



College of Lake County  
**Systems Portfolio**

**AQIP Category ONE:  
Helping Students Learn**

## Category 1: 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 General Education curriculum provides students with specific knowledge and skills that are intended to: (1) assist them in developing commitments to lifelong learning; (2) provide a clearer understanding of their relationships with nature and the larger social world; and (3) diligently cultivate 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 and Information Literacy:** use contemporary technology appropriately and information literacy skills appropriately and effectively to support academic and job-related tasks.
- **Reading:** read critically using appropriate strategies.

The college has continuously improved the General Education Learning Outcomes with the addition of "Reading" as a General Education Learning Outcome and a revision to include Information Literacy in the Technology outcome. The college's commitment to the General Education Learning Outcomes has been demonstrated by its assessment of general education learning outcomes as part of one of its earlier AQIP projects. These patterns of knowledge and skills are reinforced within multiple courses throughout departments and are updated through course syllabi, reviewed through the program evaluation process, and embedded within courses across various programs.

In addition to the General Education Learning Outcomes, each career program establishes learning outcomes and has assessment plans. Faculty from the specific career programs develops learning outcomes with input from their advisory committees.

#### 1C2 Aligning learning with mission

In support of aligning learning with CLC's 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**

The College of Lake County offers the following nine Associate Transfer Degrees:

- Associates in Arts
- Associates in Arts in Teaching Secondary Mathematics
- Associates in Arts in Teaching Special Education
- Associates in Arts in Teaching Early Childhood Education
- Associate in Science
- Associate in Engineering Science
- Associate in Fine Arts in Art
- Associate in Fine Arts in Music Education
- Associate in Fine Arts in Music Performance

These associate degree programs prepare students to transfer to four-year colleges and universities to complete bachelor's degrees in a variety of majors. Among college-level students in fall 2008, there were 5,921 students (44%) who declared baccalaureate transfer degrees as their academic program. Another 1,561 students (12%) were baccalaureate course takers.

In addition, the college offers the Associate in Applied Science in 60 occupational plans as well as 103 occupational certificate plans. In fall 2008, there were 4,666 students (35%) who declared career programs and 1,258 students (9%) who were career course takers.

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 2008 Students' Declared Academic Programs and Plans</b>		
<b>Academic Program</b>	<b>Academic Plan (Degrees and Certificates)</b>	<b>Number of Fall 2008 Students</b>
<b>Associate Transfer Degrees</b>	Associates in Arts	4,683
	Associates in Arts Teaching Math	15
	Associates in Arts Teaching Special Ed.	13
	Associates in Arts Teaching Early Childhood	5
	Associates in Science	905
	Associates in Engineering Science	202
	Associates in Fine Arts in Art	65
	Associates in Fine Arts in Music Education	12
	Associates in Fine Arts in Music Performance	21
<b>Total of All Associate Transfer Programs</b>		<b>5,921</b>
<b>Top Five AAS Programs by Enrollment</b>		
Nursing	Registered Nursing	228
Business Management	Business Management Supervision	206
Medical Imaging	Medical Imaging	162
Education	Early Childhood Education	134
Criminal Justice	Criminal Justice	125
<b>Total of All AAS Programs</b>		<b>3,286</b>
<b>Top 5 Career Certificate Programs (30+ hours) by Enrollment</b>		
Medical Assisting	Medical Assisting	64
Automotive Technology	Under Hood Technician	39
Refrigeration & Air Conditioning	Heating & AC	37
Welding	Welding	31
Health Information Technology	Medical Coding Specialist	30
Education	Early Childhood Education	30
<b>Total of All Certificate 30+ hours</b>		<b>483</b>
<b>Top 5 Career Certificate Programs (&lt;30 hours) by Enrollment</b>		
Emergency Medical Services	EMT Basic	96
Paralegal Studies	Paralegal Studies	84
Automotive Technology	Collision Repair	42
Business Management	Supervision	39
Nursing	Certified Nurse Assisting	33
<b>Total of All Certificate &lt;30 hours</b>		<b>621</b>
<b>Top 5 Enrollments for Course Enrollees (Course Takers)</b>		
Transfer Course Enrollees		1,562
Health Course Enrollees		310
General Vocational Skills Enrollees		310
Vocational Business & Office Course Enrollees		243
Vocational Mech. Repair Course Enrollees		64
<b>Total of All Other Plans</b>		<b>3,096</b>
<b>TOTAL COLLEGE STUDENTS</b>		<b>3,305</b>

Source: Student Enrollment File Fall 2008 (as of 10th day census)

Table 1.2 shows the academic programs with the highest number graduates and the top five programs for graduates with certificates.

<b>Table 1.2 Graduates, 2005-2008</b>			
<b>Degree/Cert</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
AA	475	435	506
AATM	0	0	0
AS	89	75	90
AES	3	5	4
AFAA	0	0	0
AFAME	0	0	0
AFAMP	0	0	0
<b>Total Baccalaureate Transfer Degree</b>	<b>567</b>	<b>515</b>	<b>600</b>
<b>Top 5 AAS programs with the highest Number of Graduates</b>			
Nursing (NUR)	69	71	68
Auto Tech (AUT)	21	29	26
Med Imaging (MIM)	21	23	25
Dental Hyg (DHY)		22	23
Computer Info Systems/Technology (CIS/CIT)			18
Fire Science Tech (FST)	21		18
Crim Just (CRJ)	23	29	
<b>Total AAS Programs</b>	<b>305</b>	<b>316</b>	<b>341</b>
<b>Top 5 Career Certificate programs (&gt;30 hrs) with highest Number of Graduates</b>			
Refrig AC (RAC)	8	16	25
Ad Office Sys (AOS)	14	15	21
Auto Tech (AUT)	14	18	14
Health Information Technology (HIT)	10	7	11
Surg Tech (SRG)	8	10	8
Crim Just (CRJ)	8	7	
<b>Total Career Certificate Programs 30+ Hrs</b>	<b>84</b>	<b>96</b>	<b>115</b>
<b>Top 5 Career Certificate Programs &lt; 30 Hrs with Highest Number of Graduates</b>			
Refrig AC (RAC)	159	248	227
Nursing (NUR)	257	207	151
AdminOf Sys (AOS)	49	66	91
MedLabTech(MLT)	85	51	70
Auto Tech (AUT)	89	120	64
<b>Total Career Certificate Programs &lt; 30 Hrs</b>	<b>860</b>	<b>902</b>	<b>815</b>
<b>Total of ALL AWARDS</b>	<b>1,816</b>	<b>1,829</b>	<b>1,871</b>

Source: Graduate Extracts

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

#### KEY INSTRUCTIONAL PROGRAMS

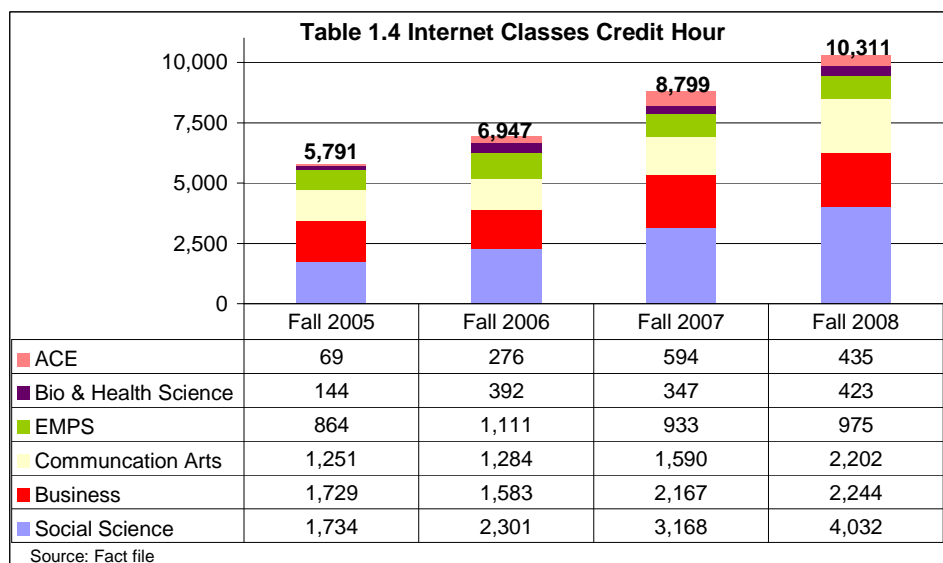
<b>Table 1.3 Subjects Generating the Most Credit Hours, Fall 2008</b>	
<b>Subject</b>	<b>Credit Hours</b>
Mathematics	14,061
English as a Second Language	13,207
English	13,096
Psychology	7,272
Biology	6,800
Communications	4,635

Source: Fall 2008 Tenth Day Discipline Report

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

- Workforce and Professional Development Institute – offering training programs for individuals, businesses, government and non-profit organizations who seek to improve their organizational effectiveness and professional skills.
- Defensive Driving – offering courses in English and in Spanish for motorists under court supervision for minor traffic violations
- Family Parenting Program – providing a program for parents of minor children seeking dissolution of marriage
- “Alive at 25” – The National Safety Council’s program that is available for teen drivers
- Xplore! – offering recreational program for youth
- Discovery! – Program for adult learners that offers exciting and creative courses for people 50 and older
- Volunteer Probation Support Program – recruiting, training and assigning volunteers to work with juveniles and adults during their probation periods
- Continuing Education – offering a wide variety of educational opportunities including personal and professional development classes

**Delivery Methods:** CLC classes are delivered in a variety of methods including traditional face-to-face method, telecourse, on-line, and 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 as well as classrooms and labs at local high schools, businesses, hospitals, clinics, naval base, and local parks. 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 8 AM to 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. The college also has offered a series of 3-week, general education classes during the break between the spring and summer terms (intersession). In addition, students can enroll in Honors courses, Learning Communities, and many online and hybrid courses designed to meet their flexible scheduling demands. Table 1.4 shows the number of credit hours generated by on-line classes:



**Technology:** CLC has increased the number of rooms equipped with technology. Nearly 75% of CLC’s classrooms have been converted to “smart rooms,” containing at least a computer, internet accessibility, a computer projector, and presentation software. Each CLC classroom is also equipped with an overhead projector. Faculty members routinely use these types of technology 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 1.5 provides a breakdown of the types of classrooms available at each of the college's major facilities:

Table 1.5 CLC Classrooms located on Campuses								
Campus	total classrooms	computer labs	Specialty labs	distance rooms	General Rooms	smart rooms	"Standard" rooms	% smart
Grayslake	97	41	69	2	19	78	19	80%
Lakeshore	11	5	9	1	8	3	8	27%
Southlake	18	2	3	1	4	14	4	22%
<b>Total</b>	126	48	81	4	31	95	31	75%

Source: Educational Affairs

Each full-time faculty member has a computer in his/her office that has appropriate software and is connected to the internet. All full-time and part-time faculty members, as well as students have access to e-mail. Faculty are encouraged to communicate with their students via e-mail.

CLC has expanded the area covered by wireless connection on the main campus and Lakeshore and Southlake campuses are fully wireless. This allows students not to be tied to a computer lab to go online, but they can use their personal computers to go online and work in a group if needed.

CLC has upgraded Student Administrative System which allows students to search for a class, register, for classes, add / drop classes, pay tuition and update personal information. This system also allows students to receive their grades instantaneously on line since faculty now has the ability to input grades online instead of submitting the grades in paper form. CLC has created a portal for students that will "go live" early in 2009. This will allow students access to many resources available by a single sign on.

#### **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.

The college also promotes a campus and student life environment welcoming diversity through the delivery of approximately 36 programs, initiatives and events that are targeted to minorities or serve a significant number of minorities. Some of the multicultural activities and initiatives conducted include Latino Day on the Mall, Juneteenth Celebration, Cinco de Mayo, Saturday Youth Institute, and the Annual Salute to Gospel Music Program. In addition to these initiatives, the James Lumber Center for the Performing Arts, and the Art Gallery offers 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. As of October 2008, 28.5% of CLC employees are minority compared to 32% of the county's population being comprised of minorities.

In addition to cultural diversity, the college also strives to assist its 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 adaptive furniture, sign language interpreters, note takers, tape recorders, three-wheel scooters, and testing accommodations.

The College of Lake County recognizes the importance of providing opportunities for students to develop an understanding of the interdependence of people and nations in today's world. The college therefore provides students with a variety of courses as well as short-term international study tours which contribute to an understanding of the relationships between other nations' cultural, economic, and political systems and our own. The college also participates in foreign study programs where students reside and study in another country for an extended period. The college invites students from other countries to seek admission to our college. 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 and by enrolling in multiple courses and workshops offered through the Teaching and Learning Center.

### **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. Board Policy 403 identifies the rights and responsibilities of students as citizens, as well as members of the academic community. Article 33 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 Professional Development Center (PDC), and the College Foundation. The faculty contract (Article 26 - Professional Learning Activities and Reimbursement Plan) includes tuition reimbursement for courses which enhance professional competence and have been approved by the division dean and vice president for educational affairs (VPEA). This article also includes financial support for attendance at conferences, seminars, and workshops after approval by the division dean and VPEA.

Sabbatical leaves provide an additional approach to support faculty inquiry/ development (Article 44 of the contract). 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. In addition, tenured faculty can request up to two years of leave without pay to pursue activities designed to improve professional competence (Article 43 of the Contract – General Leave of Absence).

The Professional Development Center provides support for requests by full-time and part-time faculty members to improve professional competence. The College Foundation actively encourages faculty inquiry/development through an annual allocation of funds designated to support approved faculty initiatives.

Use, access, and ownership of intellectual property are defined in the Article 34 of the contract. The article defines college-owned materials, faculty-owned materials, rights of use and transfer of materials, conditions of joint ownership, and limits on videotaping or recording 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; 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. A semester study abroad in China is being offered in fall 2009. The college also offers field study trips abroad which are two to three weeks in duration. In May 2009 there are three field trips planned which include study in Portugal and areas of China.

CLC started an "Intellectualism" initiative two years ago that focused on providing opportunities for participants to listen to speakers, watch films, discuss books or participate in workshops related to a particular theme. Each year a theme has been defined to focus on and the theme in fiscal year 2007 was Peace & War and the theme for fiscal year 2008 is the Environment.

The college's 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 have 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 select assessment of General Education Learning Outcomes (GELO) 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. As a result of the review, the General Education Learning Outcomes were refined. (See 1C1)

During the process of working on general education assessment, faculty realized that there was some General Education Learning Outcomes that was not well distributed across the curriculum. They included:

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

Since these findings, the college has completed an assessment in the area of Math and is currently working on completing the assessment of Technology & Information Literacy. In addition, the college has begun the assessment of Reading. Following the completion of these assessments, the college plans to identify a faculty member to lead the efforts to develop Social and Cultural outcomes as well as investigate how to assess this area.

In order to integrate general education outcomes throughout the organization, career programs also include the identification of general education outcomes that are represented in their program.

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 come from years of collaboration among community colleges and university faculty.

Any faculty recommendations for changes in course description, hours, or student learning outcomes must be approved by a divisional Curriculum Committee and Dean followed by a review and analysis by the college's Curriculum Commission. Course reference files, including student learning outcomes for all courses and programs, are available online through CurricUNET, the College's course management system. 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 the development of a new degree, a new area of concentration, and new courses for the 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 promotes a more 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. Prior to adding a new course into the curriculum, projected student enrollment may be determined by offering the course in a special topics format to ascertain student interest. When a curriculum proposal has been developed to establish a new degree program such as an A.A.T. in Early Childhood Education, approval of the Board of Trustees is also required before submission to the ICCB.

The impetus for proposals of new career programs and courses, (either a new degree (A.A.S.) and/or 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, or 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. Other sources include requests from students or employers for particular programs.

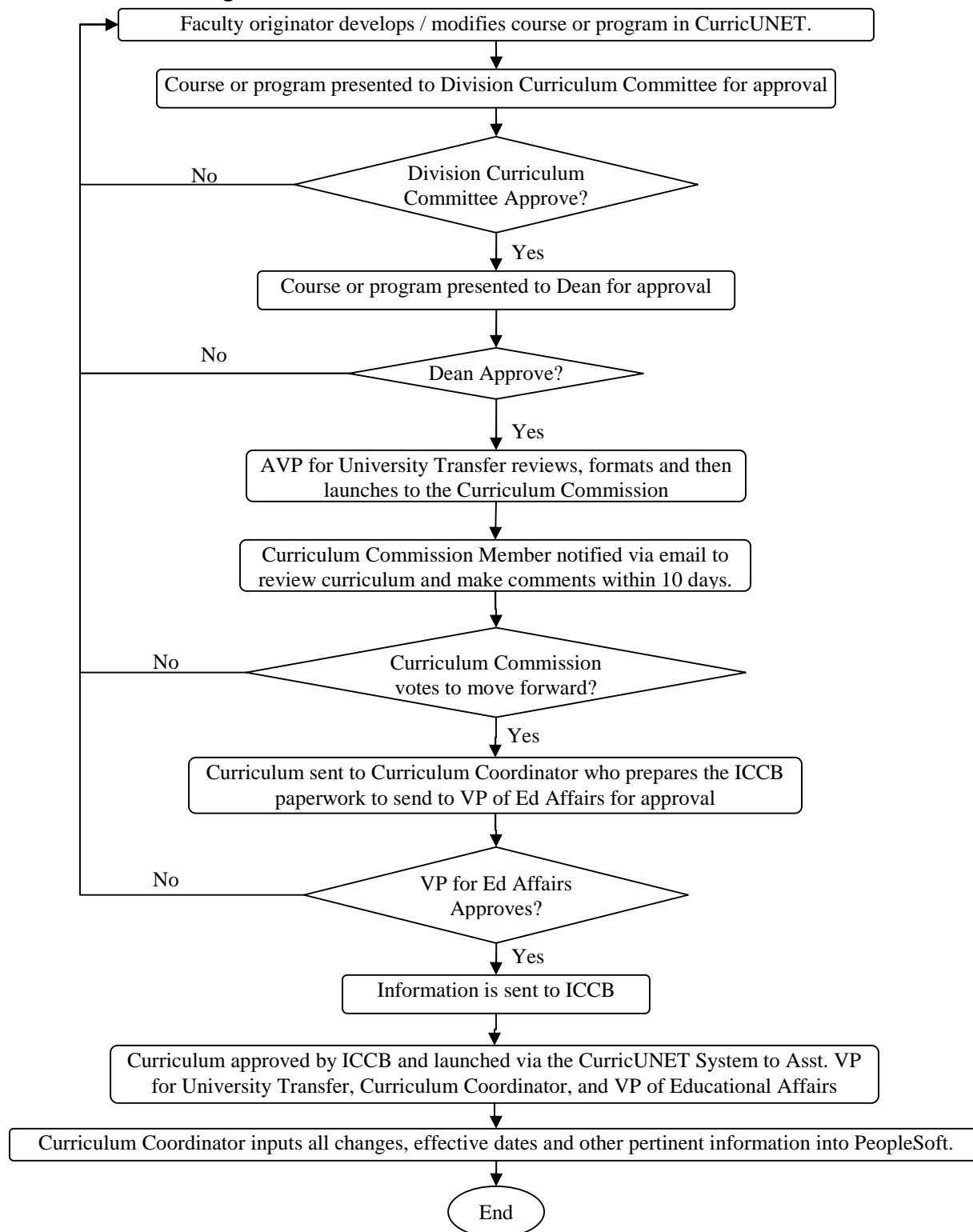
The process for developing a new program or course in a career program is similar to that for transfer programs. However, there are three important differences:

(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 degree 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.

CLC utilizes a tool called CurricUNET to help manage the process of curriculum development. This internet-based system has built in workflow approval features that can be used from start to finish for the proposal process. Figure 1.1 identifies the process flow involved when divisional faculty develops or modifies curriculum at the College of Lake County.

**Figure 1.1 FLOWCHART OF CURRICULUM DEVELOPMENT**



### 1P3 Determining student preparation requirements

All students enrolling in credit classes must prove academic proficiency in the English language and Basic Algebra readiness to demonstrate their ability to do college-level work. Most college credit classes require one or both of these proficiencies as prerequisites to enroll. Proficiency in language and Basic Algebra readiness can be met in a variety of ways as shown in Table 1.5:

Table 1.6 Demonstrations of Language Proficiency and Basic Algebra Readiness		
Criteria	Language	Basic Algebra Readiness
High School Record	top 1/3 in class after 6 semesters	top 1/3 in class after 6 semesters
CLC Academic Proficiency Test	Language, 153 or above	Math, 56 or above
ACT	Reading and English, 17 or above on both	Math, 17 or above
SAT	Verbal, 450 or above	Math, 450 or above
GED	Reading and Writing Skills, 550 or above	Math Skills, 550 or above
TOEFL (Test of English as a Foreign Language)	Computerized test: 197 or above Paper-based test: 527 or above Internet-based score: 71 or above	Not Applicable
Prior College Degree	Associate's or higher degree from an accredited college or university	Associate's or higher degree from an accredited college or university
Prior College Success	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
CLC Classes	An "A" in English Language Instruction 104, 107 or 108 OR An "A" in English 108 OR C or higher in ENG 109	A "C" or better in developmental Math courses (MTH 101 or MTH 114)
CELSA (Combined English Language Skills Assessment)	Score of 70 or better	Not Applicable

Source: Course Catalog

Students who are unable to meet Basic Algebra readiness may place in the Developmental Math (Math 101), if they obtain an Academic Proficiency Test (APT) score of at least 34. Similarly, students who are unable to meet language proficiency can place into Developmental English (English 108) if they obtain an APT score from 80 to 122 or ENG 109 if they obtain an APT score from 123-152. Based on the new Academic Advising process, which was established during the AQIP Academic Advising Project, the students who place into Math 101, English 108, or English 109 will meet with a general academic advisor initially. A counselor will reach out to the student later in the first semester to assess transitional and adjustment needs as well as academic performance.

Students who have APT scores too low to place in developmental English or Math are considered low basic skills students and can not register in a credit course. These students must meet with a counselor for academic advising and counseling. Options for these students vary based on students' needs and circumstances but could include retaking the APT test, taking the CELSA test (a placement test for non-native English speakers) enrolling in English as a Second Language courses, taking the Adult Basic Education Reading Test, enrolling in literacy classes, or possibly enrolling in a vocational program, among other options.

The College Prep Council serves students who enroll in college-prep Mathematics, English, Adult Education, and English language instruction courses. This Council shares, reviews, and evaluates information relative to testing, courses, advising, tutoring, and support services. The council makes recommendations to improve academic programs and support services for these students and act as an advocate for issues that relate directly to the success of students who place into these courses.

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 established by the discipline or program faculty and any changes must be approved by Academic Standards Committee. This committee also makes recommendations regarding academic standards and addresses issues and concerns related to implementation of the College's academic policies and procedures. Prerequisites and basic proficiency 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 Assisting, Medical Imaging, Nursing, Surgical Technology, and Paralegal Certificates.

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. Under the new academic advising process new students who are recent graduates from high school are being required to attend New Student Orientation and meet with an academic advisor.

#### **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 and new student information, financial information, student development, academic counseling and advising, academic information and regulations, academic programs, transfer programs, career certificates, programs and course descriptions/ prerequisites, and graduation requirements. 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 <http://www.clcillinois.edu/catalog/index.asp>.

Three times each year, the college mails a copy of the course schedule to every residence 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 throughout the year. 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). 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 that worked on developmental education designed and produced a brochure that provides students with very specific information about enrollment and preparation entitled "Getting Started at CLC". This brochure provides a step-by-step process for enrolling at the college.

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

All new students are encouraged to meet with an academic advisor prior to enrolling for the first time at CLC. Effective fall 2008, new students, who are recent high school graduates, are required to meet with an academic advisor as part of the New Student Orientation Program. In addition to academic advisors, the Counseling, Advising and Transfer 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, counseling, and career information, students are helped to set and realize academic and 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, Advising and 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, 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 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 or designee 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 and by their students once a year. Faculty mentors are available for all adjunct faculty and tenure track faculty participate in a New Faculty Institute led by peers.

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, the Community College Survey of Student Engagement (CCSSE), and 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.

As Lake County's population has increased over the past two decades, the college has tried various scheduling alternatives to allow greater student access. Web-based classes are attractive to students who are unable to come to a campus or location (See Figure 1.1.). The credit hours for web-based classes almost doubled from 5,791 credit hours in fall 2005 to 10,311 credit hours in fall 2008. 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. An "Unmet Demand" report is generated each semester which represents the number of students who attempted to enroll in a specific class but the class was closed. Because divisions have direct control and immediate access, they are able to add sections as offered classes fill up, providing appropriate rooms are available. In addition, utilizing 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 free 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 108,000 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 provides programming related to education in addition to social and cultural programs. This organization has brought experts to campus to help students learn how to improve their success as students. 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. In addition, faculty can apply for funds to attend professional conferences. The Professional Development Center 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 their colleagues' needs.

The college offers the New Faculty Institute (NFI) for new tenure-track faculty who meet prior to the beginning of the fall semester, and weekly during the semester. The NFI is led by two tenured CLC faculty members 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**

Co-curricular activities provide social, cultural, and educational opportunities that allow students to utilize lessons learned in the class. Student clubs and organizations, which have faculty and staff advisers, provide students with a variety of development and co-curricular experiences. Many are directly related to the students' academic programs. There are 37 student clubs and organizations which include: American Institute of Architecture Students, Forensics and Debate Team, Chronicle (student newspaper), College Radio, Computer Club, Engineering Club, Environmental Club, Concert Band, Jazz Ensemble, Japanese Language and Culture, Paralegal Student Association, International Student Council, Literary Arts Society, and the Math Club. These organizations and clubs, along with many others, help to support the general education learning outcomes of critical thinking, communication, quantitative literacy, social & cultural awareness, technology & information literacy, and reading

The co-curricular goals are annually aligned with college goals and objectives which support the goal of learning and the General Education Learning Outcomes. Outlined below are some of the 2009 goals for Student Life which align with the college goals as well as the Social & Cultural Awareness general education learning outcome.

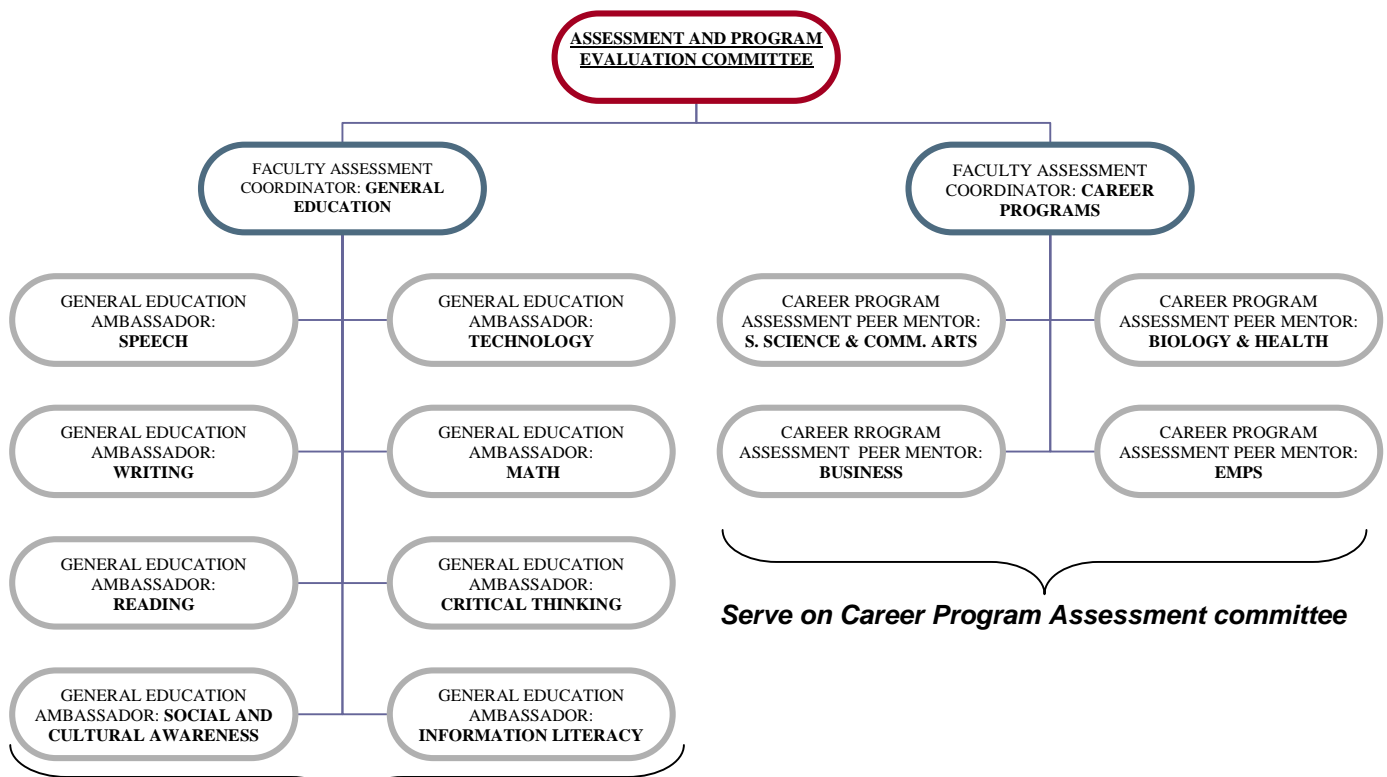
- Implement a Multicultural Student Center that serves special populations by providing cultural, social, educational activities as well as minority transfer opportunities.
- Implement the THRIVE Retention program for at-risk populations that includes first year students, students of color and students on academic restrictions on Financial Aid
- Restructure the current New Student Orientation program to increase participation by 40% and enable the AQIP initiative of mandatory advisement/orientation of all incoming high school admits through the NSO program

**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.

During the 2003 AQIP project on assessment of General Education Learning Outcomes, the CLC’s Assessment Plan was revised by a faculty-led Assessment Committee in 2003. A recommendation from the 2003 AQIP project was to establish a permanent structure for assessment of student learning in order that assessment can be an on-going faculty-led process. The structure was approved by the college governance system. The 2007-2008 academic year was the first full year of implementing this new structure. The new structure is outlined in figure 1.2 followed by descriptions of the various established positions.

**Figure 1.2 CLC ASSESSMENT STRUCTURE**



**Serve on General Education Committee; four outcomes assessed at a time for 2 year terms; cover all 8 outcomes every 4 years.**

The General Education Task Force continues the work of the former AQIP team (See 1P1). A second task force for career program assessment helps to coordinate the efforts to assess career programs. Faculty positions with release time exist to help provide leadership for assessment work and to coordinate the various assessment activities. Below are positions that were established:

#### General Education Task Force

- Reviews results of general education assessment
- Provides recommendations for updating general education assessment plan
- Provides recommendations based on assessment results
- Reports to Assessment and Program Evaluation Committee (APEC)
- Maintains General Education Resource
- Coordinates and executes 1-2 assessments per year (e.g. CAAP, artifact scoring, etc.)

#### Career Program Assessment Task Force

- Reviews results of career program assessment
- Provides recommendations for college-wide career program assessment
- Provides recommendations based on assessment results
- Reports to APEC

#### Faculty Assessment Coordinator: Career Programs

- Co-Chairs APEC
- Chairs Career Program Assessment Task Force
- Educates and mentors career program faculty on assessment plans
- Helps individual faculty with the development and execution of assessment plans
- Works with division peer mentors to review program assessment plans and provide individual feedback
- Writes yearly assessment report and ICCB results report for career programs
- Conduct 1 Summer Workshop

#### Faculty Assessment Coordinator: General Education

- Co-Chairs APEC
- Chairs General Education Task Force
- Updates general education assessment plan
- Writes yearly assessment report, including updated to ICCB for General Education
- Organizes and helps execute general education assessment activities
- Organizes and helps evaluate assessment results
- Communicates assessment initiatives and results to faculty and administration
- Organizes and leads artifact scoring in Summer as necessary

#### General Education Ambassador

Four faculty per semester are provided 3 hours release time to help integrate General Education Learning Outcomes across the disciplines, with a focus on areas identified as needing improvement. Four of Eight outcomes are targeted each year, and then the other four outcomes would be selected for alternating years. Faculty rotate yearly to help spread responsibility.

- Member of General Education Task Force
- Works in Task Force to update General Education Assessment Plan
- Develops assessment measure for assigned outcome
- Assists with execution of selected assessment measure in given semester (e.g. CAAP)
- Provides resources in specific area for General Education Web Resource
- Works in task force to evaluate results of assessment
- Works with faculty in each academic division to help spread assigned outcome across disciplines: providing examples, supporting new initiatives, helping faculty focus on areas needing improvement (as identified by assessment measures)

### Career Program Assessment Peer Mentor

Four faculty are provided release time to help mentor, educate, and provide feedback on assessment plans at the program level. One faculty each for Business, EMPS, and Biology. one faculty shares responsibility for Social Science and Communication Arts.

- Member of Career Program Assessment Task Force
- Assists with education of division faculty on assessment plans
- Reviews individual plans
- Provides individual feedback
- Works in task force to update career program assessment plan

Assessment projects are occurring in both career programs and general education at the College of Lake County. Assessment projects in three separate general education areas were undertaken in 2007-2008: math, technology, and information competency.

Career program assessment occurs at the program level. Each year Career Programs update assessment plans and every five years a program review is conducted. In order to integrate general education outcomes throughout the organization, career program reviews include the identification of general education outcomes that are represented in their program.

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

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. 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 perceptions regarding 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. The Office of Institutional Effectiveness, Planning and Research analyzes these transfer reports to compare the mean GPA of CLC students with that of students from other community colleges and the native students from each of the aforementioned universities.

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

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 are available to compare grade distribution by program, course, or instructor. A report on the distribution of grades and the percentage of successful grades by department is prepared by the Office of Institutional Effectiveness, Planning and Research for the fall terms. 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 six General Education Learning Outcomes: Critical Thinking, Communication, Quantitative Literacy, Social & Cultural Awareness, Technology & Information Literacy, and Reading. The results related to these outcomes are outlined below.

Each year a CLC graduate survey is conducted. Graduates are asked to rate their preparation in the following skills: writing skills, presentation skills, group and teamwork skills, critical thinking, and computer utilization skills. The most recent results shows that overall, more than 95% of the respondents indicated they were well or somewhat prepared in the areas of critical thinking and teamwork skills, while 80% felt well or somewhat prepared to use computers to complete tasks. Table 1.8 summarizes the ratings given for each learning outcome.

**Table 1.8: Results of 2004-2007 Graduate Follow-Up Survey**

Skill/Competency Well or Somewhat Prepared	2004	2005	2006	2007
<i>Write clearly and persuasively</i>	93%	93%	96%	86%
<i>Present ideas to others orally</i>	94%	92%	95%	90%
<i>Work in groups and teams</i>	95%	95%	96%	96%
<i>Think critically and analyze problems</i>	95%	96%	99%	97%
<i>Use computers to complete tasks</i>	85%	97%	90%	80%

Source: 2007 Graduate Follow-up Report

In addition to the Graduate Survey, in spring 2007 the Community College Survey of Student Engagement (CCSSE) was conducted. The student respondents were asked how CLC contributed to various development skills that relate to the General Education Outcomes. As the table 1.9 illustrates, the responses from CLC students have improved from 2005 to 2007, however the college's average for 2007 is lower than the national average.

**Table 1.9: CLC's Contribution to Student's Development of Skills**

Skills	2005 CLC	2007 CLC	CLC 2007-2005 Difference	2007 National
<i>Thinking Critically</i>	2.71	2.73	0.02	2.85
<i>Writing</i>	2.50	2.59	0.09	2.68
<i>Speaking</i>	2.43	2.53	0.10	2.58
<i>Literacy</i>	2.31	2.42	0.11	2.57
<i>Working w/Others</i>	2.53	2.58	0.05	2.69
<i>Understand other races/ethnicities</i>	2.24	2.33	0.09	2.34

Source: CCSSE; 1=low, 4=high

In addition to these indirect measures, direct measures of student learning outcomes are also used. As a result of the AQIP assessment project that was completed a couple of years ago, the college began assessing General Learning Outcomes in various subject areas. The most recent areas assessed were Mathematics and Technology & Information Literacy.

In Spring 2007, Fall 2007, and Spring 2008 every instructor of Math 222 (Statistics) who assigned a major project was asked to assess student learning in relationship to the course objectives and General Education Learning Outcomes (GELO). This was accomplished by applying a common rubric to the final project assigned in the course. The rubric included assessment of the mechanics of writing, use and effectiveness of the introduction, effective and appropriate use of technology, use and effectiveness of statistics methodology, use and effectiveness of statistical analysis, and the use and clarity of the conclusion. These measures align with the GELO that concern critical thinking, communication, quantitative literacy, and technical and information literacy as well as the statistics course competencies. Table 1.10 outlines the results of the Math 222 assessment.

**Table 1.10: Math 222 Assessment Results**

<b>Category</b>	<b>Spring 2007 Average</b>	<b>Fall 2007 Average</b>	<b>Spring 2008 Average</b>
<b>Sample Size</b>	<b>123</b>	<b>114</b>	<b>214</b>
Mechanics	3.40	3.40	3.09
Introduction	3.37	3.46	3.49
Technology	3.46	3.16	3.01
Methodology	3.35	3.30	3.36
Analysis	3.15	3.02	2.98
Conclusion	3.14	3.01	2.89

Source: Yearly Assessment Report 2008

The results in the Math 222 course showed that students are doing a relatively good job in all of the categories of the assessment with an average score of 2.8 out of 4. However, in all but the Introduction and Methodology categories there was a decrease in scores since the last assessment. Students did best in the general categories of Introduction and Methodology, which means that students wrote relatively well, clearly and concisely stated the problem and understood how to complete the project.

In fiscal year 2008, Math 141 was also assessed. A 20 question multiple choice test was administered as part of the final exam in each of the classes in fall 2007 and 2008. Each question was intended to measure student's ability to estimate, use technology, use logic, use graphs, solve problems, and use statistics. These course objectives align with the GELO. The results are below in Table 1.11:

**Table 1.11: Math 141 Assessment Results**

<b>Math 141</b>	<b>Fall 2007</b>	<b>Spring 2008</b>
<b>Sample Size</b>	<b>195</b>	<b>173</b>
Average # Correct out of 20	12.5	13
% of 20 Questions Correct	63%	65%

Source: Yearly Assessment Report 2008

Also in Fiscal Year 2008 Technology was assessed, utilizing Faculty and Student Surveys that focused on assessment. Some key findings are highlighted below.

- Students indicate the technologies they are exposed to least in the classroom at CLC include MS Excel, MS Windows/File Management, and the scientific/graphing calculator.
- Students indicate the technologies they are exposed to most in the classroom at CLC are the internet and Blackboard.

- Students received little instruction in MS Windows/ File Management, MS Excel, MS PowerPoint, MS Word, and calculator usage. These were also the technologies that students expressed the highest desire to receive additional instruction.

In addition to Math assessment, Biology and Chemistry have also implemented assessment in large enrollment courses.

### 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. In 2007, graduates of Nursing, Dental Hygiene and Radiology programs achieved a passing rate of 96%, 100% and 100%, respectively. These results are higher than the national average. Table 1.12 illustrates how CLC students performed on the various exams compared to the national peer group.

	2005		2006		2007	
	CLC	National	CLC	National	CLC	National
Associate Degree Nursing	85	87	79	88	96	85
Dental Hygiene	95	95	NA	NA	100	97
Radiologic Technology	95	89	100	91	100	91

Source: Performance Report

**Graduation and Retention Rates:** In an effort to analyze completion and retention rates, the college uses data supplied by ICCB on retention and completion rates for first-time degree/ certificate-seeking students entering CLC in Fall 2004 (Fall 2004 Cohort).

Based on preliminary data, for the most part, the CLC 2004 cohort compared favorably to statewide retention trends. Retention is defined as students who completed, are still enrolled or who transferred to other postsecondary institutions nationwide. CLC's full-time and part-time retention rates of 71.6% and 30.2% are higher than the state's average for all Community Colleges which are 71.0% and 27.6%, respectively (Table 1.13).

Table 1.13 Graduation and Retention, Fall 2004 Cohort\*

Total of Fall 2004 Cohort	Full-Time		Part-time	
	CLC	All CC	CLC	All CC
	Percent	Percent	Percent	Percent
Graduated	16.9%	21.4%	9.6%	12.1%
Still Enrolled	24.4%	19.5%	20.6%	15.5%
Transferred to other institutions*	30.3%	30.1%	NA	NA
Not Graduated/Not Enrolled (Includes Transfer Out Students)	58.6%	59.1%	69.8%	72.4%
<i>Students who left in Good Academic Standing</i>	10.7%	11.3%	23.8%	20.6%
<i>Students who left in Poor Academic Standing</i>	47.9%	47.8%	46.0%	51.8%
<b>Summary</b>				
<b>Total Retention Rate (Graduated/Still Enrolled/Transferred)</b>	<b>71.6%</b>	<b>71.0%</b>	<b>30.2%</b>	<b>27.6%</b>
<b>Total Attrition Rate -Includes Transfer Out Students (Not Graduated/Not Enrolled)</b>	<b>58.6%</b>	<b>59.1%</b>	<b>69.8%</b>	<b>72.4%</b>
<b>Among Leavers % in Good Academic Standing</b>	<b>18.3%</b>	<b>19.1%</b>	<b>34.2%</b>	<b>28.5%</b>

\*Preliminary; Fall 2004 Cohort IPEDS Graduation Rate Survey report not yet released as of 11.03.08  
Source: IPEDS Graduation Rate Survey (Spring 2008)

On the other hand, CLC graduation rate of 16.9% for full-time students was lower than the state's average for all Community Colleges which have a full-time graduation rate of 21.4%. Similarly, the average graduation rate for part-time students was 9.6% for CLC compared to 12.1% for all state Community Colleges. The three-year graduation rate trend for full-time CLC students decreased from 20.0% for the 2001 cohort, to 16.9% for the 2004 cohort. In addition, all Community Colleges have shown a decreasing trend overall, decreasing from 23.7% for the 2001 cohort to 21.4% for the 2004 cohort.

CLC 2004 cohort's graduation rate (graduated within 150% of normal time) was the second highest among the five other colleges with a 16.9% graduation rate. The attrition rate (dropped out or transferred) was the second lowest at 58.6% compared to the other five peer colleges.

**Grade Distribution Reports:** The college routinely collects and analyzes grade distributions across divisions and programs. Table 1.14 is one example of the data the college collects.

**Table 1.14 COLLEGE LEVEL PERCENTAGE OF SUCCESSFUL GRADES, FALL 2007**

DIVISION	GRADES												Total Grades (Less Audits)	Successful Grades %
	A	B	C	D	F	I	N	O	P	T	W	X*		
BIODV	1,402	1,073	739	215	195	0	0	0	0	0	433	9	4,057	84.1%
COUDV	144	44	29	8	23	0	0	0	0	0	40	0	288	78.1%
BUSDV	1,305	894	561	207	299	0	0	0	0	0	623	19	3,889	76.3%
SOC DV	2,043	1,798	1,374	540	825	0	0	0	0	0	1,111	8	7,691	74.8%
COMDV	3,193	2,451	1,533	489	979	0	8	0	58	0	1,539	83	10,250	74.8%
EGRDV	1,073	1,215	1,102	513	867	0	0	0	0	0	849	4	5,619	69.5%
<b>Total</b>	<b>9,160</b>	<b>7,475</b>	<b>5,338</b>	<b>1,972</b>	<b>3,188</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>58</b>	<b>0</b>	<b>4,595</b>	<b>123</b>	<b>31,794</b>	<b>75.2%</b>

Source: Fall 2007 Grades Report

\*Successful completion is A, B, C, D or P, except for Medical Lab Technology and Nursing, where D is unsuccessful;

X is a class audit & not counted in total grades

**University Transfer Performance:** Historically, of the 12 Illinois public universities where CLC students transfer, Northern Illinois University (NIU), Illinois State University (ISU), Western Illinois University (WIU) and Southern Illinois University (SIU) have provided transfer data. Caution should be used in generalizing because of the small cohort size of CLC transfer students, but from the data received and outlined in Table 1.15, the following observations can be made:

- The mean cumulative GPA of CLC transfer students after one semester at SIU, was 2.81 in Fall 2007, which is much higher than native SIU students GPA of 2.44.
- The mean cumulative GPA of CLC transfer students after one semester at ISU, was 2.98 in Fall 2007, which is about the same as native ISU students GPA of 2.99.
- The mean cumulative GPA of CLC transfer students, after one semester at WIU, was 2.69 in Fall 2007, which is lower than the native WIU students GPA of 2.86.
- The mean cumulative GPA of CLC transfer students, after one semester of studies at NIU, and SIU followed a steady increasing trend, while the trend for ISU and WIU transfer students fluctuated.

**Table 1.15 Mean Cumulative GPA of CLC Transfers vs. Native Students Fall 2004-2007**

College	CLC Students Fall 2004	CLC Students Fall 2005	CLC Students Fall 2006	CLC Students Fall 2007	Native Students Fall 2007
<b>Northern Illinois University (NIU)</b>	2.79	2.81	2.89	N/A	N/A
<b>Illinois State University (ISU)</b>	2.81	2.9	3.09	2.98	2.99
<b>Western Illinois University (WIU)</b>	2.77	2.71	2.63	2.69	2.86
<b>Southern Illinois University (SIU)</b>	N/A	2.74	2.76	2.81	2.44

Source: Illinois Transfer Student Report

In addition, University of Illinois, Urbana Champaign (UIUC) submitted a progress report of CLC's fall 2004 transfer cohorts. 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. Table 1.16 shows academic standing for the UIUC Fall 2004 Cohort which includes results of CLC Transfer Students. (Note: Caution should be used in generalizing because of the small cohort size of CLC transfer students.)

**Table 1.16 Fall 2004 Cohort Academic Status and GPAs of CLC Students who Transferred to UIUC**

	CLC		All Comm. Colleges		All Other		UIUC (Natives)	
	Count	%	Count	%	Count	%	Count	%
<b>Initial Cohort</b>	16	100%	590	100%	362	100%	5670	100%
Baccalaureate Degrees	11	69%	487	83%	290	80%	5179	91%
Still Enrolled	1	6%	16	3%	21	6%	90	2%
No Longer Enrolled	4	25%	87	15%	51	14%	401	7%
Entering GPA (Fall '04)	3.38		3.44		3.4		3.17	

Source: UIUC Student Transfer Progress Report

Observations about the fall 2004 Cohort that attended UIUC include:

- The entering GPA of CLC transfers (3.38) was lower than the entering GPA of all community college transfers (3.44) but higher than UIUC natives (3.23).
- Three years after transferring, a smaller percent of CLC transfer students received a Baccalaureate degree (69%) than transfer students from all community colleges (83%)

The GPA results of the fall 2007 transfer cohort that completed one semester of studies is in Table 1.17.

<b>Table 1.17 Fall 2007 Cohort Academic Status and GPAs of CLC Students who Transferred to UIUC</b>								
	Institution							
	CLC		All Community Colleges		All Other		UIUC (Natives)	
<b>Initial Cohort</b>	20	100%	514	100%	344	100%	6,542	100%
Students in good academic standing	16	80%	443	86%	298	87%	6,070	93%
Students who dropped	0	0%	1	0%	1	0%	53	1%
Students on probation	4	20%	60	12%	40	12%	360	6%
Students who withdrew	0	0%	9	2%	4	1%	58	1%
Students with an undetermined status	0	0%	1	0%	0	0%	0	0%
Students who graduated	0	0%	0	0%	1	0%	1	0%
Transfer/Native Mean GPA (before Fall 2007)	3.37		3.45		3.36		3.18	
2007 Overall Fall Term Mean GPA	2.8		2.97		3.09		3.21	

Source: UIUC Student Transfer Progress Report

Observations about the fall 2007 Cohort include:

- The entering GPA of CLC transfers (3.37) was lower than their peers from other community colleges (3.45), but higher than the GPA of UIUC natives (3.18).
- After one semester of studies at UIUC, the GPA of CLC transfers (2.8), was lower than the GPA of other community college transfers (2.97) and UIUC natives (3.21).
- After one semester of studies at UIUC, 80% of CLC students that transferred to UIUC were in good academic standing compared to 86% for all community college transfers.

**Employer Feedback:** Various programs utilize surveys to obtain feedback from employers. For instance, as part of the program review for Dental Hygiene, a survey was sent to area dental offices that employed CLC graduates. The survey asked how prepared this graduates were to perform various tasks.

They were also asked about the overall preparedness of the graduate. Of the seven dental offices that responded, six responded their CLC graduate was very well prepared, while only one said somewhat prepared.

**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. (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.

**Graduate Satisfaction:** CLC graduate satisfaction results are in category three on Figure 3.1.

### 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 1.18 illustrates college activities in changing curricula and programs:

Table 1.18 Curriculum and Program Changes FY06 - FY08						
Year	New Courses	Modified Courses	Withdrawn Courses	New Programs	Modified Programs	Withdrawn Programs
FY06	70	51	13	15	33	1
FY07	95	87	1	6	25	1
FY08	35	124	11	7	32	0
<b>Total</b>	<b>200</b>	<b>262</b>	<b>25</b>	<b>28</b>	<b>90</b>	<b>2</b>

Source: Educational Affairs

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

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 more comparative data.

**Benchmark Project:** In 2007 CLC participated in the National Community College Benchmark Project. CLC compared favorably to the averages of the 15 colleges in the peer group (PG) and the total colleges in the various areas which include:

- Higher proportion of part-time students completed degrees in three years (CLC: 10%, TG: 6%, PG: 7%)
- Higher ACT student opinion survey impression of quality (CLC: 4.2, TG 3.7, PG 3.9)
- Higher success rate in developmental Reading and Writing courses (CLC: 82%, TG: 80%, PG: 74%)
- Higher retention rate in College Algebra (CLC: 85%, TG: 79%, PG: 75%)
- Higher success rates in college-level English Composition I & II and Algebra courses
  - English Composition I (CLC: 84%, TG: 81%, PG: 81%)
  - English Composition II (CLC: 87%; TG: 82%, PG: 81%)
  - Algebra (CLC: 82%, TG: 73%, PG: 69%)
- Higher proportion of employers satisfied with preparation of career program completers (CLC: 96%; TG: 94%, PG: 94%)
- Greater number of minority students enrolled and minority employees
  - Students (CLC: 30%, TG: 15%, PG: 24%)
  - Employees (CLC: 18%, TG: 10%, PG: 12%)

**Collegiate Assessment of Academic Proficiency:** 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 has greatly improved the effectiveness of current processes.

CLC's participation in AQIP has provided a framework for identifying projects that can help improve student learning. An example of a recent AQIP Project that is related to helping students learn is the Advising Project. As a result of the enhancement to the Advising process, recent high school graduates will now be required to see an advisor before registering. In addition, the process will include more outreach to students in developmental classes.

Another process that the college has utilized to improve student learning is the Foundations of Excellence (FOE) assessment process. CLC participated in FOE, which is a one year comprehensive self-study of the first year experience for CLC students. This process involved establishing nine cross-functional teams to assess the college in the nine principles/dimensions. This FOE process resulted in a total of 112 recommendations for improving first-year student experience made by cross-functional teams of 136 faculty, staff, and students.

Another manner in which the college improves processes is through process mapping training which is offered to departments that go through department reviews. Departments can determine the processes they want to improve based on feedback received through mechanisms such as surveys. Through process mapping each department can identify areas of the processes that can be improved.

CLC is continually revising and updating processes. The Program Evaluation process has been adjusted to include yearly updates as well as program metrics. CLC has also worked to improve the curriculum development and approval process with the use of an electronic tool called CurricuNet which helps to expand input and improve curriculum coordination.

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

Departments and division goals and/or targets are set during the strategic goals process. This process includes the submission of goals as well as specific targets by departments in an intranet based system. Each department goal and/or target can be linked to the college-wide goals and objectives. Goals and/or targets are submitted annually and updated in the middle of the year. Summary of the goals along with a detailed list are published at the beginning of the year, mid-year and at the end of the year by the Institutional Effectiveness Planning and Research (IEPR) office. Paper copies of the publication are sent to the executive staff an electronic copies of the publications are available to internal stakeholders on the IEPR website.

During the department review process which each department and division goes through every five years, the department or division identifies measures for their area and they can set targets and goals. Departments are asked to update their progress on their goals and metrics annually.

In an effort to measure how well the college is doing in accomplishing its established goals and objectives, a set of metrics (33 measures) were identified as the top indicators. A special task force made up of representatives from faculty and staff worked for more than six months to identify the performance metrics which best represent measures of the college's success in each goal area. The proposed metrics were reviewed by all of the senates, endorsed by the Governance Coordinating Council and then approved by the Board of Trustees. The college has begun tracking CLC results over the past couple of years. The CLC trend and benchmark information has been gathered in order to help set targets for the key metrics.

The results from the Community College Survey of Student Engagement (CCSSE) are posted on the IEPR website, and it is also presented during staff development week. The presentation provides participants with highlights of improvement areas based on CLC comparison to peer groups as well as areas in which CLC has done well.

The college receives results from the National Community College Benchmark project on various metrics in addition to receiving results for all colleges and peer groups. These benchmark results are summarized in a report that is published on the IEPR website. The results of this report help to identify areas of improvements. For instance the 2007 report showed that CLC has lower retention rates for overall college-level courses, developmental math courses, as well as developmental reading and writing courses. The college has recently developed a program called Thrive, which is a retention program and enhanced the advising process to include outreach to students in developmental math and English courses.