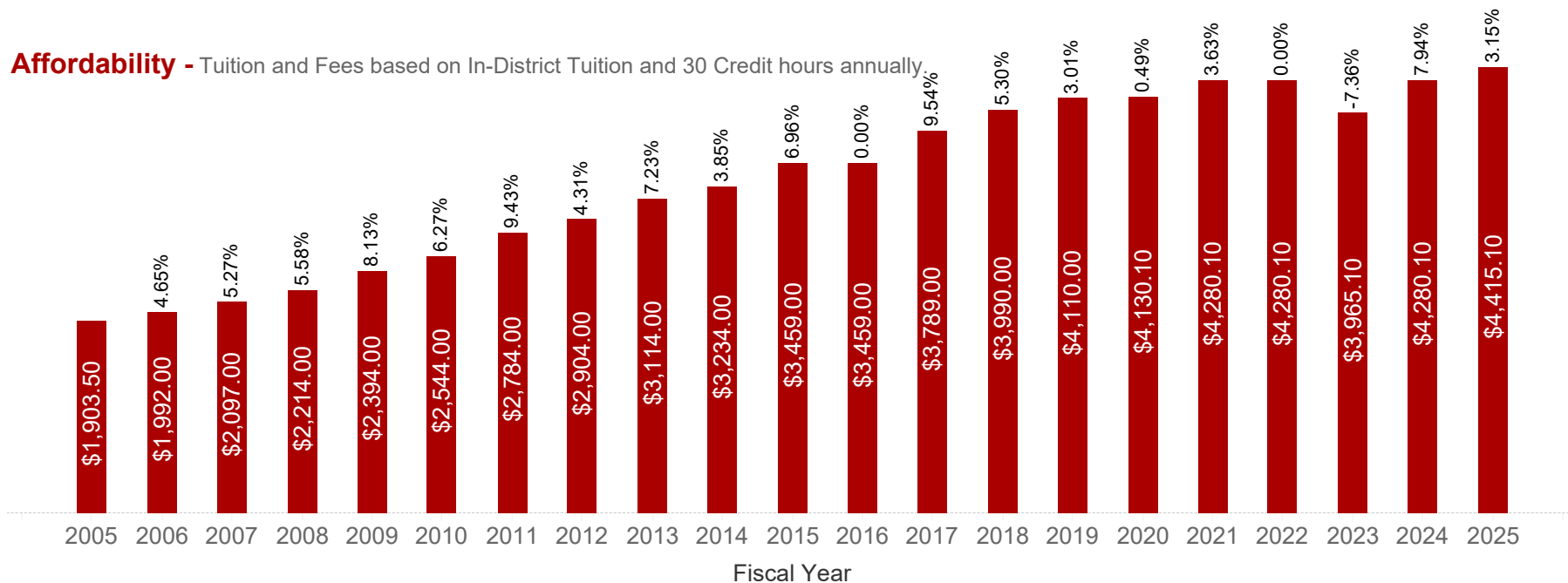
## STUDENT EQUITY & SUCCESS

**Completions/Graduates** - Students who complete a degree, certificate or non-degree credential during the reporting year. This is a duplicated number. It counts each degree or certificate awarded for each person. *This shows partial years so the last year could not be complete.*

### Degrees Awarded

Degree	2017	2018	2019	2020	2021	2022	2023	2024	2025
Associate Engineering Science	5	8		5	5	7	4	6	3
Associate in Applied Sciences	374	376	397	356	311	341	319	346	342
Associate in Arts	125	198	290	287	283	245	249	228	237
Associate in Liberal Studies	49	49	47	55	43	35	31	15	25
Associate in Science	201	165	73	55	49	58	50	45	42
Certificate	235	276	278	266	284	279	271	356	314
Department of Corrections	2,470	2,206	2,450	2,715	292	777	1,198	1,515	1,360
Technical Training	339	262	231	176	186	189	336	192	95
Grand Total	3,798	3,540	3,766	3,915	1,453	1,931	2,458	2,703	2,418

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





# Strategic Plan 2023 - 2027 Key Performance Indicators

## STUDENT EQUITY & SUCCESS

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

Tuition and Fees based on 30 student credit hours

FY 2023-24	\$3,870	Southwestern Illinois
FY 2023-24	\$3,960	Elgin
FY 2023-24	\$3,998	McHenry County
FY 2023-24	\$4,050	Illinois Valley
FY 2023-24	\$4,238	Oakton
FY 2023-24	\$4,260	Illinois Eastern
FY 2023-24	\$4,260	Rock Valley
FY 2023-24	\$4,280	Lake Land
FY 2023-24	\$4,290	Waubensee
FY 2023-24	\$4,320	College of DuPage
FY 2023-24	\$4,320	Southeastern Illinois
FY 2023-24	\$4,380	City Colleges of Chic...
FY 2023-24	\$4,500	John A. Logan
FY 2023-24	\$4,500	Rend Lake
FY 2023-24	\$4,530	Joliet Junior
FY 2023-24	\$4,560	Morton
FY 2023-24	\$4,590	Lincoln Land
FY 2023-24	\$4,590	Richland
FY 2023-24	\$4,635	Harper
FY 2023-24	\$4,650	Illinois Central
FY 2023-24	\$4,650	Lewis and Clark
FY 2023-24	\$4,650	Shawnee
FY 2023-24	\$4,709	STATE AVERAGE
FY 2023-24	\$4,770	Moraine Valley
FY 2023-24	\$4,800	Kaskaskia
FY 2023-24	\$4,815	College of Lake Cou..
FY 2023-24	\$4,890	Sauk Valley
FY 2023-24	\$4,920	Black Hawk
FY 2023-24	\$4,920	Kishwaukee
FY 2023-24	\$4,920	Triton
FY 2023-24	\$5,070	Kankakee
FY 2023-24	\$5,093	South Suburban
FY 2023-24	\$5,100	John Wood
FY 2023-24	\$5,220	Prairie State
FY 2023-24	\$5,250	Carl Sandburg
FY 2023-24	\$5,355	Parkland
FY 2023-24	\$5,400	Danville Area
FY 2023-24	\$5,460	Heartland
FY 2023-24	\$5,790	Spoon River
FY 2023-24	\$5,820	Highland

### GOAL - Remain in bottom 1/3 of Community Colleges in Illinois

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

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

# Strategic Plan 2023 - 2027 Key Performance Indicators

## INSTITUTIONAL & EMPLOYEE EXCELLENCE (Excluding DOC)

### Employee Retention

#### Administrators

Count: 19  
Average Years of Service: 14.1  
Max Years of Service: 33.8  
Min Years of Service: 1.2

#### Faculty

Count: 104  
Average Years of Service: 15.9  
Max Years of Service: 31.4  
Min Years of Service: 0.49

#### Goal

Average Years of Service:  
15.0

#### Actual

Average Years of  
Service: 11.9

#### Supervisors

Count: 20  
Average Years of Service: 13.7  
Max Years of Service: 28.8  
Min Years of Service: 0.51

#### Support Staff

Count: 86  
Average Years of Service: 8.1  
Max Years of Service: 27.2  
Min Years of Service: 0.10

#### Custodian

Count: 21  
Average Years of Service: 8.2  
Max Years of Service: 26.6  
Min Years of Service: 0.31

#### Para Professionals

Count: 28  
Average Years of Service: 8.5  
Max Years of Service: 27.9  
Min Years of Service: 0.15

#### Full-Time

Count: 278  
Average Years of Service: 11.9  
Max Years of Service: 33.8  
Min Years of Service: 0.10

#### Part-Time

Count: 365  
Average Years of Service: 7.2  
Max Years of Service: 47.9  
Min Years of Service: 0.06



# Strategic Plan 2023 - 2027 Key Performance Indicators

## INSTITUTIONAL & EMPLOYEE EXCELLENCE (All)

### Employee Retention

#### Administrators

Count: 42  
Average Years of Service: 10.3  
Max Years of Service: 33.8  
Min Years of Service: 0.2

#### Faculty

Count: 107  
Average Years of Service: 15.9  
Max Years of Service: 31.4  
Min Years of Service: 0.49

#### Goal

Average Years of Service:  
15.0

#### Actual

Average Years of  
Service: 10.2

#### Supervisors

Count: 20  
Average Years of Service: 13.7  
Max Years of Service: 28.8  
Min Years of Service: 0.51

#### Support Staff

Count: 171  
Average Years of Service: 6.8  
Max Years of Service: 27.2  
Min Years of Service: 0.08

#### Custodian

Count: 21  
Average Years of Service: 8.2  
Max Years of Service: 26.6  
Min Years of Service: 0.31

#### Para Professionals

Count: 28  
Average Years of Service: 8.5  
Max Years of Service: 27.9  
Min Years of Service: 0.15

#### Full-Time

Count: 389  
Average Years of Service: 10.2  
Max Years of Service: 33.8  
Min Years of Service: 0.08

#### Part-Time

Count: 366  
Average Years of Service: 7.3  
Max Years of Service: 47.9  
Min Years of Service: 0.06



# Laker Learning Competencies

Laker Competency Assessment Rubric

General Education Committee – 2024

Updated 5/16/2025

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

**LAKE LAND**  
COLLEGE

# Introduction

In 2022-2023, the General Education Committee created eight Laker Learning Competencies that replaced the General Education Goals. To accomplish this, the committee adapted the Association of American Colleges and Universities VALUE Rubrics to fit Lake Land College's assessment needs. The next step was to create the rubrics for the goals to provide a consistent cross-college measure of foundational knowledge and skills that are considered hallmarks of postsecondary education. By Spring 2024, the rubrics were ready for faculty feedback. During Summer 2024, the Cabinet approved the new Laker Learning Competencies and rubrics.

During this process, the college selected a new assessment software that met its data tracking and reporting needs. The college has used Weave from Fall 2010 through August 2025, which is when the Weave contract ends. In Fall 2023, demonstrations of three software options were offered to faculty and staff to attend. HelioCampus was selected as the software that best met the college's needs. The one-year overlap of Weave and HelioCampus allows the college to continue current assessment efforts while piloting and training faculty and staff on the new software.

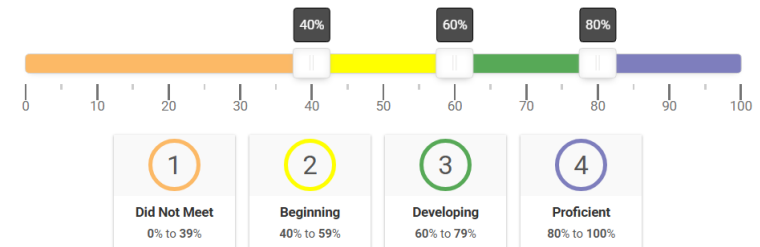
Data preparation and training occurred with staff and faculty upon purchase in Spring 2024 through early Fall 2024. Faculty volunteered to pilot HelioCampus. The college is providing ongoing training on Bloom's Taxonomy, Laker Learning Competencies and HelioCampus. Since Summer 2024, faculty have been adopting primary and secondary Laker Learning Competencies and updating learning outcomes on their course outlines to reflect appropriate Bloom's Taxonomy levels. This process continues as faculty revise curricula through the Curriculum Committee.

In Fall 2024 through Spring 2025, the courses, Laker Learning Competencies and rubrics are being connected to HelioCampus and Canvas to ease assessment data collection, analysis and reporting. From Spring 2025 and beyond, training and norming sessions for the Laker Learning Competencies will prepare faculty to use the rubrics with course assessment artifacts. Lake Land College anticipates a full transition from Weave to HelioCampus in Fall 2025.

## Guidance for Divisions in Using the Rubrics

The rubrics on the following pages help faculty measure the course and program outcomes related to their areas of study. They are intended to be used with a course or program outcome that the faculty needs to measure and improve. Each department will determine which artifacts (papers, projects, labs, etc.) the rubrics will measure, ideally selecting an important concept the students have practiced and are demonstrating their competency. The assignment proficiency scale thresholds include:

- 1 - Does Not Meet (0-39%)
- 2 - Beginning (40-59%)
- 3 - Developing (60-79%)
- 4 - Proficient (80-100%)



## Terminology

**Competency:** broad or general statement of student learning (communication, scientific literacy, etc.)

**Learning Outcome:** skills or knowledge students learn, practice and demonstrate as a result of learning

“At the successful completion of this course, students will be able to [verb] + [skills/knowledge]”

What will the learner do? What skill or concept will the learner gain or understand?

**Performance Indicator:** criteria of student performance used to prove learning outcome achievement

## Clarifiers for the Competencies and Performance Indicators

### Communication

- Organization: specific introduction and conclusion, sequenced material within the body and transitions
- Supporting Material: explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities
- Mechanics: Each discipline might have different parameters for allowable errors; use the error numbers in the rubric as a guide to determine your acceptable amount.

### Creative Thinking and Problem Solving

- Problem Statement: background, history, challenges, symptoms, or knowledge gaps
- Evaluation: logical, ethical, psychological or cultural concerns

### Global and Cultural Literacy

- Perspective Taking: global, civic, cultural, ethical, social, and/or environmental

### Professional Skills and Ethics

- Teamwork: Actions may include verbal and non-verbal communication, motivation and encouraging others

**Communication: Students communicate through the exchange of information.**

<b>Performance Indicator</b>	<b>1 Does Not Meet</b>	<b>2 Beginning</b>	<b>3 Developing</b>	<b>4 Proficient</b>
<b>Organization</b>	Information is presented in a disorganized and confusing manner.	States information with some structure but lacks transition or logical flow.	Integrates information with logical flow and transitions.	Revises information with logical flow and clear transitions.
<b>Presentation</b>	Reports information with no audience awareness.	Examines information without audience awareness.	Synthesizes information with audience awareness.	Presents information in an engaging, audience-oriented tone.
<b>Supporting Material</b>	No supporting materials used or materials are irrelevant	Lists supporting materials without integration.	Summarizes supporting materials to clarify key points.	Synthesizes a variety of high-quality supporting materials.
<b>Central Message</b>	Central message is unclear or nonexistent	Describes a central message that is vague or difficult to understand.	Produces a central message that is clear and well-defined but lacks originality.	Develops a central message that is clear, consistent, and original.
<b>Mechanics*</b>	8 or more grammatical, spelling, or punctuation errors.	5 - 7 grammatical, spelling, or punctuation errors.	3 - 4 grammatical, spelling, and punctuation errors.	0 - 2 grammatical, spelling, or punctuation errors.

\* Each discipline might have different parameters for allowable errors; use the above as a guide to determine your acceptable number of errors.



## Creative Thinking and Problem Solving: Students think creatively to solve problems.

Performance Indicator	1 Does Not Meet	2 Beginning	3 Developing	4 Proficient
<b>Problem Statement</b>	Does not identify or define a clear problem.	Identifies a basic problem but lacks specificity or depth.	Summarizes a clear problem with some level of detail.	Constructs a significant problem with supporting details.
<b>Innovation</b>	Lacks innovation.	Relates a concept but relies on existing ideas.	Demonstrates an innovative concept, exploring different perspectives.	Produces an innovative concept, exploring multiple perspectives.
<b>Solving Problems</b>	Does not offer solutions or ideas that are practical.	Lists a basic solution, but it is not effective.	Employs a viable solution to the problem with potential outcomes.	Generates a solution to the problem and discusses its impact on society.
<b>Evaluation</b>	Does not evaluate the effectiveness of the solution.	Reports evidence with a single solution but limited evaluation of the effectiveness.	Assesses evidence with a single solution, including risks, benefits, and limitations.	Evaluates the effectiveness of multiple solutions, including risks, benefits, limitations, and impact on society.
<b>Framework</b>	Does not have a framework for addressing the problem.	Describes a basic framework but lacks clarity or consistency.	Proposes a well-defined framework to address the problem but lacks originality.	Develops a robust framework for addressing the problem using original ideas.

**Critical Thinking: Students connect knowledge from various disciplines to formulate logical conclusions.**

<b>Performance Indicator</b>	<b>1 Does Not Meet</b>	<b>2 Beginning</b>	<b>3 Developing</b>	<b>4 Proficient</b>
<b>Issue Statement</b>	Does not identify a clear issue.	Identifies an issue statement but lacks clarity.	Outlines a clear issue statement with detail.	Writes complex issue statements with clear and compelling implications.
<b>Assumptions</b>	Does not identify underlying assumptions.	Identifies a basic assumption without evaluation of validity.	Determines key assumptions and reports their impact on the issue.	Examines the validity and questions the implications of underlying assumptions.
<b>Evidence</b>	Does not present evidence to support claim.	Uses irrelevant evidence to support claims.	Uses relevant evidence to support but lacks analysis.	Synthesizes a variety of credible and relevant evidence with strong analytical skills.
<b>Student's Position</b>	Does not state a clear position on the issue.	Identifies a basic position but lacks support or justification.	Executes a clear and well-supported position.	Presents a well-supported position including the complexities involved in the decision.
<b>Conclusions</b>	Does not state a clear conclusion.	Identifies a basic conclusion but lacks depth or significance.	Presents a clear and well-supported conclusion that summarizes the main points and addresses the initial issue.	Presents an insightful and well-supported conclusion that addresses the implications of the analysis and offers solutions or recommendations.

**Global and Cultural Literacy: Students distinguish that society is a culturally diverse and global environment with differing opinions, practices and ideas.**

<b>Performance Indicator</b>	<b>1 Does Not Meet</b>	<b>2 Beginning</b>	<b>3 Developing</b>	<b>4 Proficient</b>
<b>Cultural Diversity</b>	Does not make connections between cultural differences and diversity.	Describes limited connections and awareness of cultural diversity.	Generalizes basic cultural differences.	Detects cultural diversity and its impact on individuals and societies.
<b>Perspective Taking</b>	Does not consider perspectives different from their own.	Explains one perspective different from their own.	Distinguishes multiple perspectives but struggles to articulate them.	Synthesizes multiple perspectives.
<b>Personal and Social Responsibility</b>	Does not identify their own cultural biases.	Identifies their own biases but not the impact on others.	Describes their own biases, actions, and impact on others.	Demonstrates a strong sense of personal and social responsibility, considering the ethical implications of their actions within a global context.
<b>Global Systems</b>	Does not identify basic connections to global systems and interconnectedness.	Describes the connections of global systems and their impact on local issues.	Generalizes the connections of global systems and their impact on local and global issues.	Assesses the connections of global systems and their impact on local and global issues.

**Information and Technology Literacy: Students evaluate information effectively using the appropriate technological tools.**

<b>Performance Indicator</b>	<b>1 Does Not Meet</b>	<b>2 Beginning</b>	<b>3 Developing</b>	<b>4 Proficient</b>
<b>Selection</b>	Does not select relevant information from appropriate sources.	Associates relevant information but does not choose credible sources; relies on easily accessible information.	Relates a range of relevant and credible information from diverse sources.	Integrates diverse, credible, and relevant information while summarizing the sources.
<b>Access</b>	Does not match information to technology.	Uses basic skills to access information but does not use appropriate technology.	Demonstrates appropriate skills to access information using the appropriate technology.	Performs advanced skills when accessing information and using appropriate technology.
<b>Critical Evaluation</b>	Does not evaluate the credibility, accuracy, or bias of information.	Explains information, accepts it at face value, does not explore.	Determines the credibility, accuracy, and bias of information and identifies limitations.	Examines information with sophistication, identifying, analyzing, and distinguishing biases, perspectives, and implications.
<b>Ethical Use</b>	Does not demonstrate the ethical use of information and technology.	Discusses ethical use but engages in misuse of information.	Demonstrates ethical use by citing sources appropriately and respecting copyrights.	Demonstrates ethical use of sources using citations, respecting copyright, and advocating ethical use.

**Professional Skills and Ethics: Students demonstrate professional skills and ethical accountability.**

<b>Performance Indicator</b>	<b>1 Does Not Meet</b>	<b>2 Beginning</b>	<b>3 Developing</b>	<b>4 Proficient</b>
<b>Ethical Self-awareness</b>	Unable to identify or list basic ethical principles.	Describes ethical principles.	Relates basic ethical principles to simple scenarios.	Differentiates between ethical and unethical actions while analyzing dilemmas.
<b>Ethical Interactions</b>	Demonstrates unethical behavior without awareness.	Describes ethical interaction concepts but does not apply them.	Demonstrates ethical principles in interactions.	Examines the impact of interactions on others and differentiates between ethical and unethical behavior.
<b>Civic Engagement</b>	Fails to identify the impact of professional actions on society.	Describes the relationship between profession and society.	Employs civic engagement with participation in community activities.	Assesses the societal impact of positive and negative contributions.
<b>Teamwork</b>	Does not recognize the components of a constructive team climate.	Explains actions that contribute to a constructive team climate when instructed or guided.	Demonstrates actions that contribute to a constructive team climate.	Coordinates team dynamics and contributions, providing leadership in achieving the team objective(s).
<b>Reflection</b>	Does not list or identify personal strengths and weaknesses.	Describes the process of reflection but cannot put it into one's own words.	Generalizes basic reflection techniques to simple experiences.	Measures personal experiences for learning, utilizing effective and ineffective strategies.

**Quantitative Literacy: Students analyze data and mathematical patterns in real-life situations.**

<b>Performance Indicator</b>	<b>1 Does Not Meet</b>	<b>2 Beginning</b>	<b>3 Developing</b>	<b>4 Proficient</b>
<b>Representation of Data and Visuals</b>	Does not identify or list appropriate data representations.	Describes basic data representations.	Generalizes simple data representations using basic rules.	Examines data to select and create appropriate representations.
<b>Analysis</b>	Does not analyze results.	Explains data using qualitative rather than quantitative analysis.	Analyzes data with reasonable conclusions using quantitative analyses.	Develops reasonable and correct conclusions using quantitative analyses.
<b>Assumptions</b>	Does not discuss assumptions or develop experiment outcomes.	Discusses assumptions but does not develop experiment outcomes.	Examines assumptions but does not relate them to experiment outcomes.	Assesses assumptions on experiment outcomes.
<b>Real-life Application</b>	Does not apply experiment to a real-life situation.	Explains an experiment without connection to a real-life situation.	Organizes steps for an experiment as related to a real-life situation.	Tests experiment in a real-life situation.

**Scientific Literacy: Students apply the scientific process to real-life situations.**

<b>Performance Indicator</b>	<b>1 Does Not Meet</b>	<b>2 Beginning</b>	<b>3 Developing</b>	<b>4 Proficient</b>
<b>Topic Selection</b>	No topic or question is provided.	Lists an unfocused topic or question.	States a focused topic or question.	States a focused and achievable topic or question.
<b>Core Scientific Process</b>	No overview of knowledge is given.	Implements core scientific process with incorrect terminology.	Demonstrates core scientific process using terminology.	Performs core scientific process using correct terminology.
<b>Design Process</b>	No understanding of the experiment or argument.	Implements an unrealistic experiment or argument.	Outlines an experiment or argument.	Designs an executable experiment or logical argument.
<b>Analysis</b>	No analysis completed.	Reports data without using a scientific process.	Interprets data or arguments using a scientific process.	Evaluates data or arguments using a scientific process.
<b>Conclusions</b>	No conclusions provided from evidence.	Draws conclusions but not based on evidence or real-life situations.	Draws conclusions based on evidence and real-life situations but lacks connecting details.	Draws conclusions based on evidence and real-life situations with connecting details.



# TERMINOLOGY

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



## STRATEGIC PLANNING COMMITTEE MEMBERS

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

### CHAIR

Jean Anne Highland, Chief of Staff

### COMMITTEE ASSISTANT

Seirra Laughunn, Executive Assistant to the President's Office

### MEMBERS

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

Lisa Cole, Director of Data Analytics

Tanishia Fulk, Student Services Specialist III - Admissions

Matt Greider, History Instructor

Pam Hartke, Associate Dean of Enrollment

Peighton Hinote, Coordinator for Student Communication & Initiatives

Ike Nwosu, Vice President for Academic Services

Tony Sharp, Director of Enterprise Applications

Madge Shoot, Comptroller

Lisa Shumard-Shelton, Director of Student Life

David Stewart, Chief Information Officer

Chris Strohl, Dean of Workforce Solutions & Community Education

Nermine Tawdros, Data Analyst & Assessment Coordinator

Laura Tucker, Custodian

Tessa Wiles, Director of Dual Credit & Honors Experience

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Josh Bullock, President

