



College of Lake County  
**Systems Portfolio**

**AQIP Category ONE:  
Helping Students Learn**

## AQIP Category ONE: Helping Students Learn

### Context for Analysis (C)

#### 1C1 *Common student learning objectives*

The College of Lake County has articulated a series of General Education Learning Outcomes that are reviewed, analyzed, and assessed on a regular basis. The goal of General Education at the college is to prepare students to live responsible, productive, and creative lives. The General Education curriculum provides students with specific knowledge and skills that are intended to help them develop commitments to lifelong learning; to a clearer understanding of their relationships with nature and the larger social world; and to diligent cultivation of personal qualities such as fairness, civility, cooperation, curiosity, and open-mindedness. Students who complete a degree at the College of Lake County will exhibit competency in the following General Education Learning Outcomes (**CLC Catalog**):

- **Critical Thinking:** *use scientific methods and other modes of inquiry to define problems; access, evaluate, integrate, and document information; and develop logical arguments with evidence.*
- **Communication:** *present information and ideas effectively in various contexts and formats (written and oral).*
- **Quantitative Literacy:** *use appropriate quantitative methods to compute, reason, and solve problems.*
- **Social and Cultural Awareness:** *evaluate and interpret artistic, cultural, historical, and scientific events, texts, and trends within a global context.*
- **Technology:** *use technology appropriately and effectively.*

These patterns of knowledge and skills are reinforced within multiple courses throughout departments. They are updated through course syllabi, reviewed through the program evaluation process, and embedded within courses across various programs.

A demonstration of college commitment to the General Education Learning Outcomes is including the assessment of general education as one of the college's three primary AQIP projects. Two of the outcomes of the AQIP project team working on the assessment of general education were the revision of the "Technology" outcome, and the addition of "Reading" to the list of General Education Learning Outcomes. The existing Technology outcome states: *"Use technology effectively and appropriately."* The proposed outcome is as follows: *"Use contemporary technology and information literacy skills appropriately and effectively to support academic and job-related tasks."* The following competencies have been developed that would be used as part of a rubric to assess student learning in this newly expanded area:

#### Technical Literacy Competencies

- Manage computer files and programs.
- Write a paper using basic word processor program.
- Manage and use an email account.
- Use the internet for research.
- Use other office computer applications as appropriate for work in chosen discipline (spreadsheet, presentation software, database, scheduling, etc.).
- Use a graphing calculator.
- Use other technologies if required for specific discipline (oscilloscope, rapid prototyping, mass spectrometer, scales, GPS units, etc.).
- Demonstrate an appreciation for the usefulness as well as the limitations of the results.

#### Information Literacy Competencies

- Identify information, including type and format, needed to support a thesis or solve a problem.
- Find information from a variety of sources, including internet, online databases, and print media.
- Evaluate validity and reliability of information gathered.

- Demonstrate an appreciation for the usefulness as well as the limitations of the results.

In addition, the team recommended adding the following General Education Learning Outcome to the catalog:

**“Reading: Read for comprehension using appropriate strategies.”**

Once approved by the various faculty senates and commissions, the new and revised outcomes will be listed in the **CLC Catalog**, incorporated into the college curriculum, and assessed accordingly.

### **1C2 Aligning learning with mission**

In support of its mission, the college has developed a series of four strategic goals, each followed by a series of objectives for that goal. Committing to and aligning student learning with the mission are demonstrated by the definition and objectives of the college’s first strategic goal of “Learning” (**CLC Catalog**):

#### **Strategic Goal 1: Learning**

**The College of Lake County will enhance student learning.**

*This goal includes the following themes: enhancing teaching and learning, using active learning strategies and technology to enhance learning and the acquisition of knowledge, skills and abilities including general education appropriate for university transfer and enhanced skills to allow successful participation in a competitive workforce.*

- Objective 1: The College will improve and foster student learning in general education appropriate for university transfer and career education including acquisition of critical thinking, communication, technology usage skills, quantitative literacy; social, civic, historic, cultural/and multicultural awareness.*
- Objective 2: The College will serve as a leader in workforce training by offering programs and courses designed to meet the current and future workforce needs of the district.*
- Objective 3: The College will encourage active learning approaches in instruction including innovative uses of technology, collaborative learning, service learning, work-based learning, and problem-based learning.*
- Objective 4: The College will increase the academic success rates of students, especially those needing developmental education, English literacy skills, or identified as at-risk of not meeting their educational goals.*
- Objective 5: The College will serve as a life-long learning resource center by offering a diverse range of cultural, humanities, civic, world culture programs and offerings that foster and enhance public understanding.*

As part of the college’s yearly strategic planning efforts, individual departments and divisions develop activities that must directly identify, correspond to, and support the college goals and objectives.

### **1C3 Key instructional programs and methods**

#### Key Instructional Programs

CLC offers the following Associate Transfer Degrees: Arts; Arts in Teaching Secondary Mathematics, Science; Engineering Science; Fine Arts in Art; Fine Arts in Music Education; and Fine Arts in Music Performance. With these associate degree programs, students prepare to transfer to four-year colleges and universities to complete bachelor’s degrees in a variety of majors. In Fall 2005, there were 7,418 students (47%) who listed baccalaureate/transfer degrees as their academic programs.

The college offers the Associate in Applied Science in 57 occupational programs and 101 occupational certificate programs. In Fall, 2005, there were 5,445 students (35%) who listed career programs as their academic programs.

Table 1.1 shows the numbers of students who have chosen associate degree or certificates as their academic plans (AAS programs, certificates with 30 credit hours or more, and certificates of less than 30 hours show number of students in only the top five academic plans.):

<b>Table 1.1 Fall 2005 Student Academic Programs and Plans</b>		
<b>Academic Program (Top 5 AAS, Certificates, &amp; other)</b>	<b>Academic Plan (Degrees and Certificates)</b>	<b>Number of Fall 2005 Students</b>
<b>Associate Transfer Degrees</b>	AA	4051
	AATM	0
	AS	800
	AES	191
	AFA-A	45
	AFA-Med	22
	AFA-MP	20
<b>All AAS Programs</b>		<b>2349</b>
Nursing	Registered Nursing	216
Business	Business Management	198
Criminal Justice	Criminal Justice	170
Automotive Tech	Under the Hood	167
Education	Early Childhood Ed	153
<b>All Certificate &gt;30 hours</b>		<b>2753</b>
Automotive Tech	Under the Hood	41
Welding	Welding	26
Refrig & AC	Heating & AC	24
Accounting	Prof Accounting	19
Education	Early Childhood Ed	18
<b>All Certificate &lt;30 hours</b>		<b>491</b>
Emergency Med Tech	EMT Basic	59
Cisco Networking	Cisco Networking	44
Automotive Tech	Collision Repair	43
Medical Lab Tech	Phlebotomy	42
Nursing	Nurse Assisting	29
<b>Other Plans</b>		<b>5023</b>
Transfer Course Enrollees		2289
ESL Beginning Certificate		1917
Health Course Enrollees		1234
Service Vocations Course Enrollees		359
Voc Business & Office Course Enrollees		341

Table 1.2 provides the academic graduates and the top 5 programs for graduates with certificates:

<b>Table 1.2 Graduates, 2002-2005</b>				
<b>Degree/Cert</b>	<b>Top 5 Programs</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
AA		453	411	479
AATM		0	0	0
AS		81	84	73
AES		3	5	7
AFAA		0	0	1
AFAME		1	1	0
AFAMP		0	0	0
<b>AAS</b>	<b>All Programs</b>	<b>312</b>	<b>320</b>	<b>330</b>
	Nursing (NUR)	68	75	80
	Computer I S (CIS)	67	52	32
	Auto Tech (AUT)			20
	Med Imaging (MIM)	19	22	28
	Dental Hyg (DHY)	24	20	19

	Bus Adm (BUS)			
	Crim Just (CRJ)	20	16	
<b>Cert 30+ Hrs</b>	<b>All Programs</b>	<b>61</b>	<b>71</b>	<b>107</b>
	Refrig AC (RAC)	10	14	24
	Auto Tech (AUT)	14		21
	Ad Office Sys (AOS)	8	15	22
	Surg Tech (SUR)	4	8	7
	Crim Just (CRJ)	5		5
	Early Chd Ed (ECE)		5	
	Food Srv (FSM)		5	
	Ind Maint Rpr (IMR)		5	5
	Library Tech (LTA)		6	
	Human Serv (HUS)			5
<b>Cert &lt; 30 Hrs</b>	<b>All Programs</b>	<b>736</b>	<b>923</b>	<b>937</b>
	Nursing (NUR)	294	298	285
	Refrig AC (RAC)	120	247	220
	Auto Tech (AUT)		72	114
	MedLabTech (MLT)			63
	ComputerInSys (CIS)	76	62	
	Hlth Info Tech (HIT)	38	51	
	AdminOf Sys (AOS)	51		45
<b>All Awards</b>		<b>1647</b>	<b>1815</b>	<b>1934</b>

Table 1.3 displays the credit hours generated in the top 5 academic subjects and in English as a Second Language:

In addition to the degree and certificate programs listed, the college has a wide variety of credit and non-credit programs including:

- Business and Industry Services department – offering courses in the workplace,
- Criminal Justice Institute – providing in-service training to law enforcement employees,
- Public Service Institute – providing training for agencies that serve public and civic needs,
- Defensive Driving – offering courses in English and in Spanish for motorists under court supervision for minor traffic violations,
- Family Parenting – providing a program for parents of minor children seeking dissolution of marriage,
- Xplore! – offering a youth recreational program for 6th, 7th, and 8th grade students,
- Volunteer Probation Support Program – recruiting, training and assigning volunteers to work with juveniles and adults during their probation periods,
- Beverage and Alcohol Sellers and Servers Educational Training – providing an alcohol awareness program for those who sell and/or serve liquor,
- Continuing Education – offering a wide variety of educational opportunities including personal and professional development classes.

<b>Table 1.3 Subjects Generating the Most Credit Hours, Fall 2005</b>	
<b>Subject (Top 5) and ESL</b>	<b>Fall 2005 Credit Hours</b>
Mathematics	14,249
English	12,813
ESL	10,901
Biology	6,760
Psychology	6,423
Communications	4,506

#### Delivery Methods

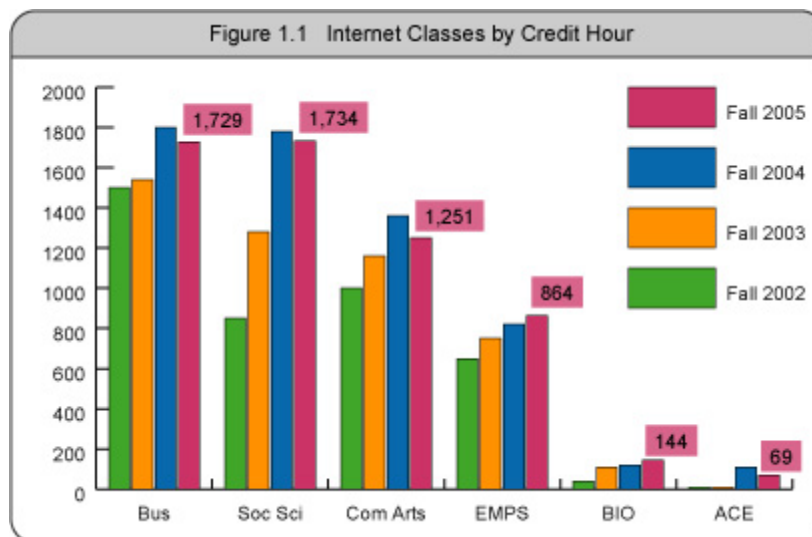
CLC classes are delivered in a variety of methods from traditional lecture method, to completely on-line, to hybrid courses that feature both face-to-face and on-line instruction. Face-to-face classes are delivered in CLC-owned and -operated classrooms and labs, classrooms and labs at local high schools and businesses, local hospitals and clinics, and local parks and preserves. CLC classes are also delivered as field classes in various areas across the U.S. and in many foreign countries. Classes are scheduled seven days per week, from before 8 AM to after 10 PM. The college offers a selection of classes that will allow a student to get an AA degree attending only on Friday evenings and Saturdays. Recently, a series of 3-week, general education classes has been offered during the break between the Spring and Summer terms (intersession).

The number of on-line classes has increased greatly over many years, but declined slightly in Fall 2005. Figure 1.1 shows the number of credit hours generated by on-line classes over the four fall semesters from 2002-2005:

### Technology

More than one-half of CLC's classrooms have been converted to "smart rooms," containing at least a computer, a computer projector, internet accessibility, and presentation software. Each CLC classroom is also equipped with an overhead projector. Faculty members routinely use these types of technology in their presentations, and many expect their students to also use technology such as PowerPoint for their presentations.

Appropriate software is available in student computer labs and in the Learning Resource Center (LRC).



The number of computer labs and other labs is about equal to the number of lecture rooms. Science and technology labs are well equipped with appropriate technology. Table 1.4 provides a breakdown of the types of classrooms available at each of the college's major facilities:

Campus	total classrooms	computer labs	other labs	distance rooms	lecture rooms	other	smart rooms	"Standard" rooms	% smart
GLC	226	41	59	2	118	6	116	110	51%
LSC	19	5	4	1	9	0	9	10	47%
SLC	11	3	0	1	6	1	10	1	91%
<b>Total</b>	<b>256</b>	<b>49</b>	<b>63</b>	<b>4</b>	<b>133</b>	<b>7</b>	<b>135</b>	<b>121</b>	<b>53%</b>

On the Spring 2005 Community College Survey of Student Engagement (CCSSE), CLC students reported spending more time in computer labs and skills labs (reading, writing, math) than did their peers at other large colleges, though the difference was not significant.

Each full-time faculty member has a computer in his/her office that has appropriate software and is connected to the internet. All are encouraged to communicate with their students via e-mail. All part-time faculty members also have access to e-mail. Both full- and part-time students reported on the CCSSE of "sometimes communicating" with instructors via e-mail, but the numbers are significantly less than those at other large colleges.

### 1C4 Preparing students to live in a diverse society and world

The college strives to ensure that its students develop an appreciation for the diversity of world cultures and the importance of international and multicultural perspectives. The college Strategic Goal of "Learning" addresses the importance of recognizing and valuing a diverse community. Objectives within that critical goal include:

- improving and fostering student learning in general education to support the acquisition of "cultural and multicultural awareness";
- encouraging active learning approaches in instruction including "collaborative learning";
- increasing the academic success rates of students "especially those needing developmental education or English literacy;

- serving as a life-long learning resource by offering a diverse range of cultural, humanities, civics, and world culture offerings that foster and enhance public understanding.

Increasing the numbers of English language learners entering college-level courses is one of CLC's AQIP priorities. In addition, all students who complete a degree are required to take a course from a list of more than 50 courses identified specifically to focus on international and multicultural issues. Furthermore, the college's second strategic goal, "Outreach," is designed to increase partnerships with diverse constituent groups within the community.

Every minority group has increased its representation in the student body from 31% in Fall 2003, to 34% in Fall 2004. During FY2002, FY2003, and FY2004, minority enrollment grew 9%, while minority graduates increased 16%.

The college also promoted a campus and student life environment welcoming diversity by creating more than 37 successful multicultural diversity activities and initiatives, such as the Asian Week and Latino Week celebrations, the International Holiday Passport Party, Latino Day on the Mall, the Annual Salute to Gospel Music Program, and the Building Our Futures Program from the Women's Center. Another example of CLC's commitment to diversity was the creation of the Hispanic Leadership Institute which won a national award from the United States Hispanic Leadership Institute. In addition, the James Lumber Center for the Performing Arts, and the Art Gallery offer multiple performances and art shows which reflect diversity.

The college actively recruits people of diverse backgrounds in all levels of staffing by consciously developing a recruitment plan for each vacancy and monitoring the selection process for all phases. All faculty and administrative positions are reviewed in the context of available graduates from various minority groups. Each search committee includes a member of the Affirmative Action Council who has been trained to ensure that all qualified candidates are considered for available openings, and that search committees follow established interview protocol which gives all qualified candidates equal access to positions. In 2005, the full-time minority faculty representation grew to 22.84%. See 4C3 and 4R2 for additional institutional demographics.

In addition to cultural diversity, the college also works on both campuses to assist students with disabilities. The Office for Students with Disabilities provides information, guidance, and support to students through a variety of services and state-of-the-art technology. In addition to an adaptive technology lab with a broad range of software, hardware, and aids, other services include sign language interpreters, note takers, adaptive furniture, tape recorders, three-wheel scooters, and testing accommodations. Table 1.5 lists students served and type of disability:

# of Students/Type of Disability	Fiscal Year				
	2001	2002	2003	2004	2005
<b># of Students Served</b>	335	350	351	382	437
<b>Type of Disability</b>					
<b>ADD/ADHD</b>	11	23	14	22	53
<b>Blind/Vision Impaired</b>	21	30	20	19	23
<b>Deaf/Hearing Impaired</b>	23	23	16	23	25
<b>Developmentally Delayed</b>	7	13	12	10	13
<b>Learning Disability</b>	208	179	176	194	204
<b>Mobility</b>	14	26	21	23	11
<b>Other Disability</b>	5	4	13	15	25
<b>Psychological Disability</b>	22	35	36	41	52
<b>Systemic/CHP/Medical</b>	24	17	43	35	31

Likewise, the college has extensive support services available through the Learning Assistance Center, which provides modular courses, testing services, and tutoring for more than 100 courses. Tutoring services are free to all CLC students.

The college has a strong International Education program for students and faculty. International students receive support through an International Education Coordinator. Faculty actively participate in International Education initiatives by offering field courses in foreign countries, by participating in faculty exchanges in England and Austria, and by enrolling in multiple courses and workshops offered through the Teaching and Learning Center.

In addition, students can enroll in Honors courses, Learning Communities, and many online and hybrid courses designed to meet their flexible scheduling demands.

### **1C5 *Maintaining a healthy campus climate***

The college creates a climate of intellectual freedom, inquiry, respect for intellectual property, and respect for differing and diverse opinions, through multiple approaches. Examples of these approaches are found in

- the college Policy Manual,
- specific articles of the Faculty Contract,
- activities of the Teaching and Learning Center,
- the College Foundation's support for faculty projects,
- activities of the International Education Committee,
- activities sponsored by academic divisions and the Student Senate Program Board,
- and participation of all employee groups in the Governance Coordinating Council and its commissions.

Board Policy 403 identifies the rights and responsibilities of students as citizens, as well as members of the academic community. Article 34 of the Faculty Contract addresses the Board of Trustees' commitment to academic freedom for faculty as defined by the Statement of Principles established by the American Association of University Professors. Faculty inquiry and development are encouraged and supported through the terms of the faculty contract, activities of the Teaching and Learning Center (TLC), and the College Foundation. Article 27 of the contract (Professional Learning Activities and Reimbursement Plan) provides tuition reimbursement for courses which enhance professional competence and which have been approved prior to registration by the division dean and vice president for educational affairs (VPEA). The reimbursement is made upon submission of evidence of successful course completion. This article also provides financial support for attendance at conferences, seminars, and workshops after approval by the division dean and VPEA. Contract Article 43 (General Leave of Absence) enables tenured faculty to request up to two years of leave without pay to pursue activities designed to improve professional competence. Leave requests are submitted to the division dean and to the president.

Article 44 of the contract (Sabbatical Leaves) provides an additional approach to support faculty inquiry/development. Funds are budgeted annually to support at least four leaves in this format. Faculty may apply for a sabbatical after completing six years of teaching. A leave request may be for one semester at full pay, or for one academic year at half pay. A committee of four faculty and three administrators reviews proposals and forwards recommendations to the president.

The Teaching and Learning Center, funded by a budget account in the Office of the Vice President of Educational Affairs, provides support for requests by full- and part-time faculty members to improve professional competence. Proposals are submitted to the TLC Advisory Committee comprised of faculty and administrators, for their review and recommendations to the VPEA.

The College Foundation actively encourages faculty inquiry/development through an annual allocation of funds designated to support approved faculty initiatives. A Foundation committee, which includes faculty and administrators, reviews proposals and forwards recommendations to the director of the Foundation.

Respect for intellectual property is defined in contract Article 35 (Use, Access, and Ownership of Intellectual Property). The Article, initially drafted by a committee of faculty and administrators, provides definitions of college-owned materials, faculty-owned materials, rights of use and transfer of materials, conditions of joint ownership, and limitations on videotaping or recording of classes.

Creating and supporting a college environment conducive to respect for diverse and differing opinions is important to the college. In both its past and its present, the college has reflected its support for these principles through the appearance of speakers of contemporary interest who represented a variety of

opinions on topics or issues. These programs have been sponsored by academic divisions, the Student Senate's Program Board, the College Foundation, and the Committee on International Education.

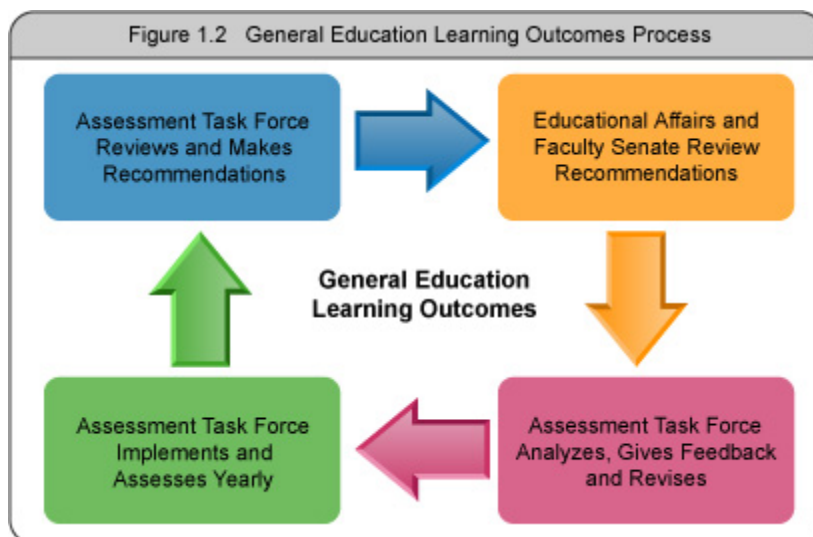
In addition, the Committee on International Education also supports diversity of thought by assisting in securing visiting faculty from other countries (2004-05 Scholar on Middle East Culture from Lebanon, and a Fulbright Scholar in Environmental Biology from Brazil); by providing opportunities for faculty to teach abroad; by assisting in short-term administrative exchanges with colleges in European countries; by supporting curriculum development with an international focus; and by providing opportunities for students to study abroad. Some academic divisions also offer field or travel study courses which are conducted outside of the country.

Finally, the college approach to governance creates a system and process for all employee groups and students to participate in the life of the college. In this system, all groups except administrative staff have senates which hold regular meetings to provide a venue for addressing their concerns. Each senate and the administrative staff has a representative on the Governance Coordinating Council which meets monthly to address concerns. GCC meetings are chaired by the president.

## **Processes (P)**

### **1P1 *Determining common student learning goals***

In Spring 2003, the college elected to participate in AQIP and to select "assessment of General Education Learning Outcomes" as one of the AQIP action projects. A team of 22 faculty and staff joined the Assessment Task Force to review the existing General Education Learning Outcomes and to identify the means to assess them. Figure 1.2 illustrates the process for developing, reviewing, and assessing the college's General Education Learning Outcomes:



In addition to the General Education Learning Outcomes, learning objectives for specific courses and programs are determined by departmental faculty working collaboratively to revise current courses and to develop new ones.

Faculty teaching in career programs must consider recommendations from the Career Program Advisory Committees, as well as changes mandated by business and industry and accrediting agencies. Faculty teaching transfer courses must consider expectations and learning objectives developed at the colleges and universities to which CLC students transfer. The learning objectives established by the Illinois Articulation Initiative are the products of years of collaboration among community colleges and university faculty.

Any changes in course or program objectives must then be approved by a divisional Curriculum Committee followed by a review and analysis by the college's Curriculum Commission. Course reference files, including learning objectives for all programs, are available through the Educational Affairs office, online through Blackboard, and on each faculty member's webpage. Changes in course reference files are also sent to the Illinois Community College Board for approval.

## **1P2    *Designing new programs and courses***

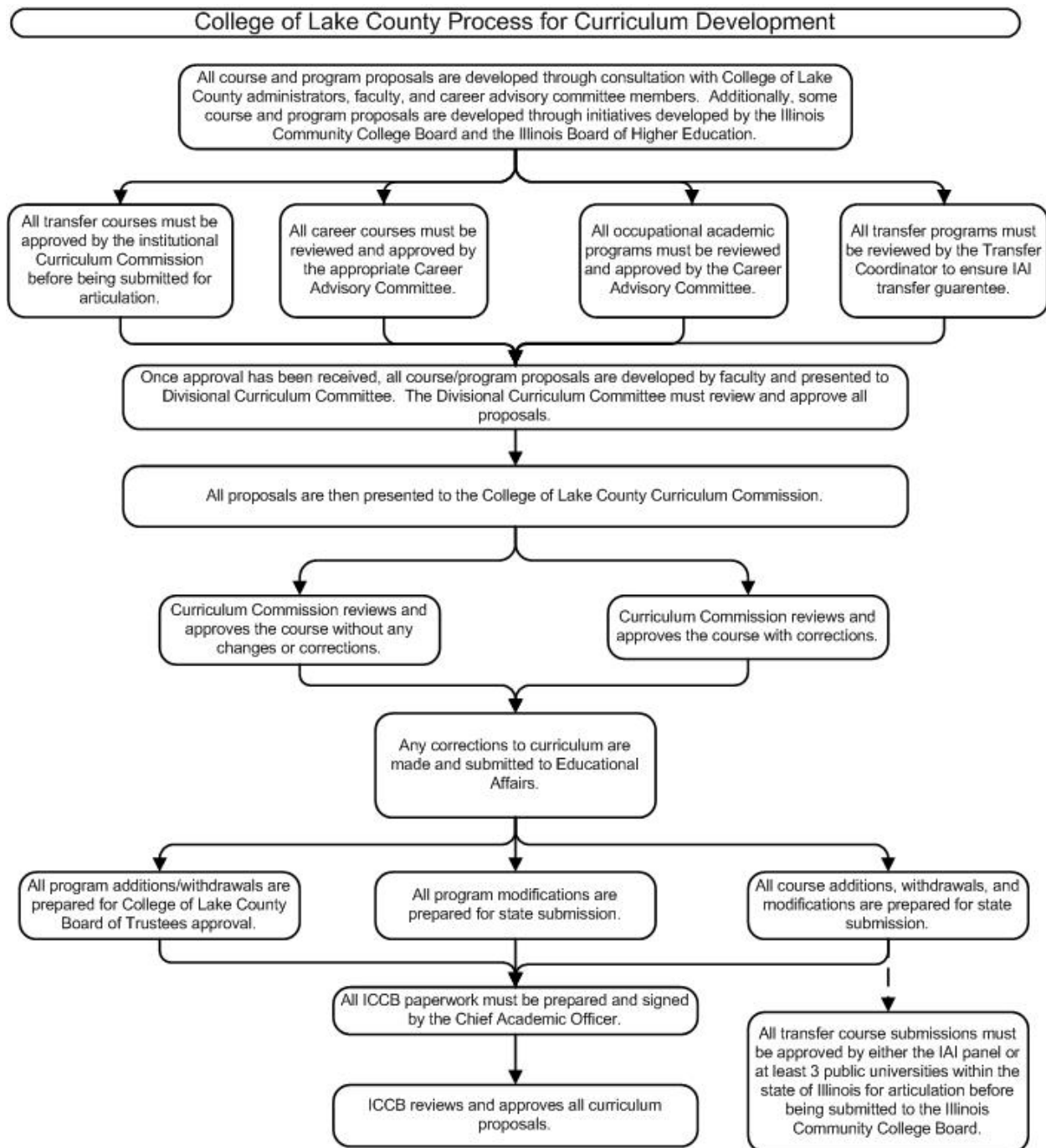
There are several factors which affect designing and developing new programs and courses. Decisions about new programs and courses in A.A. and A.S. transfer degrees are influenced by their compatibility with existing programs and courses at baccalaureate institutions in Illinois, and courses approved for transfer by the Illinois Articulation Initiative (IAI). The IAI is an organization under the auspices of the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE), and it consists of subject area panels of representatives from community colleges and baccalaureate institutions. Discipline-specific panels review course objectives and curricula to determine their appropriateness for inclusion within IAI courses. Using this approach ensures the seamless transfer of these courses from community colleges to baccalaureate institutions in the state.

Division faculty, working with their deans and division Curriculum Committees, are the primary source for developing changes in programs and courses. As such, they provide information on the impact of the proposal on existing programs and courses, projected space needs, availability of qualified faculty to provide instruction, modes of instructional delivery (traditional classroom, online, etc.), projected costs (including need for additional faculty, technological support, educational materials purchased by students and those provided by the college), and projected student enrollments. Even the success of the proposed program or course at neighboring community colleges may be a factor in their decisions. Where it is a proposal to add a new course, projected student enrollment may be based on offering the course in a special topics format as a means to obtain this information. Where the curriculum proposal is seeking to establish a new degree program such as an A.A. in Fine Arts, or an A.S. in Engineering Science, approval of the Board of Trustees is also required before submission to the ICCB.

The impetus for proposals of new programs and courses in career programs, A.A.S. degree, and Certificates emanates from several sources. They may be requested by the college's General Advisory Committee which consists of members of the business community, social service agencies, health care providers, and career program advisory committees. Requests from career program advisory committees may be the result of changes in education requirements for employment mandated by state licensure or other accrediting agencies. Accrediting/licensure agencies also conduct periodic reviews of the programs and may recommend changes to the curriculum. The process for developing a program or course in career programs is similar to that for transfer programs. However, there are three important differences: (1) all proposals for a new career program must provide current data indicating a district need for the program (based on a survey of prospective employers of the graduates, and on labor market data provided by the state); (2) new career programs or any new individual course must be approved by the program's advisory committee before being submitted to the division's and college's internal review process; and (3) all new career programs must also be approved by the Board of Trustees before being submitted to the ICCB.

Finally, the college has developed and continues to support programs in both transfer and career areas which are deemed to be important components of a liberal arts education, or which are responsive to the needs of the community. These programs may have limited enrollments or may have sufficient enrollments, but they have costs in excess of revenue. Examples of this exist in the areas of the fine arts/performing arts, health care, and social services.

Figure 1.3 provides a graphic illustration of the extensive, but straightforward, process of curriculum development at CLC:

**Figure 1.3 College of Lake County Process for Curriculum Development****1P3 Determining student preparation requirements**

All students enrolling in credit classes must prove academic proficiency in the English language and in mathematics to demonstrate their ability to do college-level work. Most college credit classes require one or both of these proficiencies as prerequisites to enroll. Proficiencies in language and math can be met in a variety of ways as shown in Table 1.6:

<b>Table 1.6 Demonstrations of Language and Math Proficiencies</b>		
	<b>Language</b>	<b>Math</b>
<b>High School Record</b>	top 1/3	top 1/3
<b>CLC Academic Proficiency Test</b>	Language, 153 or above	Math, 56 or above
<b>ACT</b>	Reading <u>and</u> English, 17 or above on both	Math, 17 or above
<b>SAT</b>	Verbal, 450 or above	Math, 450 or above
<b>GED</b>	Reading and Writing Skills, 550 or above	Math Skills, 550 or above
<b>Prior College Degree</b>	Associate's or higher degree from an accredited college or university	Associate's or higher degree from an accredited college or university
<b>Prior College Success</b>	30 semester hours of credit with no grade below C or an appropriate English class from an accredited college or university	30 semester hours of credit with no grade below C or an appropriate math class from an accredited college or university
<b>CLC Classes</b>	Successful completion of ESL or remedial English class	Successful completion of remedial math class
<b>TOEFL (Test of English as a Foreign Language)</b>	195 or above	
<b>CELSA (Combined English Language Skills Assessment)</b>		70

Additionally, placement test prerequisites are required for many math, chemistry, and computer information systems courses. Other course prerequisites or co-requisites have been established when specific prior or concurrent knowledge or skills are needed. All prerequisites are detailed in the **CLC Catalog**.

Prerequisites, basic proficiency and higher are set by the discipline or program faculty. They are automatically enforced by the college computer system, but can be overridden by the division dean, if appropriate.

Some programs, particularly those with limited space, have specific academic requirements for admission. Illinois law requires that when space is limited, preference be given to residents and given in the order of academic ability. To that end, program admission requirements are established by the program faculty. Programs possessing specific entrance requirements beyond academic proficiency include:

- Dental Hygiene
- Health Information Technology
- Medical Imaging
- Nursing
- Surgical Technology
- Paralegal
- Electrician Apprenticeship AAS

Students are also assisted in determining their preparedness and interest in specific curricula by meeting with a counselor for academic advice prior to enrolling at CLC. However, this meeting is not required prior to their enrolling.

#### **1P4 Communicating expectations to students**

The College of Lake County uses a variety of means to communicate expectations and educational opportunities to various audiences and stakeholders including current students, prospective students, high school counselors and staff, as well as community residents.

The most traditional communication tool is the **CLC Catalog**. It is printed annually and distributed widely to current and prospective students, as well as to other community agencies and organizations such as

high schools, social service agencies, and military bases. The **CLC Catalog** contains information on the college mission and goals, admission requirements, academic skill requirements and assessments, academic advisement, academic programs and course descriptions/prerequisites, college finances, graduation requirements, and the Illinois Articulation Initiative (IAI). The process for creating each edition of the **CLC Catalog** is a formal one and ensures that all areas of the institution update and review their sections to reflect accurate information. The **CLC Catalog** is created in print and is also available on the web at [www.clcillinois.edu](http://www.clcillinois.edu).

Three times each year, the college mails a copy of the course schedule to every resident in Lake County. In addition, regional class schedules specifically related to the Lakeshore and Southlake areas, and late starting class schedules are created, printed and distributed. The schedules are also available on the web.

Career Program Information Flyers are created for each degree and/or certificate area and disseminated to prospective students by college recruitment staff and career program faculty. Some career programs also have prospective student information sessions prior to the start of each semester. Similarly, informational brochures are created for student services and support programs such as financial aid, health care, and child care.

CLC and the area high schools have frequently worked with the Illinois Association for College Admission Counseling (IACAC) to more effectively disseminate college admission information to prospective students and parents by consolidating individual college night activities into IACAC-endorsed regional Illinois College Expositions (ICE). There are now only two regional college nights in the community college district, and they are both at the College of Lake County. One is in the fall and one is in the spring. This schedule enables students and their parents who are researching colleges to have the opportunity to explore options at times most appropriate for them. All high school students and their parents are invited to attend, and all CLC academic divisions and recruitment staff participate. The college also hosts an annual Career Quest which is a career fair oriented toward high school and college age youth to acquaint them with work life options and opportunities. High school and CLC students are invited to attend.

As part of a formal student recruitment plan, regular visits are made to area high schools, community organizations such as African-American churches, the Lake County Latino Coalition, and district businesses and industries. The college has over 100 business and industry service agreements that enable out-of-district employees of in-district businesses to attend CLC at the in-district tuition rate.

The college has a New Student Orientation Program designed to acquaint prospective students with and/or to review the college admission requirements including academic skill assessment requirements, program admission requirements, and academic course prerequisites. Students are introduced to the clubs, organizations, and physical facilities as well. The orientation sessions also afford opportunities for academic advisement and class registration for students who are ready and prepared to do so.

International students participate in a New Student Orientation for International Students designed to acquaint them with college programs, policies and services, as well as college expectations. The program is offered at the start of each semester.

In the classroom, college faculty members prepare and distribute course syllabi to students. These syllabi provide specific information to students relevant to course requirements and course learning objectives for the term. For those courses that are part of the Illinois Articulation Initiative (IAI), the "expected learner outcomes" are included. The college also maintains a master Course Reference File. The Educational Affairs Office maintains the file, and it is accessible to any individual interested in a particular course.

Finally, the AQIP Action Project team working on developmental education recently designed and produced two brochures that provide students with very specific information about enrollment and preparation. The first brochure is entitled "Getting Started at CLC," and it provides a step-by-step process for enrolling at the college. The second brochure is entitled "Preparing for College Level Courses," and it addresses the process for achieving language and math proficiencies. Initially, 1,000 copies of each

brochure were printed. However, based on the popularity and success of the brochures, a new printing was required after only two months.

### **1P5 *Advising and placing students***

All new students are encouraged to meet with a counselor for academic and career advisement prior to enrolling for the first time at CLC. The Counseling Center is staffed by professional counselors, with faculty status, who, in addition to their experience and training, have access to a variety of written and computerized career, academic, and personal support materials.

Students are assisted with program selection through a variety of methods and services:

- Counselors work with undecided students to help them select a program and curriculum which meets their life and career goals.
- Through assessment techniques and career information, students are helped to set and realize career goals. Methods may include individual and group counseling as well as personal development seminars (PDS) available through the Counseling Center.
- Transfer information and very specific transfer guides are available through the Counseling Center and through the Minority Transfer Center.
- The Job Center offers both extensive career information, as well as opportunities to meet future employers through interviews, panel presentations, cooperative education, and service learning.
- Students have access to a variety of career planning assessment tools which match interests, learning style, work preferences, and abilities with possible careers.

After students select a major or program of study, they are expected to meet with program faculty for continuing academic advisement. To ensure that this happens, the college requires all degree- or certificate-seeking students to meet with an academic advisor prior to enrolling for their 19<sup>th</sup> credit hour. To help them stay on track and meet graduation requirements, they are again required to meet with an academic advisor (program faculty member) prior to enrolling for the 41<sup>st</sup> credit hour. Both the 19<sup>th</sup> and 41<sup>st</sup> hour requirements are enforced by an enrollment service indicator (hold) in the computer system. The hold can be removed by a faculty advisor after meeting with a student.

Students who are not academically proficient in the English language or mathematics are encouraged to continue to meet with a counselor prior to each enrollment to assist them in building the skills necessary for basic academic proficiency. (See 1P3.)

Students are encouraged to meet with a faculty advisor by signs and banners posted around campus in the months prior to enrollment for the next term, by individual mailings to students with a 19<sup>th</sup> or 41<sup>st</sup> hour service indicator, and by spot announcements on the college web site. Students may meet with an advisor to discuss academic progress in person, by telephone, or via e-mail. Each academic division has a division assistant whose job, in part, is to support the faculty in their advising.

The college provides information sheets for all occupational programs and transfer guides that clearly specify degree or certificate requirements, as well as provide information about the field, career opportunities, and contact information for program faculty. Transfer students can meet with the Transfer Coordinator or staff from the Minority Transfer Center to ensure that they are meeting the requirements for transfer to their university of choice.

Students entering the college with documented learning disabilities are assisted by the Office of Students with Disabilities, described in 1C4. Students suspected of having a learning disability, but not yet documented or confirmed, are encouraged to meet with staff to discuss challenges and to arrange a learning disability assessment.

### 1P6 *Documenting teaching and learning effectiveness*

Effective teaching is documented through systematic classroom evaluation of all faculty. Adjunct faculty are evaluated by their deans and by their students every semester. Tenure track faculty participate in a three-year evaluation process by their Peer Evaluation Committees and their deans. Student Ratings of Instruction are completed for all sections of all courses during the three years. Tenured faculty are also evaluated by their peers every five years. Faculty mentors are available for all adjunct faculty and new tenure track faculty.

In each evaluation process, faculty are expected to facilitate student learning of basic course concepts and to help clarify any areas of students' confusion. Individual information on faculty is confidential but shared with the specific instructor, the dean, the tenure committees, and the vice president for educational affairs. Formal assessments of student learning include successful completion of assignments, papers, reports, and exams.

In addition to faculty evaluation and student rating of instruction, the following primary data is collected and analyzed in an effort to document effective teaching and learning:

- Passing rates on licensure exams
- Success at transfer institutions
- Graduate follow-up survey and successful job placement
- Employer satisfaction
- Degree and certificate completion rates
- Noel-Levitz Student Student Satisfaction Inventory
- Community College Survey of Student Engagement (CCSSE)
- Program Assessment

Just as there are General Education Learning Outcomes developed for all students, the faculty are encouraged to develop and assess very specific learning outcomes for courses and programs. For example, the college has a goal to develop assessment plans for all career programs. Currently, 27 of 35 program areas have submitted an assessment plan for at least one degree or certificate in their areas. These plans are reviewed and updated each year. The assessment plan requires faculty to identify specific learning outcomes and how they will be assessed. Table 1.7 is an abbreviated example of an assessment plan from the Building Construction Technology career program describing the outcomes and associated assessment information:

<b>Table 1.7 Sample Assessment Plan, Building Construction Technology Program</b>				
<b>Goal 1: Provide qualified building construction technicians that meet the entry-level needs of Lake County contractors, material suppliers, and inspection firms.</b>				
<b>INTENDED LEARNING OUTCOMES</b>	<b>ASSESSMENT METHOD and TIMING</b>	<b>PERFORMANCE CRITERIA</b>	<b>RESULTS AND DATE</b>	<b>ACTION TAKEN</b>
1. Students produce papers and spreadsheets consistently using MS office	1. Distribution of MS office across BCT curriculum.	1. 75% of BCT courses use MS office application effectively for one or more assignments.	1. During FY 2004-05, MS office used in 8 of 11 BCT courses.	1. Encouraged instructors in remaining courses to learn MS office skills, if necessary, and incorporate use of MS office in their courses.
2. Students produce a portfolio of program artifacts	2. YEARLY Portfolio review	2. Review of portfolio indicates quality of MS office documents meets entry level expectations.	2. No results	2. Recommended using electronic portfolio to collect student artifacts, making it easier to assess program outcomes.

### 1P7 *Building effective and efficient course delivery systems*

The college uses PeopleSoft software to manage class scheduling, student records and enrollment, as well as other aspects of college business. PeopleSoft provides real-time web-based access to and control

of class schedules. Furthermore, the college uses an added room scheduling software to provide real-time access to facility characteristics and scheduling. Class schedules are built by the academic divisions. They have immediate access (essentially 24 hours per day and 7 days per week) to change or update schedules as needed, with access to room availability and room characteristics. The software allows the several offices working on the schedule at the same time to build an efficient schedule without the risks of overlapping room use, scheduling a class in a room without needed equipment, or offering a class when no room is available. Each division has control over its labs and over a set of classrooms until the preliminary schedule is built. At that time, any division that needs a room can seek an appropriate room and schedule it in the PeopleSoft system.

As Lake County's population has increased over the past two decades, the college has tried various scheduling schemes to allow greater student access. Web-based classes seem to be quite attractive to students who are not able to physically get to a campus or location (See Figure 1.1.). However, they still accounted for less than 5,800 credit hours (about 6%) in Fall 2005. Shorter classes (8, 12, and 14 weeks), afternoon classes, Sunday classes, and intersession classes provide access to some students outside of the typical academic schedule.

As the academic divisions build schedules, they seek input from faculty, review enrollment from previous semesters, and consider any student feedback. Because divisions have direct control and immediate access, they are able to add sections as offered classes fill up, providing appropriate rooms are available. The college has about 40% of its classes taught by part-time faculty. Using part-time faculty contracts allows the divisions added leeway in dropping or adding classes during the enrollment period.

### **1P8 *Monitoring currency and effectiveness of curriculum***

The currency and effectiveness of courses, curriculum, and programs are monitored in a variety of methods. First, faculty members, in cooperation with the dean, are responsible for ensuring that courses and programs are relevant and timely. In order to achieve this, faculty are provided ample opportunities for continued research and reflection within their disciplines (See 1C5.). Second, all career programs maintain active career advisory committees made up of businesses, employers, and individuals with experience in the career. One of the primary roles of the committee is to review curriculum, courses, and program requirements. Third, transfer programs regularly review curriculum to compare it to that of receiving transfer institutions. Fourth, all academic and career programs are reviewed every five years through the college's Program Evaluation process. As part of this process, faculty review course content, enrollment patterns, and labor market information. Faculty are required to gather and report this data to the Assessment and Program Evaluation Committee, Educational Affairs Council, and the Board of Trustees. Finally, a graduate follow-up survey is conducted each year. As part of the survey, students are asked to rate their courses and programs as they relate to career or transfer preparation. This data is shared with the entire college community.

The college routinely modifies and withdraws courses and programs as part of the curriculum process outlined in 1P2.

### **1P9 *Determining student and faculty support needs***

Determining student support needs occurs through formal and informal means. All courses have identified language and mathematics proficiencies. Students must provide proof of competency before enrolling in these courses. Additional determination is made through the advisement process as students meet with counselors or faculty advisors. Faculty frequently refer their students for assistance available in the Writing Center and the Math Center, which are part of the Learning Assistance Center (LAC) on both campuses. Students can also receive drop-in tutoring or make one-hour appointments. In addition, the LAC and Counseling Center offer workshops and individual assistance related to study skills, test taking strategies, and test anxiety. Students with documented disabilities also receive support. In some cases, extensive diagnosis of skills may be needed to determine the best types of support to meet specific learning disabilities. Personal Development Seminars (PDS) and self-paced modules also provide structured support in an organized format.

The John C. Murphy Memorial Library has extensive support available to meet student learning needs. Faculty can request that librarians schedule a class to help orient students to the library's resources. The library offers a collection of more than 125,000 books, 675 periodicals, and an extensive collection of audio and videocassettes, DVD's, and CD's. In addition, the Reference Desk is open seven days a week to provide information and resources. Similarly, divisions provide resources such as software programs and books to assist students within classes. Allied Health Programs also give monthly orientations prior to student enrollments.

The Student Activities Program Board brings experts to campus to help students learn how to improve their success as students, and students may request additional activities through the Student Government Association.

Extensive support for continued faculty development is readily available (See 1C5.). Each faculty member may request funds for additional courses which can lead to advanced degrees or career certification. Furthermore, faculty can apply for funds to attend professional conferences. The Teaching and Learning Center (TLC) offers an extensive array of workshops and classes for faculty in a wide variety of topics including technology, assessment, pedagogy, and diversity. Committees of full-time and part-time faculty meet regularly to provide input and advice on the relevancy of these offerings and on the needs of their colleagues.

The college offers the New Faculty Institute (NFI) for new tenure-track faculty who meet prior to the beginning of class, and weekly during their first semester. The NFI is led by a tenured CLC faculty member and is designed to help new faculty better understand CLC's culture and their students' learning needs. A New Part-time Faculty Boot Camp is scheduled prior to each semester and is designed to help new part-timers acclimate to the learning needs of CLC students.

Tenured faculty can apply for one of four sabbaticals available annually. The Teaching and Learning Center, the Foundation, and the International Education Committee also offer grants and release time for projects which can lead to improved teaching and learning. In addition, library funds are available to support faculty who identify learning resources needed for their students and programs.

### **1P10 *Aligning curricular and co-curricular goals***

At CLC, students may affect change and participate in curricular and co-curricular activities in a variety of ways. They may affect college-wide policies, procedures, or actions concerning student life and academic goals by directing their concerns to, or by participating in, student government and college-wide governing commissions. The Curriculum Commission, for example, has a student representative appointed by the Student Senate. Similarly, the student representative on the Board of Trustees participates in the approval process for all new academic offerings and program deletions.

Student life at CLC is further enhanced through co-curricular activities. For those interested in the arts, CLC has a theatre program, a concert band, a jazz ensemble, singing groups, a dance company, poetry readings, a performing arts committee, art exhibits, and speakers on a variety of contemporary issues.

The CLC Forensics and Debate Team competes in individual Public Address and Interpretation of Literature events in state and national tournaments.

Student clubs and organization provide students with a variety of student development and co-curricular experiences. Many are directly related to the students' academic programs and/or interests. CLC faculty and staff advise all clubs and organizations. During the 2005-2006 academic year there were 36 such groups. They are listed in Table 1.8:

<b>Table 1.8 Student Clubs and Organizations</b>
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<u>Student Clubs and Organizations</u>	<u>Description</u>
Akido	Promotes the study and practice of martial arts and self-defense.
Asian Student Alliance	Promotes Asian awareness through social and educational activities.
Associate Degree Student Nurses	Promotes an interest in the ADSN program and the educational development of nursing students.
Automaniacs	Introduces automotive aspects that would normally not be learned in the classroom, and members participate in various automobile-related activities of a diverse nature.
BACCHUS	Provides alcohol, tobacco and drug prevention not only to the college, but also to schools, agencies, and communities of Lake County.
Black Student Union	Promotes community and success within the African American student population on campus. Sponsors programs to showcase the African American culture.
Campus Crusade for Christ	Promotes Christianity on college campus by encouraging students in their weekly walk with the Lord and introduces others, who may be interested, to Jesus Christ. Has international ties.
Chi Alpha Christian Club	Strives to reconcile students to Christ, by incorporating teachings on leadership, time management, communication, relationship skills, fiscal responsibility, and forgiveness.
Chronicle	Creates a student-run newspaper for the CLC community where students participate as staff writers or editors.
CLC Ceramics Club	Provides a forum for ceramic art students to express and collect their ideas, and is a student resource for the ceramic arts faculty.
CLC Radio	Provides student opportunities to run the station and broadcast student-run music and talk radio 24/7.
College Bowl	Provides the academic sport of the mind and is a team that competes in local tournaments.
Computer Club	Promotes the study and exploration of computer technology and computerized gaming.
Engineering Club	Strives to provide tours, activities and speakers that will help students to become more knowledgeable about engineering tasks and the engineering fields.
Environmental Club	Educates the community on environmental issues and concerns.
Fencing Club	Provides an opportunity to fence with equipment and instruction. Hosts regional and state events.
Forensics and Debate	Engages students in competitive speech and debate activities that encourage analytical and logical communication.
Hapkido (Hwa Rang) Club	Focuses on the study and practice of the Hapkido martial art.
Hillels of Illinois	Provides opportunities for Jewish students to explore and celebrate their Jewish identity. Affiliates with the largest Jewish campus organization in the world.
International Student Council	Promotes the cultural diversity of international students and activities for the entire campus community.
Lakeshore Campus Student Association	Develops a sense of community and belongingness for Lakeshore Campus students by enhancing student life, creating a platform for understanding differences among ethnic groups, and creating an environment for family learning.
Lancerettes	Provides a forum for a pom pon squad that performs at selected home games for CLC athletic teams.
Latino Alliance	Exposes the campus to the different Latino/Hispanic cultures and provides additional support to encourage Latinos to continue their higher education.
Latter Day Saints Student Association	Provides students with opportunities for spiritual growth, humanitarian service, and social fun.
Literary Arts Society	Provides for a gathering of kindred spirits who feel that reading, writing, language, and all of the literary arts are a celebration of life. Meets to inspire and share personal literary learnings.
Math Club	Provides a community for individuals who enjoy mathematical reasoning. Provides opportunities to discuss mathematically-related problems in a social setting.

Medical Imaging Club	Exposes students in the Medical Imaging Program, through teamwork and a social environment, to related activities and field studies that equip them for out-of-classroom experiences in Medical Imaging.
Phi Theta Kappa (PTK)	Provides an international honor society membership by invitation only for community college students who have a 3.5 or higher grade point average.
Pre-Med Club	Provides a club to assist students in pursuing a career in the medical field, particularly as a medical doctor. Serves as a support network for students as they prepare to apply to medical school.
Pride Alliance	Reaches out to gay, lesbian, bisexual, transgendered and supporters who are enrolled or employed by the college.
Pupils of Paralegal Studies (POPS)	Promotes opportunity for growth in the paralegal field while creating an environment conducive to shared synergies.
South Asian Student Association	Promotes awareness and better understanding of the South Asian world, and promotes its cultural heritage at CLC through social events and education.
Student American Dental Hygienists	Provides a professional organization that connects dental hygiene students, through programs and services, to the national organization for American Hygienists.
Student Nurses Association	Provides a social and educational component of the nursing program for students.
VICA/Skills USA	Provides a non-profit organization that sponsors an industry competition in various trades and occupations, which offers students a chance to experience leadership and professional development.

In addition, the Student Activities Office conducts an active Emerging Leaders Program. This program uses information from The Council for the Advancement of Standards in Higher Education (CAS) to assist in making goals. The Emerging Leaders co-curricular goals are generated to help students gain leadership experience. These standards provide students with opportunities to develop and enhance a personal philosophy of leadership. The learning and development outcomes are as follows: Intellectual Growth, Effective Communication, Enhanced Self-Esteem, Realistic Self-Appraisal, Clarified Values, Career Choices, Leadership Development, Healthy Behavior, Meaningful Interpersonal Relationships, Independence, Collaboration, Social Responsibility, Satisfying and Productive Lifestyles, Appreciating Diversity, and Personal and Educational Goals. The Emerging Leaders Program offers educational sessions based on these learning outcomes. Effectiveness is measured through session and program evaluations.

The Career and Placement Services Office (CPS) offers many services to students to assist them in curricular and co-curricular areas. For example:

- **Career Planning:** Career counselors assist students who are undecided in exploring potential careers based on their interests. During April, Career Development Month, CLC provides students with workshops and seminars on career development.
- **Cooperative Education and Internships:** Students are provided with the opportunity to earn college credit while working in cooperative education or internship arrangements. Service Learning provides students with the option of participating in community services to apply theory learned in the classroom to various work settings.
- **Volunteerism:** Students explore the value of community service and service learning. A Volunteer Fair is offered twice a year for students to learn about volunteer opportunities available to them.
- **Job Search Assistance:** Services such as resume writing, mock interviewing, and an Etiquette Dinner are provided. College Central Network (a web site where students can post their resumes for prospective employers) is also available.
- **Job Fairs:** Career and Placement Services offers two mini job fairs a month. The Youth Safari job fair for 15-21 year-olds (for area high school counselors and students) and the Job Marketplace job fair are held annually.

### **1P11 Determining student assessment processes**

Assessing student learning is a faculty responsibility clearly delineated in Board Policy. While it has been an integral part of every course since the establishment of the college, it began to be addressed as a college-wide process through program evaluation and the college Assessment Plan written in the early 1990s.

That Assessment Plan was revised by a faculty-led Assessment Committee in 2003, and the major components include:

1. assessment of general education outcomes
2. assessment of career programs
3. assessment of student development
4. special projects
5. education and training

Assessing the General Education Learning Outcomes was selected as one of the AQIP projects in Spring 2003. This AQIP initiative was divided into three areas:

Course-Embedded Artifact Scoring. The purpose of this pilot study was to identify areas of CLC student writing that need improvement, to distribute the rubric to faculty, and to initiate discussions on how to improve writing learning outcomes. The study began in Spring 2004 and was repeated in Spring 2005.

Standardized Testing. The science reasoning module of CAAP (Collegiate Assessment of Academic Proficiencies), administered every year since 2002, to two different groups of students is a process designed to collect longitudinal data, and to further recommend. (See1R1.)

Faculty Development. A Community College Assessment Fair was held March 2005 where 71 faculty and administrators from Chicago-area colleges attended keynote and breakout sessions that focused on assessment results.

During the process of working on general education assessment, faculty realized that there were some General Education Learning Outcomes (GELO) that are not well distributed across the curriculum. They include:

1. Technology (25% of courses do not include technology.)
2. Social and Cultural Awareness (37% of courses do not address these outcomes.)
3. Math (30% of courses do not include math learning.)

The Assessment Committee communicated concern that many faculty were not comfortable teaching outside of their areas of expertise, that part-time faculty often lack time and resources to assist students with these outcomes, and that students needed access to learning resources that would be available at any time and any place.

Thus, a Web-based Student Resources for General Education was developed using the Blackboard Course Management System. Students are able to access these resources with no tuition fees or credit. Current online resources support technology, math, student success, speech, writing, reading, social/cultural, and critical thinking.

Additional information regarding career program assessment is included in 1P6.

### **1P12 *Preparing students for further study or employment***

The college regularly examines how well its students who complete programs, degrees, and certificates are prepared for further education or employment.

The Office of Institutional Effectiveness, Planning and Research (IEPR) annually surveys CLC graduates regarding their employment and transfer. Questions focus on salaries as well as student satisfaction with the quality of their education and their own attainment of learning outcomes. The college regularly reviews the results of licensure exams to determine the level of CLC's students' abilities on national or

state exams. In addition, employers on Career Advisory Committees provide regular feedback on the quality of CLC graduates through surveys and informal advice. Data is shared both internally and externally with agencies such as the Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB).

Several four-year institutions where many CLC students transfer provide annual reports on how CLC students' academic performances compare with native and other community college students. These universities include Illinois State University, Northern Illinois University, the University of Illinois, and Western Illinois University.

During the Program Evaluation process, career programs also provide data on completion rates, job placement rates, and salaries of their graduates. Likewise, faculty are expected to provide information to substantiate the need for their programs by analyzing enrollment trends, completion rates, and the ever-changing workplace. The final results of the program evaluation are shared with the Assessment and Program Evaluation Committee, Curriculum Commission, Educational Affairs Council, and the Board of Trustees.

### **1P13 Analyzing student performance**

Virtually every instructor measures student performance several times, often in several different manners, during each course. Faculty members are encouraged to measure student performance early and often and to report results to students in a timely manner. The college believes that students will be better motivated if they are clearly aware of their progress or lack of progress. Faculty use a variety of options such as exams, papers, oral presentations, projects, performance, journals, group projects, and presentations.

In addition to the graduate follow-up and business surveys, degree completion is measured by a variety of techniques, including capstone courses, portfolios, common final exams, program-wide standardized performance exams, and state and national licensure exams. Data is available to compare grade distribution by program, course, or instructor. The college also follows cohorts of students from their initial classes at CLC. Grade point averages, completion rates, and persistence are used to compare year-to-year student success, and to compare within-year student success by ethnic group or gender, for example.

## **Results (R)**

### **1R1 Student learning achievement**

As discussed in 1C1, the college currently has five General Education Learning Outcomes. Table 1.9 outlines the results and data regarding these outcomes:

<b>Table 1.9 General Education Learning Outcomes</b>
<b>General Education Learning Outcome: Critical Thinking</b>
Results: The Science Reasoning module was administered during Spring 2004 and Spring 2005 semesters. During the first semester, less than 75 students participated voluntarily. During the second semester, 308 students in 15 class sections took the test. Valid scores were obtained for 283 students. The average score was 60.4 as compared to 59.3 for the reference group. Results indicated that 83% of CLC students made expected progress; 11% scored higher than expected; and 6% scored lower than expected. In each content area of analysis, generalization, and understanding, CLC students scored higher than the national cohort.
In the Spring 2005 Community College Survey of Student Engagement (CCSSE), 91% of CLC students analyzed the basic elements of an idea, experience, or theory; 92% synthesized or organized ideas, information, and experiences in new ways; 86% made judgments about the value or soundness of information, argument, and judgments; 87% applied theories or concepts to practical problems or in new situations; and 90% indicated that CLC had contributed to their ability to think critically and analytically.
In the Graduate Follow-up Survey, only 21 students (4%) indicated that they were not prepared to think critically and to analyze problems.

<b>General Education Learning Outcome: Communication</b>			
<b>Results:</b> The pilot study for course-embedded artifact scoring of written assignments during the FY04 and FY05 academic years indicated the following average scores:			
	<b>FY04</b>	<b>FY05</b>	<b>Ratings:</b> 1=Below Expectations 2=Meets Expectations 3=Exceeds Expectations
<b>Purpose</b>	2.0	1.9	
<b>Structure</b>	2.0	1.9	
<b>Style</b>	2.1	2.0	
<b>Mechanics</b>	1.8	1.8	
After a review of the latest results, faculty agreed that all students would use <b>The Everyday Writer</b> by Andrea Lunsford as a standard across classes.			
The 2005 CCSSE survey indicated that CLC full-time students were above the mean when being required to make a class presentation. In addition, 74% reported that they prepared two or more drafts of a paper or assignment before turning it in; 14% reported that they wrote one to four papers of any length; 34% reported they wrote five to ten papers; 16% reported 11-20 papers; and 8% reported they wrote more than 20 papers of any length while students at CLC.			
In the 2003 Graduate Follow-Up Survey, students reported the following:			
<b>Skill Set</b>	<b>Well Prepared</b>	<b>Somewhat Prepared</b>	<b>Not Prepared</b>
<b>Prepared to write clearly and persuasively</b>	306	191	36
<b>Prepared to present ideas to others orally</b>	304	193	34
<b>General Education Learning Outcome: Quantitative Literacy</b>			
<b>Results:</b> All CLC courses have identified when math proficiency at the basic or higher level is required prior to enrollment. Seventy (70) percent of CLC courses require some quantitative literacy. Five developmental courses ranging from MTH 101 Elementary Concepts of Mathematics, to MTH 109 Introduction to A Graphics Calculator are used to demonstrate proficiency and are required prior to enrolling in college-level math courses. MTH 141 Quantitative Literacy requires a common final exam each semester. CHM 120 Chemical Concepts also has a common final. On the CCSSE report, 74% of students indicated CLC contributed to their skills in solving numerical problems.			
<b>General Education Learning Outcome: Social and Cultural Awareness</b>			
<b>Results:</b> During a course-mapping project, faculty reported that social and cultural awareness was a primary or secondary outcome in 63% of courses.			
In the CCSSE, full-time students scored above the mean when they noted that they had a serious conversation with students of a different race or ethnicity from their own. Seventy-nine (79) percent of the students reported that CLC encouraged contact among students from different economic, social, racial, or ethnic backgrounds. Sixty-three (63) percent reported the college provided the support they needed to thrive socially. In the General Education Web Resource, students can access lists of CLC clubs and organizations, student government, and student activities.			
<b>General Education Learning Outcome: Technology</b>			
<b>Results:</b> The General Education Web Resource was launched during the FY05 academic year. The AQIP team created this resource to increase student and faculty comfort in using technology. While it is too soon to assess its effectiveness for students, technology resources include MS Office Applications, Internet usage, TI Calculators, guidebooks, LRC database tutorials, and using the web for research. The General Education Web Resource recently received an "Honorable Mention" from the National Council of Instructional Administrators.			
On the CCSSE, 90% of the students reported that they use computers in academic work, and 81% indicated that the college has contributed to their skills in using computing and information technology. On the Graduate Follow-Up Survey, 88% of the graduates reported that they were either well prepared or somewhat prepared to use computers in an efficient manner.			

## 1R2 **Student competence evaluation**

The college uses a variety of methods to gather evidence that students have acquired the knowledge and skills required for the awarding of a degree or certificate. These methods include certification/licensure rates, graduation and retention rates, employer surveys, and student transfer success. The following primary methods provide a partial listing of the results, both institutionally and across various programs:

### Healthcare Programs

For the majority of the healthcare programs, students are required to pass a certification exam prior to being able to work in their chosen fields. Table 1.10 provides a sample of how CLC students have performed on the various exams:

Profession	Pass Rates (%)					
	2002		2003		2004	
	CLC	State or Nat'l Peer	CLC	State or Nat'l Peer	CLC	State or Nat'l Peer
<b>Associate Degree Nursing</b>	94	85	94	86	85	85
<b>Dental Hygiene</b>	100	95	96	96	90	96
<b>Radiologic Technology</b>	79	88	86	89	96	89
<b>Health Information Technology</b>	67	73	100	NA	10	NA

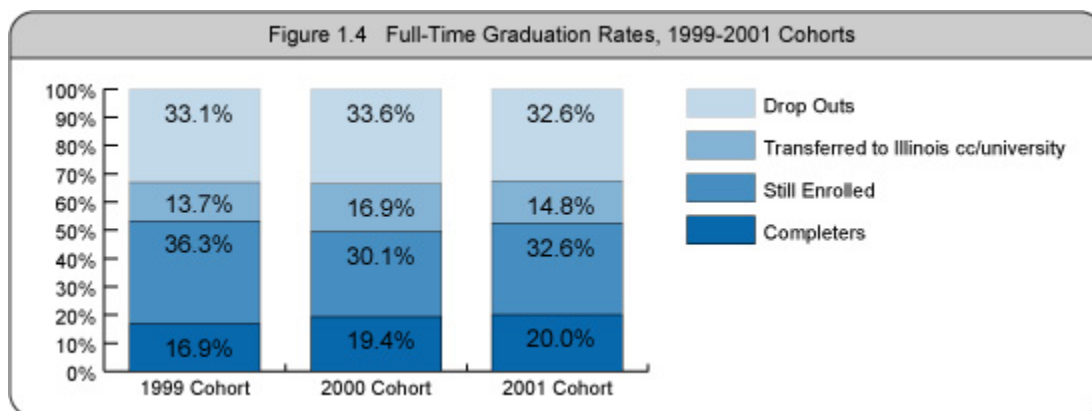
In addition, in 2003, graduates of the phlebotomy program achieved an 83% passing rate. For the surgical technology program, the majority of the graduates have not chosen to take the National Certifying Examination, primarily because the health care facilities are not requiring certification as a condition of employment. From 2002-2004, only five graduates have taken the examination, but all five have passed for a pass rate of 100%.

#### Graduation and Retention Rates

The college's Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey Summary for the Fall 2001 Cohort report (July 2005) provides college administrators with information on student completion and retention. In an effort to analyze completion and retention rates, the college uses data supplied by ICCB on retention and completion rates by gender and ethnicity for first-time degree/certificate-seeking students entering CLC in 2001 (2001 cohort). In addition, CLC's trends are compared to those of all community colleges statewide. CLC's data is further compared to previous years to show 3-year trends. The 2005 IPEDs report revealed mixed trends.

For the most part, the CLC 2001 cohort compared favorably to statewide retention trends. Retention is defined as students who completed, are still enrolled or who transferred to a state university. CLC's full-time and part-time retention rates of 67.4% and 34.9%, respectively, were higher than the state's average of 66.3% and 28.0%.

On the other hand, CLC completion rates were lower than the state's average for full-time (20.0% vs. 23.7%) but higher for part-time (12.9% vs. 10.3%) students. (For information on program-specific graduates, see 1C3.) On the positive side, the 3-year completion trend for full-time CLC students increased from 16.9% in 1999, to 20.0% in 2001 (See Figure 1.4.), while the state's average also increased from 22.2% in 1999 to 23.7% in 2001:

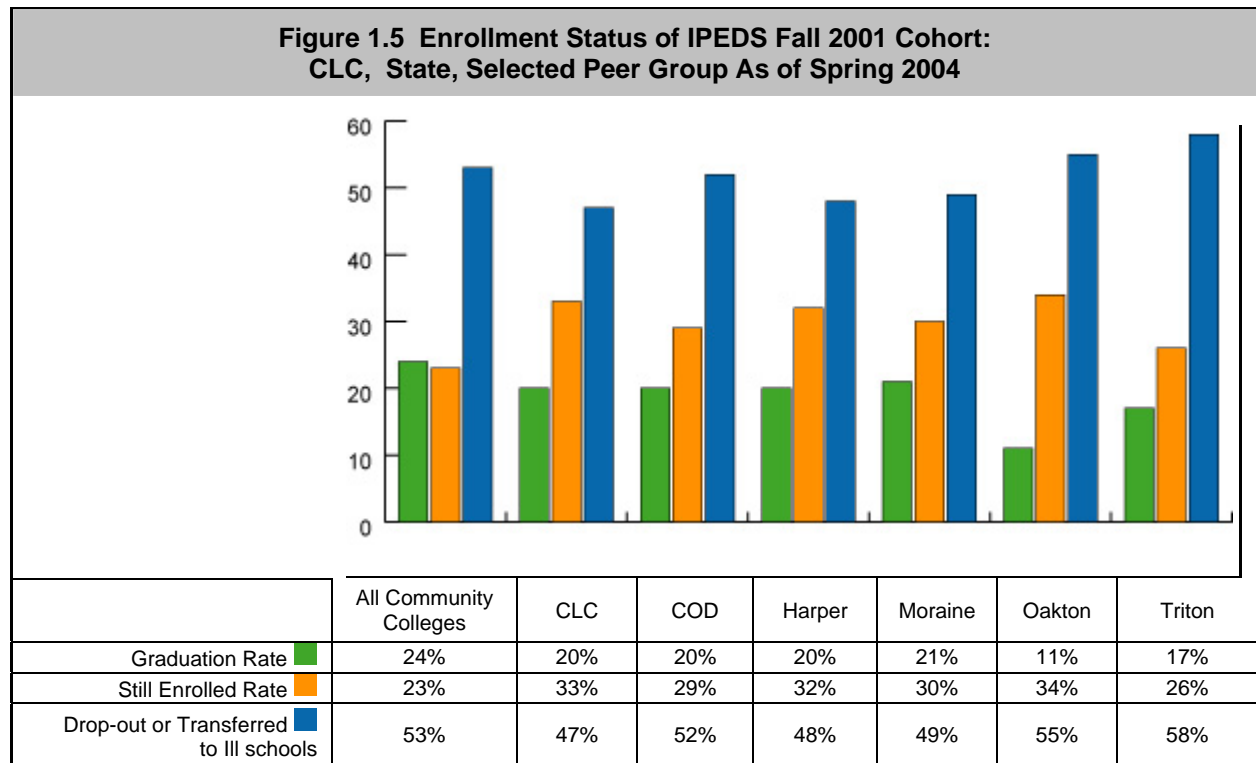


During this same period, CLC part-time student rates increased from 5.9% in 1999 to 12.9% in 2001, while the state's rates also increased from 9.0% in 1999, to 10.3% in 2001. Furthermore, the graduation rates for programs less than two years for CLC full-time students (2.4%) were lower than the state's average (3.8%), but higher for the part-time cohort (9.0% vs. 7.2%).

In addition to completion rate increases, the percentage of students leaving in good standing also increased, as did transfers to state institutions. When Retention and Left in Good Standing indicators were combined, the percentages remained fairly stable over the three cohorts. See Table 1.11:

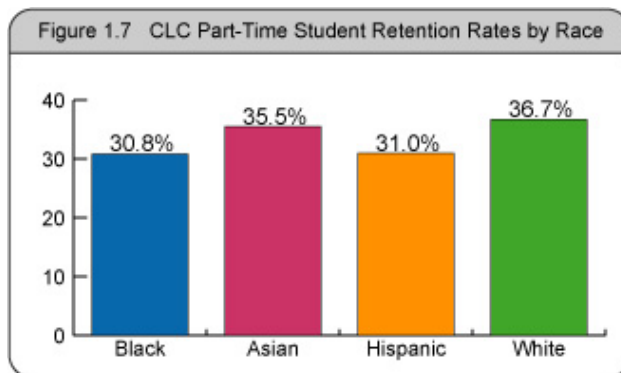
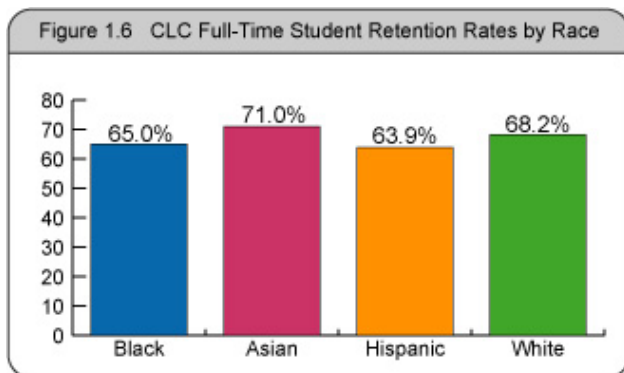
Table 1.11 Retention + Leavers in Good Standing Combined						
CLC	1999		2000		2001	
Full-time totals	740		765		711	
<b>Retention + Leavers in Good Standing/FT Total</b>	<b>625</b>	<b>81.7%</b>	<b>660</b>	<b>82.1%</b>	<b>586</b>	<b>82.4%</b>
Part-time totals	358		545		544	
<b>Retention + Leavers in Good Standing/PT Total</b>	<b>232</b>	<b>64.8%</b>	<b>348</b>	<b>63.9%</b>	<b>342</b>	<b>62.9%</b>
Total full-time + part-time	1,123		1,349		1,255	
<b>Total FT &amp; PT retention + Leavers in Good Stand</b>	<b>857</b>	<b>76.3%</b>	<b>1,008</b>	<b>74.7%</b>	<b>928</b>	<b>73.9%</b>
State	1999		2000		2001	
Full-time totals	26,709		25,305		24,822	
<b>Retention + Leavers in Good Standing/FT Total</b>	<b>21,298</b>	<b>79.7%</b>	<b>20,843</b>	<b>82.4%</b>	<b>20,817</b>	<b>83.9%</b>
Part-time totals	20,671		17,651		17,629	
<b>Retention + Leavers in Good Standing/PT Total</b>	<b>13,123</b>	<b>63.5%</b>	<b>8,976</b>	<b>50.9%</b>	<b>9,727</b>	<b>55.2%</b>
Total full-time + part-time	47,380		42,956		42,451	
<b>Total FT &amp; PT retention + Leavers in Good Stand</b>	<b>34,421</b>	<b>72.6%</b>	<b>29,819</b>	<b>69.4%</b>	<b>30,544</b>	<b>72.0%</b>

In comparison to the other five largest peer colleges (10,000 or more credit only headcount enrollment) in the Chicago metropolitan area and monitored by this report, CLC 2001 cohort's completion (graduated within 150% of normal time), persistence (not graduated by spring 2004 but still enrolled in spring 2004), and attrition (dropped out or transferred by spring 2004) rates compared favorably. The Moraine Valley 2001 cohort had the highest completion rate (21.4%) within the peer group, followed by the CLC and Harper cohorts with 20% each. The Oakton 2001 cohort showed the highest persistence rate (33.7%), followed by the CLC cohort (32.6%). The CLC 2001 cohort experienced the lowest attrition rate (47.4%) within the peer group, and a lower attrition rate than that of the state average (52.8%). See Figure 1.5:



Additionally, retention rates by race for full-time students at CLC for the 2001 Cohort were: 65.0% Black, 71.0% Asian, 63.9% Hispanic, and 68.2% White. See Figure 1.6.

Retention rates by race for part-time students at CLC for the 2001 Cohort were: 30.8% Black, 35.5% Asian, 31.0% Hispanic, and 36.7% White. See Figure 1.7.



In addition to tracking completion and retention by race and gender, the college also tracks completions of students with disabilities. Table 1.5 summarizes numbers and types of student disabilities. Table 1.12 provides completions:

Degree	FY01	FY02	FY03	FY04
Pre-Baccalaureate	12	20	24	19

Grade Distribution Reports

The college routinely collects and analyzes grade distributions across divisions and programs. Table 1.13 is one example of the data the college collects:

Division	A	B	C	D	F	N	P	W	X	Total Students (less audits)	%Successful
Biological Science	1,317	1,112	760	196	176	0	0	603	17	4,164	81.30%
ACE (Adult & Comm. Ed)	226	164	68	24	22	1,487	4,903	103	0	6,997	77.00%
Communication Arts	3,111	2,348	1,394	378	692	29	182	1,911	75	10,045	73.80%
Business	1,173	879	558	210	245	0	0	827	12	3,892	72.50%
Social Science	1,862	1,897	1,466	569	836	0	0	1,408	10	8,038	72.10%
Counseling	107	26	32	8	25	0	0	45	1	243	71.20%
EMPS (Engineering, Math & Phy. Sci.)	1,057	1,228	1,120	474	804	0	0	1,156	14	5,839	66.40%
<b>Total College</b>	<b>8,853</b>	<b>7,654</b>	<b>5,398</b>	<b>1,859</b>	<b>2,800</b>	<b>1,516</b>	<b>5,085</b>	<b>6,053</b>	<b>129</b>	<b>39,218</b>	<b>73.60%</b>

(Successful completion is A,B,C,D, or P, except for MLT & NUR, where D is not successful.)  
 (X is a class audit, and is not counted as part of the total grades.)

Graduate Satisfaction

Table 3.4 demonstrates CLC graduate satisfaction.

University Transfer Performance

Historically, of the 12 Illinois public universities where CLC students transfer, only Northern Illinois University (NIU), Illinois State University (ISU), and Western Illinois University (WIU) have consistently provided transfer data. The Transfer Center of NIU, the Office of Admissions of ISU, and the Office of Undergraduate Admissions of WIU submitted progress reports of CLC's Fall 2004, Fall 2003, Fall 2002, and Fall 2001 transfer cohorts. Caution should be used in generalizing because of the small cohort size of CLC transfer students, but from the data received, the following three observations can be made:

- For the designated four years, the mean cumulative GPA of CLC transfer students, after one semester of studies at NIU, ISU, and WIU, was lower than the mean cumulative GPA of their peers from other community colleges, and of native students from these three universities. Only once was this negative trend reversed. In Fall 2001, CLC students who transferred to Illinois State University posted a higher GPA (2.92) than the GPA of community college transfers (2.85) and ISU native students (2.90).
- The mean cumulative GPA of CLC transfer students, after one semester of studies at NIU, and ISU followed a fluctuating trend: first decreasing from Fall 2001 to Fall 2002, then increasing from Fall 2002 to Fall 2003, and then decreasing again from Fall 2003 to Fall 2004. At WIU, the pattern fluctuated slightly differently. At WIU the pattern has also been a fluctuating one first decreasing from fall 2001 to fall 2002, but then increasing from fall 2002 to fall 2004 (2.73 in F01, 2.66 in F02, 2.72 in F03 and 2.77 in F04) . See Table 1.14:

	FY01	FY02	FY03	FY04
<b>NIU</b>	2.80	2.77	2.81	2.79
<b>ISU</b>	2.92	2.73	2.83	2.81
<b>WIU</b>	2.73	2.66	2.72	2.77

- The mean cumulative GPA of CLC transfer students, after one semester of study in Fall 2001, Fall 2002, Fall 2003, and Fall 2004 at NIU, ISU and WIU was lower than the GPAs of other community college transfers and native students. However, other marks of academic progress (especially at ISU and WIU), such as the percentage of CLC transfer students ending in good academic standing, or the percentage of CLC transfer students not being placed on probation are positively comparable.

In addition, University of Illinois, Urbana Champaign (UIUC) Office for Planning and Budgeting recently submitted a progress report of CLC's Fall 2000 and Fall 2004 transfer cohorts.<sup>1</sup> (However, caution should be used in generalizing because of the small cohort size of CLC transfer students.) The Fall 2000 transfer cohort is defined as the group of students from CLC, all community colleges, four-year institutions, and UIUC natives (enrolled as juniors when the transfer cohort entered) who entered UIUC as juniors in Fall 2000 and graduated by the Summer 2004 semester. See Table 1.15:

	Institution							
	CLC		CCs		Other Colleges		UIUC	
<b>Initial Cohort</b>	22	100%	653	100%	408	100%	5,548	100%
<b>Status as of end of Summer 2004:</b>								
Students with baccalaureate degree	20	91%	538	82%	333	82%	5,140	93%
Students still enrolled	0	0%	7	1%	3	1%	20	0%
Students no longer enrolled	2	9%	108	17%	72	18%	388	7%
<b>GPA at the beginning of Fall 2000</b>	3.48		3.34		3.33		3.09	
<b>GPA of UIUC graduates (3 years after the cohort entered)</b>	3.23		3.21		3.24		3.20	

Observations about the Fall 2000 Cohort include:

1. The entering GPA of CLC transfers (3.48) was higher than the entering GPA of all community college transfers (3.34), and UIUC natives (3.09).
2. The GPA of CLC transfers (3.23) three years later (through Summer 2004), was still higher than the GPA of all community college transfers (3.21), and UIUC natives (3.20).
3. The graduation rate of CLC transfers (91%) was slightly lower to the UIUC cohort (93%), but higher than the cohort for community colleges (82%).

<sup>1</sup> "Community College Transfer Student Summary of Progress Report Transfers to the UIUC as of the Completion of Fall Semester 2004 & as of the Four Years after the Fall 2000 Cohort Entered."

The Fall 2004 transfer cohort comprises all CLC students, other community college students, and students from four-year institutions as well as UIUC natives who entered UIUC in Fall 2004 as juniors and completed one semester of studies. See Table 1.16:

Table 1.16 Fall 2004 Cohort Academic Status and GPAs of CLC Students who Transferred to UICC								
	Institution							
	CLC		CCs		Other Colleges		UIUC	
Initial Cohort	16	100%	591	100%	361	100%	5,670	100%
<b>Status as of end Fall 2004 Semester</b>								
Students in good academic standing	13	81%	535	91%	328	91%	5,198	92%
Students who dropped	1	6%	18	3%	10	3%	91	2%
Students on probation	1	6%	25	4%	15	4%	316	6%
Students who withdrew	1	6%	13	2%	8	2%	61	1%
Students with an undetermined status	0	0%	0	0%	0	0%	4	0%
GPA at the beginning of Fall 2004	3.38		3.44		3.39		3.23	
GPA at the end of Fall 2004	2.99		2.93		3.17		3.23	

Observations about the Fall 2004 Cohort include:

1. The entering GPA of CLC transfers (3.38) was lower than their peers from other community colleges (3.44), but higher than the GPA of UIUC natives (3.23).
2. After one semester, the GPA of CLC transfers (2.99) was now higher than the GPA of other community college transfers (2.93), but lower than the GPA of UIUC natives (3.23).
3. After one semester of studies at UIUC, CLC transfers posted lower rates of being in good academic standing (81%), compared to community college transfers (91%), and UIUC natives (92%).

#### Employer Feedback

In a telephone survey commissioned by CLC in 2005, 403 county employers indicated that CLC is well-known throughout the county and sustains a very favorable image. Over four of five respondents indicated a willingness to hire CLC graduates directly out of school. With rare exception, basic work habits, job performance, and technical knowledge of CLC graduates from all fields were rated "excellent" or "good."

#### Assessment for Career Programs

Career program faculty are responsible for assessing both general education and career program objectives. All faculty in these programs are expected to collect data to support their assessment plans. Thus far, Career Program Assessment Plans have been submitted by 27 of the 35 programs. (See Table 1.7 for an example of an assessment plan.) Annual reports are expected to include analyses of student learning and the actions necessary to improve future assessment results. The Program Review Process demands an in-depth analysis related to need cost, completion rates, employer satisfaction, and learning outcomes every five years.

The results of CLC's participation in the National Community College Benchmark Project indicated that CLC compared favorably to 97 participating community colleges. CLC had a greater proportion of career program completers employed in a related field.

### **1R3 Learning and teaching process results**

Through the curriculum development and review processes, the college continues to add, modify, and withdraw courses and programs in order to meet the needs of students and stakeholders. Table 1.17 illustrates college activities in changing curricula and programs:

Year	New Courses	Modified Courses	Withdrawn Courses	New Programs	Modified Programs	Withdrawn Programs
2001-02	29	18	7	5	20	6
2002-03	20	10	35	7	14	3
2003-04	23	19	7	5	15	1
2004-05	33	22	1	5	16	3
<b>Total</b>	<b>105</b>	<b>69</b>	<b>50</b>	<b>22</b>	<b>65</b>	<b>13</b>

The college process for determining appropriate technology needs of students and stakeholders continues to function effectively as demonstrated by the Blackboard usage, the General Education Web Resource, on-line and hybrid course development, and enhanced integration of administrative systems to support student success.

The college process of recognizing outstanding teaching is effective in identifying and selecting CLC faculty who excel in the classroom. There are two processes for selecting and awarding outstanding teaching. The first is the faculty-driven NISOD (National Institute for Staff and Organizational Development) Award. Each year faculty members nominate other faculty members for the award. Nominees complete an application that addresses teaching philosophy, professional development, and service activities. Applications are reviewed by a faculty committee which nominates two winners. Each year the college publicly recognizes the two winners and awards them with a trip to the NISOD conference.

The second process for recognizing outstanding teaching is guided and led by the Student Senate and includes student nominations and reviews. Both full- and part-time faculty members are nominated for the Outstanding Faculty Member of the Year. Once a nomination is made, students enrolled in a Critical Thinking class review the nominations and select the winners. One full-time and one part-time faculty member are selected and recognized. See 4P7 for other ways that effective teaching is recognized.

#### **1R4 Comparative results**

As demonstrated by the amount of comparative data in 1R3, it is clear the college strives to identify data to evaluate its own programs and students. The following provides even more comparative data:

##### Benchmark Project

Participation in the National Community College Benchmark Project indicated that CLC compared favorably to the averages of 97 participating community colleges in several areas:

- CLC had higher rates of degree completion three years after first attendance.
- CLC had a greater proportion of career program completers employed in a related field.
- CLC had higher success rates in English Composition II and College Algebra.
- CLC had a greater number of minority students enrolled and minority staff employed.

##### Collegiate Assessment of Academic Proficiency – Science Reasoning

To assess the level of science proficiency, a group of 303 students in 2004-2005 were given the CAAP Science Reasoning exam. In all three content areas, CLC students scored above or equal to the national cohort.

#### **Improvement (I)**

##### **111 How CLC improves current processes**

The college uses a variety of methods to improve current processes for helping students learn. Most notably, as described in 1C5 and 1P9, the college encourages and supports faculty development and discipline research and inquiry. Faculty are encouraged to apply new knowledge and share best practices with others for the purpose of improving the teaching and learning processes.

Additionally, as the college improves data collection and analysis processes, faculty and administrators are using data to improve decision making. The use of data to support student learning is especially evident with the Assessment Task Force in its review of the General Education Learning Outcomes. The use of data has greatly improved the effectiveness of current processes.

Finally, college participation in AQIP has provided the opportunity for expanded dialogues between faculty and administration. Presently, the college is reviewing how to improve processes for curriculum development by exploring the implementation of an electronic curriculum development and approval process (CurricuNet). In addition, curriculum development projects will be reviewed and discussed by the Educational Affairs Council in order to expand input and improve curriculum coordination. Finally, the college is revising the Program Evaluation process which will include yearly updates and the developing of program metrics.

### **112     *How CLC identifies and communicates targets for improvement***

All three of the college's current AQIP Action Projects address student learning and development. See 8R1 for a description of the college's projects and results. Additionally, 8I1 provides information on how these results are communicated across the institution and community.

In addition to AQIP projects, the college solicits feedback and reviews data from a variety of reports to identify areas to improve. One example includes The Benchmark Report which recently listed four areas for improvement:

- Success rates in credit, developmental/remedial courses
- Success rates for English I and Speech
- Share of public high school graduates enrolled at CLC
- Rate of employee retirements

The college is currently working to address all four suggestions.

Finally, as demonstrated in 8I1, the college is currently revising the process in which AQIP Action Projects can be suggested and discussed.