The College of Lake County is governed by a seven-member board of trustees, elected from among the citizens of Community College District 532, to ensure accountability. In addition, a CLC student is appointed each spring for a one-year term, casting advisory votes.

The 2012/13 Annual Report was produced by the Office of Public Relations and Marketing.
The great British novelist E.M. Forster tellingly prefaced his novel, *Howard’s End*, with the epigram, “only connect....” So much that matters in life is about “only connecting.” Unless individuals connect in open dialog, no mutual understanding can occur. Unless people connect with opportunity, no progress will happen.

Our research on the meaning of the College of Lake County brand reinforced the vital importance of helping foster strong connections. Overwhelmingly, students told us that they see the college as their connection to a better future. Community members, too, stressed that CLC is a connecting force, bringing businesses, government and citizens together to help create a better life for all of us.

Appropriately, this year as we begin implementing our redefined CLC brand, we have chosen to focus on the many kinds of connections that CLC is fostering every day to help students and our community create a more promising future.
2013 Grants

$586,076 from the National Science Foundation's Scholarships in Science Technology, Engineering and Mathematics (STEM) program to encourage majors in engineering, computer science and electrical engineering technology.

$525,769 from the U.S. Department of Labor Trade Adjustment Act program to expand training and curriculum in the Computerized Numerical Controls Program.

$897,054 from the National Science Foundation's Advanced Technology Education program to develop an Associate in Applied Science program in Lasers/Photonics/Optics.

$120,133 from the U.S. Department of Education for the final year of three-year grant to develop new language programs and international curricula focused on India, Japan and Jordan.

In a fiscal environment of ever-tightening revenues, how do we maintain and even enhance the quality of the educational experience offered by the College of Lake County?

The board of trustees continued to wrestle with that issue this year as we faced flat levels of state funding, a slight decline in enrollment and tuition revenue and the ongoing impact on our tax base of the slowing real estate market.

With revenue constrained, we tightened our belts. We approved only a modest budget increase and funded new initiatives by finding efficiencies and reallocating funds. And we looked outside the institution for additional revenue, successfully obtaining $5.6 million in state, federal and other grants, including over $780,000 to enhance job market-oriented engineering and technology programs.

We also finalized the financing for our $148 million Sustainable Campus Master Plan, which will enhance instructional facilities, replace aging infrastructure and save on energy costs. About $55 million of the cost will be state-funded, and the remainder will be paid through college reserves and bonding. Significantly, our history of conservative fiscal practices has minimized our financing costs. Moody's Investment Services rated CLC's bonds “Aaa,” and the college will save about $4 million on debt service on the project.

Providing sound fiscal oversight is a major focus of our work as a board. It is essential to preserving a core element of CLC's identity—the ability to offer students both affordability and academic excellence. We are very proud of this identity, and in last spring's commencement ceremony we again saw living proof of its importance: the confident, future-ready faces of the 1,812 graduates of the Class of 2013.

Amanda D. Howland, M.A., M.S., J.D.
Chairman of the Board, College of Lake County
College of Lake County’s new brand theme, *Connect to Your Future*, is the common thread running through everything we do at the college, from the teaching and learning in our classrooms to the behind-the-scenes work that keeps the college operating.

Making that big connection is about making countless other linkages—to the ideas, resources and people that can positively affect student success. And in choosing which connections to pursue, we face questions like these:

- How do we help under prepared students build their skills, persevere and graduate, despite the many obstacles that can block their way?
- Despite tight budgets, how do we make the investments in equipment, curricula and facilities that are needed to maintain educational quality?
- How do we best prepare students to live and work in a world that is increasingly globally connected?
- How do we help students afford college when costs are constantly rising?
- How do we define what sets CLC apart? How do we tell that story to prospective students and the community?

There are no easy answers, but we believe we have begun several approaches that show promise:

- Conducting pilot projects to improve student success through proactive interventions.
- Developing external sources of grant funding to support curricula and equipment and using careful fiscal planning to strategically invest in infrastructure.
- Making diversity and multicultural awareness a college-wide focus.
- Working with our partner, the CLC Foundation, to increase fundraising for scholarships.
- Redefining the college brand to better communicate the CLC experience.

In these pages we dig deeper into the questions we are facing and the promising solutions that are emerging.

Jerry W. Weber, Ph.D.
President, College of Lake County

**Other Accomplishments**

The college receives Moody’s Investment Services AAA bond rating for refinancing $1.5 million in general obligation debt certificates, saving about $102,000 in bond interest costs.

Moody’s reaffirms CLC’s Aaa rating for the sale of $60 million in bonds as part of the financing for the Sustainable Campus Master Plan. The college will save $4 million in debt costs.

CLC’s chapter of Phi Theta Kappa, the international honor society for two-year colleges, receives the Outstanding Chapter Award in its region.

Student Anastasiya “Stacy” Bagrova is selected as one of only 10 students to receive the International Phi Theta Kappa Hites Transfer Scholarship. Bagrova transferred to the University of Illinois at Urbana-Champaign.

CLC’s study abroad program at Xi’an International University in China is featured in the U.S. Department of Education international newsletter.

At the Illinois Skills USA contest, Eric Lee, a student in the computer-aided-design program, wins a gold medal in technical drafting. Students Guangzi Chen, Derek Poole and Bennet Weiland win gold in the team competition in Automated Manufacturing Technology.
Recognizing the link between education and economic growth, President Barack Obama has challenged U.S. higher education to achieve the ambitious goal of graduating 10 million new college graduates by 2020.

Nationally, only 20 percent of students at public community colleges complete an associate degree within three years, based on research by the National Center for Education Statistics. In Illinois, only about 20 percent of students complete within that time frame, and at College of Lake County, about 15 percent.

Increasing the graduation rate is important because a nation’s economic competitiveness is generally considered dependent upon having a well-educated and skilled workforce. Even so, the U.S. is now 12th in the world in college attainment for the 25-34-year-old population.

Public interest groups want to see funding for higher education linked to performance outcomes, such as graduation rates. “Accountability is on people’s minds, which means measures like graduation rates are important,” said College of Lake County President Jerry Weber.

**Connecting to Higher Graduation Rates**

Why does the U.S. need more college graduates?

**JUMP START** A select admission summer program for entering freshmen who place in developmental math or English, providing an opportunity for them to improve their skills before beginning the Fall Semester.

**DEDICATED TUTORS** A pilot program addressing the difficulties many students have with math by having dedicated tutors in foundational math classes. In 2013, nine dedicated tutors were placed in 15 sections of two courses: Intermediate Algebra and College Algebra.

**COLLEGE READINESS** This program provides resources for parents, educators and students in grades 8-12, all designed to help students become better prepared for college and success in earning a degree.
Our strategies for graduating more students. According to national standards, community college completion success is measured by the percentage of students who earn an associate degree within three years or transfer to a bachelor’s degree-granting institution within the same time period. Currently, College of Lake County’s combined graduation and transfer rate for full-time students is 41.6 percent.

Degree-seeking students drop out for many reasons, according to Dr. Richard Haney, vice president for educational affairs. “Students can be failing a class but not realize they are in trouble until it’s too late to get help, or they may not know that CLC offers services to help them succeed. Some don’t understand that college is different from high school and that they need to take responsibility for their own success. Many also struggle with financial, emotional, family or work-related issues that prevent them from completing a degree.”

Since many factors lead to students dropping out, several approaches will be needed to address the problem, Haney said. CLC is continuing traditional services like advising, counseling and tutoring. But the college is also adding new approaches that show promise, among them the Jump Start, Dedicated Tutors, Early Alert and Auto Award programs as well as outreach programs like College Readiness aimed at grades 8-12.

**EARLY ALERT** Uses case management software for tracking students’ progress working with coaches, tutors and other support services.

**AUTO AWARD** For a variety of reasons, students do not always file petitions to graduate to receive the degrees they earn. Recognizing that this behavior may result in an under-reporting of graduation rates, many schools are now using technology to review student records and award the degrees earned. CLC has also begun a computerized program to “auto award” these degrees. Adding degrees granted through auto award increases CLC’s combined graduation and transfer rate to 45.4 percent.
Connecting to Higher Graduation Rates
Projects helping students persevere

**JUMP START Student Victor Salgado.** After scoring poorly on the College of Lake County’s math and English placement tests in spring 2013, Round Lake High School senior Victor Salgado seriously doubted whether he was college material. But Salgado was hungry for an education. Instead of giving up, he talked to Sarah Stashkiw, the coordinator of CLC’s Jump Start program.

Jump Start is a tuition-free select admission program offered during the summer to help entering freshman who place in developmental English or math improve their skills before Fall Semester begins. Students can enroll in either a math or English course and learn techniques for becoming successful students.

Unfortunately, Salgado’s test scores didn’t meet the acceptance requirements for Jump Start. But instead of giving up, he worked with Stashkiw on finding study aids to prepare to re-take the tests. He worked hard and re-tested, and this time qualified for Jump Start.

“Victor is a role model for other students,” said Stashkiw. “He’s tenacious and takes advantage of the resources the college offers to help students succeed.”

During Summer 2013, Salgado successfully completed Intermediate Algebra during Jump Start, which then qualified him to take a higher level math course in the Fall Semester. Now in his second semester, he has found he loves math and is thinking of pursuing a career as a sound engineer.

Now confident of his abilities, he is eager for new challenges. “I'll keep going,” he said. “For every hard thing, I say ‘bring it on!’”

**EARLY ALERT Student Mewan Lashantha.** When faced with the task of writing a paper for his English class, Mewan Lashantha didn’t even know how to begin. It’s a problem shared by many students: how to put ideas down on paper in a cogent, well-organized format.

But instead of leaving Lashantha to struggle alone, his instructor referred him for help through the college’s new early alert system, which uses case management software to track students’ progress with coaches, tutors and other support services.

After receiving the referral, academic coach Rodolfo Ruiz-Velasco met with Lashantha, and together, they developed a plan to help him improve, which included receiving help in the Writing Center. Later, a tutor, along with course instructor Melissa Malmed, taught him how to develop an outline to organize his ideas. By semester’s end, he received high marks for a five-page research paper and passed his course, Strategic Reading and Writing II, with greater confidence in his writing ability.
“I felt better because I got lots of help, mostly in developing a better strategy in writing,” said Lashantha, who is considering a career in information technology.

**DEDICATED TUTORS Carime Penaranda.** Regularly attending class sessions for Intermediate Algebra as part of a dedicated tutor pilot program, Carime Penaranda became a recognizable and easy-to-approach resource for struggling students like freshman Ethan Jones.

“At first, I was hesitant to go to a tutor,” he said. “But when you’re familiar with a tutor, it makes it easier to seek help,” he said. And success reinforced the benefit of the tutoring. “Because I had extra help. I scored 19 out of 20 on a quiz on logarithms,” he said. Jones said the tutoring even changed his attitude toward math, which he “hated” all through high school.

“I still want to major in English or writing, but I found myself, just other day, thinking, maybe math isn’t so bad after all,” he said. “I never would have dreamt that a year ago.”

Jones’s success is in turn very motivating to tutor Penaranda. “It’s very gratifying to get to know students and help them proactively before it’s too late in the course,” she said.

**AUTO AWARD 5,096 additional credentials were earned.** Graduation and transfer rates are calculated based on tracking a cohort of students over time. A new computerized process known as auto award is increasing the number of degrees awarded and, over time, should contribute to increasing the College of Lake County’s graduation rate.

For example, between Fall Semester 2012 and the end of the 2013 Summer Session, 2,140 students filed petitions to graduate. During the same time period, degree audit revealed thousands more who had also met degree or certificate requirements. (Sometimes students are focused on transferring credits toward a bachelor’s degree and don’t realize receiving an associate degree can have resume-building value. Sometimes, too, students aren’t aware they have actually completed credential requirements.) Through auto award, 5,096 additional credentials were awarded.
Connecting to Our Identity
Why are colleges concerned with branding?

The term “brand” seems to be showing up everywhere in the popular media. Reporters opine about the effect of the recent Target hacking on the company's brand. People magazine refers to Beyonce as “the number one celebrity brand.”

But what is a “brand” and why does it matter? The American Marketing Association defines it as “a name, term, design, symbol or any other feature that identifies one seller’s goods or services as distinct from those of other sellers.” Marketing guru Seth Godin defines it as “the set of expectations, memories, stories and relationships that, taken together, account for a consumer’s decision to choose one product or service over another.” And legendary advertising genius David Ogilvy calls it “The intangible sum of a product’s attributes: its name, packaging and price; its history; its reputation; and the way it’s advertised.”

The bottom line: for a college, the brand is what students and prospective students think about the institution. The branding process involves building on the strengths of the institution to deliver and communicate the benefits of choosing it.

Branding matters to colleges because they are competing for students. Whether they are adults or recent high school graduates, potential students are finding an increasing number of educational options—community colleges, four-year colleges and universities, for-profit schools and even open online courses offered free by elite institutions.

Attracting students is about communicating a compelling brand story about the educational experience on offer.
What is CLC about? Better futures. Ana Isordia, age 22, has been working as a gas station clerk since high school. But wanting more from life, she is also enrolled as a student at the College of Lake County. “I want a degree behind my name to show I’ve gotten an education and have something to offer employers!” she says.

In her ambition, Isorida is like many CLC students, according to research conducted as part of a re-branding project conducted by the college. This research revealed that most students are drawn to CLC by a desire to achieve a better future.

“Overwhelmingly, through surveys, focus groups and other research, we found that CLC represents a trusted way for students to connect to a better future,” said Evelyn Schiele, executive director of Public Relations and Marketing.

Based on this finding, “Connect to Your Future” was selected as the college's new tagline to encapsulate the CLC brand. A new logo, visual identity and brand vocabulary were also created.

“Basically, our brand is about providing a practical, reliable route or connection to a better future,” Schiele said. “It’s a connection that is based on affordable, high-quality academic programs offered in an environment that is both challenging and nurturing. We go out of our way to help students, but we also expect them to commit to their own success.”

In focus groups, students described CLC as “welcoming” and “challenging but manageable.” They described their instructors as “knowledgeable,” patient,” “giving of their time” and approaching students “always with kindness, not fear.”

In creating the new brand identity, CLC and its consultants were after a visual and verbal language to represent a college that both challenges students to aspire and also provides a practical foundation to support success, Schiele said.

“Our visual look is all about ‘less is more,’” she said. “It’s attractive and straightforward, and by its clean look, intended to communicate that we are focused on delivering results.”

Stressing the important position CLC plays as an educational resource for Lake County, the new logo drops the “of” from the college’s name. “That's done to claim the brand connection between “college” and “Lake County,” Schiele said. “CLC is Lake County's college.”

Describing the CLC Brand

The Learning Experience
Stimulating
Intriguing
Meaningful
Worthy of value
Serious
Excellent
Multifaceted
Geared to the real world

College of Lake County Students
Diverse
Have many different goals
Ambitious
Ready and willing to work for achievement
Want to become prepared for what's next in their lives

College of Lake County Graduates
Achieve success in the workplace
Succeed at transfer institutions and take pride in their success

College of Lake County Faculty
Knowledgeable
Welcoming
Caring
Challenge students to achieve
Focused on student success
Customize instruction to different students' needs
Facilities to Support Advanced Technology Programs
In addition to investing in equipment and curricula development, CLC also is investing in new facilities to support academic programs in science and technology. This spring the college will break ground on a new $24.9 million science building on the Grayslake campus that will provide space for the engineering, chemistry and Laser/Photonics/Optics programs.

Helping Employers Find Skilled Technicians
As a leading provider of workforce training, the College of Lake County has accepted the challenge of helping employers find or train skilled workers. CLC's Manufacturing Skills Network (www.clcillinois.edu/skillsnetwork) will connect employers to students and graduates of our programs in CNC Programming; Machine Tool Trades; Mechanical Engineering Technology; Electrical Engineering Technology; Lasers/Photonics/Optics; Mechatronics and Welding.

Connecting to Careers and Employers
What can we do to solve the talent shortage?

Despite a lackluster U.S. economic recovery, employers are saying that many job openings are going unfilled because of a shortage of skilled manufacturing technicians.

According to the Manufacturing Institute, employers are experiencing a moderate to severe shortage of available, qualified workers, and the shortage is expected continue.

That shortage matters because it means workers are missing out on good job opportunities. It also matters because it is affecting the competitiveness of the U.S. manufacturing industry.

A worsening talent shortage “threatens the future effectiveness of the U.S. manufacturing industry,” according to a Skills Gap Report published by the Manufacturing Institute. (www.themanufacturinginstitute.org)

College of Lake County is attacking the problem on two fronts. First, through grant funding totaling $3 million, the college is investing significantly in upgrading the curriculum and equipment in three high-skill technician training programs Laser/Photonics/Optics, Mechatronics and Computerized Numerical Control Programming (CNC)—to ensure that graduates have the latest, globally competitive skills.

Secondly, the college has established a Manufacturing Skills Network to help employers find or train skilled workers. Through the network and its website (www.clcillinois.edu/skillsnetwork), employers have a one-stop resource to connect with CLC graduates of skilled technician programs or to arrange training for their existing workforce.
Success! Education that leads to jobs. Enrolling in College of Lake County’s advanced training in Computerized Numerical Controls has paid off nicely for 41-year-old Derek Poole of Lake Villa. The program taught him the skills that qualified him for a promotion at 3D Pros in Schaumburg that doubled his salary from $12 to $24 an hour.

Likewise, after attending several colleges and switching from math, computer programming and science majors, 26-year-old Dennis Davis found a career he loves after completing a certificate in the college’s Laser/Photonics/Optics program. Now employed at Gurnee-based Domino Corp., he holds a well-paid position as a laser lab technician.

And Manuel Corona, age 32, who completed a certificate in mechatronics found a job as an electrical assembler at Livingston Products in Buffalo Grove, a firm that makes lasers for mammography machines. “I like it, the job varies; every day is something new,” he said.

“As a starting point, this job is really good, and I’m getting my foot in the door and will continue on in mechatronics and maybe get an associate degree,” he said.

Demand for Skilled Technicians Strong
Job openings for CNC operators are expected to increase 14 percent in Illinois by 2020, and annual salaries in the Chicago area can be as high as $56,100.

Similarly, the demand for lasers and photonics technicians is high. According to data from 2012, nationally, the industry needs about 3,100 new photonics technicians per year, but only about 300 graduate annually, despite the fact that salaries average $65,000.

For mechatronics technicians, the outlook is also good. Forty percent of the students completing CLC’s mechatronics certificate program in December 2013 had received job offers even before completing the program.
Connecting to a Multicultural World
How do we learn to get along?

Lake County—and the nation—is growing more demographically diverse, and the U.S. economy is becoming ever more globally connected. Those trends mean that to successfully live and work, College of Lake County students now need to graduate with an understanding of diversity and multiculturalism as well as the strong technical and professional skills they have always required.

Students begin experiencing diversity on their first day on campus. Walking through CLC’s hallways, they immediately see that there is no one profile of who a CLC student is. For example, about 64 percent of college-level students are under age 25, about 40 percent are older, and 10 percent are significantly older—over age 45. And though 54 percent of students are white, a large segment—38 percent are minorities. And women, in earlier years considered an underrepresented group, are now actually the majority—53 percent of students.

But experiencing diversity isn’t the same as understanding why it matters or how an appreciation of differences can create a stronger campus culture and prepare students to work successfully with people who are different than themselves.

The college considers that understanding so important that students must complete an international/multicultural education requirement to earn a degree. Ways to fulfill the requirement include foreign language, art, humanities and social science courses, among them courses that offer credit for overseas study.

But an understanding of diversity and multicultural awareness isn’t just important for students. Teaching in diverse classrooms requires faculty who can bridge cultural differences and connect with all students. And because students learn from actions not just words, ensuring diversity in hiring of both faculty and staff also is important.

Because diversity and multiculturalism affects all aspects of the institution, it is featured prominently in the college’s strategic plan as both a core institutional value and a strategic goal. A Diversity Commission has been established as part of the college’s governance system to foster an inclusive, welcoming college climate.
Discovering a lost culture in Costa Rica. Working in 90-degree heat at a Costa Rican archeological site, student Gina Buckley craved a cold drink of water as she picked through dirt with a trowel. But suddenly, water was the last thing on her mind as she made her first archeological discovery: a piece of an ancient bowl handle. Jubilant, Buckley and her fellow students grabbed their iPhones and snapped photos of the fragment and other artifacts, including vessels containing iconic images of jaguars and monkeys.

The students were participating in a College of Lake County field study trip led by instructor Scott Palumbo. Located in Boas, Costa Rica, the dig site was previously unexplored by archaeologists. According to Palumbo, the site is considered to be one of the most important pre-Columbian sites in southern Central America. Besides pottery fragments, the CLC group found large stone spheres, some up to five feet in diameter, which were carved between 250 B.C. and 1500 A.D.

Palumbo, who previously did field work in Peru, appreciated the chance to make what he called a “seminal” contribution to archeology. “One thing that appealed to me about Costa Rica is that the (Bolas) site is relatively unknown,” he said. “In a place such as Peru, you are generally putting the finishing touches on others’ work. In Costa Rica, the chance to work from the ground up had a stronger appeal.”

Fifteen students participated in the Costa Rican field study, which was offered as a CLC anthropology course. The opportunity to participate in a community college-sponsored archaeology excavation is unusual, Palumbo said. CLC, however, has a history of sponsoring archaeological field work, having 10 years ago sponsored an excavation in Belize called the “Mayflower Project.”

In excavating the Costa Rica site, Palumbo was interested in determining whether the site revealed evidence of a culture with strong social class differences. He said that based on the pottery fragments and other artifacts found, it appears that social class differences were not pronounced at the site.

Palumbo has completed a 60-page report that he has sent to the Costa Rican national museum along with the unearthed pottery and stone tools.
Keeping College of Lake County a welcoming place. As a sixth grader, Cindu Thomas-George, whose parents were born in India, wanted to change her name to Cindy. “I was tired of being called ‘Cindu the Hindu,’” she said. As she matured, Thomas-George continued to face instances of bias. As a 25-year-old adjunct professor at a community college in California she experienced racial slurs and disrespectful treatment from an older, white male co-worker, she said.

Now, a communications professor at the College of Lake County, Thomas-George feels well-respected, but her earlier experiences have led to a commitment to building diversity awareness. “I've been passionate about diversity, because I know what it feels like to be different and have that difference be seen as deficient,” she said. Along with Al Baldwin, dean of the Lakeshore Campus, Thomas-George served as a co-chair of the college’s Diversity Commission in Fiscal Year 2013. Thomas-George says that the commission’s goals are to make the college a more welcoming place and to break down barriers and build bridges among people.

The Diversity Commission is composed of 26 faculty and staff members who work on a range of projects focused on faculty development, recruiting and retaining students, special events and outreach, and human resources and hiring processes. The co-chairs report the group’s progress to the president’s executive staff every month to improve communication with top administrators.

One of the commission’s major projects in FY 2013 was offering an array of faculty training through the Diversity and Multicultural Education Infusion Project (DMEIP). This faculty-driven initiative provides training for professors on topics related to teaching in a diverse, multicultural classroom. Seventy-five faculty members attended five different DMEIP workshops and book discussion groups, with topics such as “Practical tips for incorporating diversity and multiculturalism into the classroom,” and “White privilege 101: Implications on teaching and learning from a critical race theory framework.”
Fred Gifford, who teaches inter-cultural communications at College of Lake County is a leader of the DMEIP program in the 2013-14 academic year. “Our workshops teach instructors about specific issues that come up in class and ways that instructors can deal with those issues in order to be more welcoming to those from different backgrounds,” he said.

The training is considered so valuable, Gifford said, that it is now mandatory that all new faculty members attend a workshop on cultural competency and social justice in the classroom.

Experienced faculty also find the training helpful. Jennifer Staben, a professor of English and the faculty coordinator of the college’s Writing Center, has attended several DMEIP workshops. She was so impressed with the content that she has infused some of it into her training program for Writing Center coaches.

“I am not a ‘newbie’ to diversity training; I have studied critical race theory, but what I learned made me think of new ways I can help our writing coaches work with the diverse groups of students we see in the Writing Center.”

From Across the Globe, Students Find College of Lake County
Representing 45 countries, 136 international students enrolled at the college during 2013. Though CLC recruits students from overseas, many were inspired to enroll by the word-of-mouth endorsements of friends or relatives who had previously come to the college as international students.

“We have a very positive reputation overseas,” said Tammy Mireles, an international student recruiter. Many of the international students enroll in CLC’s nationally accredited English Language Instruction program to prepare for transfer to a four-year American college or university.

Their presence on campus also benefits the college’s U.S.-born students. “They learn first-hand about other cultures and how to appreciate differences. That’s a skill that can serve them well all their lives,” Mireles said.
Connecting to a Vision
What kind of campuses do we want?

Imagine that it is opening day of Fall Semester, 2018 on the Grayslake campus. Groups of students are enjoying lunch in the new window-lined Lancers Cafeteria overlooking Willow Lake as they listen to a rock band playing in the adjacent student activities area. Off to a corner, a freshman is sketching using art supplies she purchased on the way to lunch in the new conveniently located first-floor bookstore.

Down the hall, staff members are answering other students' financial aid questions and assisting with last-minute registration in the comfortable and inviting student services center. Gone are the long lines of students awaiting service in hallways.

In the central lobby, a group of students is playing cards in a cozy lounge area while other students plug in their laptops and begin work on first-day assignments.

In the modern labs of the new science building, aspiring technicians and scientists are working with their professors on high-tech experiments in the state-of-the-art laser and chemistry labs.

And in every classroom, instruction seamlessly moves from lecture to collaborative projects as students connect their laptops and tablets to a classroom projector displaying their shared work. And though it's a 90-degree August day, no one is distracted by the heat. Across the campus, classrooms are all comfortably controlled by a new HVAC system and energy-saving geothermal system.
Paying for it all. With the sale of $60 million in Aaa bonds, the last leg of funding for the College of Lake County's $148 million Sustainable Campus Master Plan project to upgrade facilities fell into place in last August.

In November 2012, CLC’s board of trustees approved the plan to upgrade facilities at all three campuses using a combination of financing from college reserves, state funds and the sale of bonds.

The announcement that Moody's Investors Services had rated the bonds Aaa —its highest quality classification—meant significant cost savings for the college.

“This rating will save the college millions of dollars on the cost of making campus improvements that are essential to maintaining a high level of educational quality in our programs and services,” said Board Chairman Amanda Howland.

The master plan will include enhancements on all three campuses. Components on the Grayslake campus include repairs to the aging heating and air conditioning system, renovation of the B and C Wings to create a student services center, a new science building, classroom technology upgrades and a geothermal plant and loop to save on energy costs. Work at the Lakeshore Campus in Waukegan will include a major new building and renovations of existing space. At the Southlake Campus in Vernon Hills, a new chemistry classroom will be added.

On new buildings constructed under the master plan, the college will seek to obtain a LEED Platinum sustainability designation.

Construction will begin in spring 2014 with groundbreaking for the Grayslake campus science building, which is scheduled for completion in December 2015. Construction of the entire master plan is scheduled for completion in 2018.

As the first major element of the master plan to go to construction, the science building is currently drawing the most attention at the college.
“From talking with students, they are most excited about the new science building,” said Kendall Welton, student trustee. “The science building will be equipped with everything a science major or student will need in order to get the best learning experience. The students are excited that there will be a cadaver lab and laser/photonic lab areas,” she said.

Plans call for the new science facility to be a LEED platinum building, the highest rating achievable through the USGBC (United States Green Building Council). Green features will include a rooftop photovoltaic array, geothermal heating and cooling, rainwater harvesting, LED lighting and a living (green) wall. The science building project includes 42,000 square feet of new construction and 25,000 square feet of renovations.

The three-story science building will house an engineering and photonics labs on the first floor and chemistry labs on floors two and three. (Currently, the laser and photonics lab is located in the Lake County High Schools Technology Campus.) The C Wing’s old chemistry labs will be renovated into two new anatomy and physiology labs and classroom space.

Also scheduled for 2014 is the beginning of renovations of the Grayslake campus core—the main lobby, connecting link and atrium, and the checkerboard exterior court, and the addition of a new cafeteria overlooking Willow Lake.
Grayslake Campus

Science Building
Funding: Three-quarters of cost to be paid by the State of Illinois; the remainder by CLC.
Description: Construction of a 42,000-square foot, three-story building housing engineering, photonics and chemistry programs; renovation of anatomy and physiology space in the C Wing.

Remodel A and B wings, renovate aging heating and air conditioning system
Funding: CLC funded
Description: Largest and most ambitious master plan project consisting of removal and replacement of the HVAC system. Also included is modernization of classrooms, IT cabling and updating common area finishes and furnishings.

Renovation of B and C wings
Funding: CLC funded
Description: Renovations of main lobby, connecting link and atrium; construction of new cafeteria.

Classroom Modernization
Funding: CLC funded
Description: Conversion of four classrooms and a computer lab to serve as prototypes for future classroom design.

Geothermal System
Funding: CLC funded
Description: Construction of a geothermal field and loop circling the campus.

Student Center
Funding: CLC funded
Description: Renovation of B and C Wings to create a one-stop-shop for student services.

Lakeshore Campus
Funding: Three-quarters of cost to be paid by the State of Illinois; the remainder by CLC.
Description: Construction of a new building and renovations of the existing campus to provide a full-service campus experience

Southlake Campus
Funding: CLC funded
Description: Addition of a second science lab.

Visit wwwclcillinoisedumaster plan for updates.
“Give a man a fish; you have fed him for a day. Teach a man to fish; and you have fed him for a lifetime.” — Proverb

When I am asked how and why I became involved with the College of Lake County, I answer with several reasons: it offered one of my children a start on an educational path to an advanced degree and successful career; its excellent training programs and resources have been a boon to the Lake County business community; it is a leader in workforce development for our county; and it has given me the opportunity to work side-by-side with visionary leaders who share a passion for being agents of change rather than passive observers.

CLC is an indispensable asset and community partner, evolving to meet the needs of its constituency, and preparing its students for transfer to renowned universities or to begin high-skilled, in-demand careers that benefit themselves and our local economy. Quite simply, CLC represents a movement—a driving energy and optimism that is fueling the future of Lake County.

As a member of the Foundation Board, I am proud to be one of almost 40 residents who have been inspired to volunteer their time and talent to raise scholarship dollars and make the gift of education a reality for more students. In FY 2013, we were able to award $454,231 to 383 students, but there were many more unmet requests.

It is our goal to narrow that gap. Won’t you join us in this effort by offering your financial support?

If you already are a scholarship donor, we thank you for your continued support. If you are not yet a donor, we hope that 2014 is the year that you join us in sharing the gift of education. Your investment in the education of CLC’s students is an investment in our future.

Joanna Rolek
President, College of Lake County Foundation Board
Executive Director, Lake Forest/Lake Bluff Chamber of Commerce
Connecting to Opportunity
How can we help students afford college?

It used to be that a high school diploma was all that was needed to support a middle class lifestyle. Not so any longer. Without completing at least some college, today's young people won't have the higher level skills they need to move much beyond minimum wage jobs.

Unfortunately, college is becoming increasingly expensive, even at the College of Lake County, which prides itself on offering students their most affordable option for getting a high quality college education. With state funding flat, and the growth of Lake County's tax base falling significantly, CLC is increasingly dependent on students (and tuition) for meeting rising costs.

Understandably, in this environment, applications for financial aid have almost doubled in the last five years, and in 2013, 24 percent of CLC students received some form of financial aid. On average, financial aid and family support ran short of meeting students' basic living expenses by about $2,300 per year.

For many students, the College of Lake County Foundation's support of scholarships is an educational lifeline.

What is the CLC Foundation?
The College of Lake County Foundation was formed in 1974 as an Illinois not-for-profit 501(c)(3) corporation to provide financial support for student scholarships and college programs and projects that cannot be funded through the college's tax-supported budget.

Types of CLC Foundation Scholarships
The Foundation awards scholarships in eight major categories:
- Academic Achievement
- Career
- Diversity
- English as a Second Language
- GED
- Honors
- Returning to Education
- Student Activities

Additionally, more than 100 individual scholarships have been established by donors with specific eligibility requirements.
About the Changing Lives Campaign
The college and the CLC Foundation together launched the Changing Lives scholarship campaign in 2012 to keep earning a degree within reach of more students. The campaign raised nearly $2 million through contributions from individuals, corporations and organizations.

A DONOR CHANGING LIVES. When Peggy McClain was looking for a philanthropic way to make a difference in Lake County, she thought of the College of Lake County. A former special education teacher in the 1970s and 1980s, she believes in the power of education to change lives.

“In education, the idea is to help our community and to improve students’ lives by giving them a hand up, not a hand out,” McClain said. “The CLC Foundation has been a great thing to be involved in because it’s local. A lot of students who benefit from scholarships will stay local, and a better educated work force makes a better community. And I like to support people who are interested in bettering themselves,” she said.

Even though McClain did not attend CLC, she values the role of community colleges. Her father had remembered McHenry County College in his estate plans, which McClain thought was a wonderful tribute. So after hearing about the Changing Lives scholarship campaign sponsored by the CLC Foundation, she decided to become involved.

McClain has donated over $1 million in stock from investments made by her family’s business to the Changing Lives campaign, which has raised more than $2 million for scholarships.

“Peggy is a generous philanthropist who has a heart for supporting community college students. Not one to seek recognition, she has positively impacted the lives of hundreds of CLC students,” said Karen L. Schmidt, executive director of the CLC Foundation.

McClain’s generosity has been recognized far beyond CLC. In November 2013, she was named the 2013 Community College Benefactor of the Year for multicampus colleges by the Council for Resource Development, which advocates for fundraising at community colleges.
A CHANGED LIFE, Alexandra Turcios. “Great job revising that op-ed piece! You really captured the story’s essence.” Alexandra Turcios is working with a writer for the college’s student newspaper. It’s past midnight, and the Chronicle office is a mélange of hip-hop tunes, pizza boxes and editors scrambling to finish another edition.

Turcios, an aspiring journalist, is the Chronicle’s opinion page editor. Despite the deadline pressures, she relishes the high-energy atmosphere and considers this experience invaluable preparation for the “real world” of journalism. She was offered an internship at Fox News Chicago, where she hopes to refine her reporting skills and learn production before transferring to a four-year college to major in journalism.

Pursuing her dream is easier thanks to the Honors Scholarship Turcios received from the College of Lake County Foundation. Rather than begin her journalism studies at the University of Missouri-Columbia and pay expensive out-of-state tuition, she chose CLC.

Turcios pays her own college expenses, combining scholarships with part-time work. In addition to working on the Chronicle staff, she is active in Latino Student Alliance, Sister 2 Sister and the Volunteer Club. She also works as a CLC peer mentor and volunteers for local food banks.

“I have been able to transfer the energy I would have spent trying to make ends meet and apply that energy to my studies and dedicating myself to campus life, my community and developing professional skills,” Turcios said. “Without the aid of the scholarship, I would be working full time and only attending school part time.”
Connecting to Opportunity

A CHANGED LIFE, Andres Avila. Growing up in Mexico, student Andres Avila helped his father fix and maintain the family car. By age 10, he could change the oil by himself and help rotate tires.

Today, admitting he pretty much “loves everything” about cars, Avila is double-majoring in both automotive technology and automotive collision repair. He dreams of one day opening his own repair shop.

In CLC’s automotive programs, he is gaining the skills he will need. “My instructors encourage us to take pictures of engine parts, and if we make a mistake fixing or re-attaching parts, we can compare it to the photo,” he said. “You make mistakes and learn from them in class, but once you’re on the job, you're on your own, and you have to make sure you do the right procedure the first time.”

Avila’s ability to enroll in classes received a boost when he was awarded a CLC Foundation Career Awards Scholarship. “The Foundation scholarship has helped me get a lot closer to my goal of (becoming) an automotive technician,” he said. “I cannot thank the Foundation enough for giving me the opportunity to keep studying and have a bright educational future.”

Without the scholarship, finishing his CLC education would take longer, said Avila, a 2012 graduate of Grayslake North High School, who plans to graduate from CLC in fall 2014. After CLC, he hopes to transfer to a four-year university, earn a bachelor’s degree and acquire the management skills he will need to run his own business.
A CHANGED LIFE, Alice Straetz. At 8:30 p.m. on a weeknight, Alice Straetz—a single, working mother—put her three young children to bed, feeling drained after a long day of processing contracts for a computer equipment distributor. But instead of relaxing with a sitcom, Straetz pulled out her computer to work on assignments for an online course in the College of Lake County's paralegal program. Straetz is working toward an associate degree in paralegal studies and hopes—eventually—to earn a law degree.

Attending class online makes college possible for Straetz. “One week, all three of my kids were extremely sick, but I managed to get my assignments done because they are online,” she said.

Just as important to making college possible for Straetz is the CLC Foundation's Sam Schevera Memorial Academic Scholarship.

“The scholarship relieves the financial burden from me, but more importantly it encourages me to reach for my goals and complete my education,” Straetz said. “I’m the sole provider for my kids, with no child support. When I was awarded the scholarship, I was elated, proud and felt like I was being recognized.”
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Generosity, Responsibility and Leadership

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*Deceased at time of publication
## College of Lake County Foundation Statement of Activities

**Fiscal Year Ending June 30, 2013**

### Public Support and Revenue

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions and Gifts</td>
<td>439,228</td>
<td>253,854</td>
<td>231,000</td>
<td>924,082</td>
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<tr>
<td>Special Events Revenue</td>
<td>269,466</td>
<td></td>
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<td>269,466</td>
</tr>
<tr>
<td>Special Events Expense</td>
<td>(120,828)</td>
<td></td>
<td>(120,828)</td>
<td></td>
</tr>
<tr>
<td>Donated Services</td>
<td>369,961</td>
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<td></td>
<td>369,961</td>
</tr>
<tr>
<td>Other Noncash Donations</td>
<td>88,626</td>
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<td></td>
<td>88,626</td>
</tr>
<tr>
<td>Net Assets Released from Restrictions</td>
<td>167,828</td>
<td>(167,828)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Public Support</strong></td>
<td><strong>1,214,281</strong></td>
<td><strong>86,026</strong></td>
<td><strong>231,000</strong></td>
<td><strong>1,531,307</strong></td>
</tr>
</tbody>
</table>

### Other Income (Loss)

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investment Income (Loss)</td>
<td>63,087</td>
<td></td>
<td></td>
<td>119,291</td>
</tr>
<tr>
<td><strong>Total Public Support and Revenue</strong></td>
<td><strong>1,277,368</strong></td>
<td><strong>205,317</strong></td>
<td><strong>231,000</strong></td>
<td><strong>1,713,685</strong></td>
</tr>
</tbody>
</table>

### Expenses

#### Program Services

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants and Scholarships</td>
<td>757,482</td>
<td></td>
<td></td>
<td>757,482</td>
</tr>
<tr>
<td>Gallery Operations</td>
<td>33,283</td>
<td></td>
<td></td>
<td>33,283</td>
</tr>
<tr>
<td>Noncash Donations to College of Lake County</td>
<td>88,626</td>
<td></td>
<td>2,712,675</td>
<td>88,626</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>1,080,015</strong></td>
<td><strong>205,317</strong></td>
<td><strong>231,000</strong></td>
<td><strong>1,080,015</strong></td>
</tr>
</tbody>
</table>

### Increase (Decrease) in Net Position

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase (Decrease) in Net Position</strong></td>
<td><strong>197,353</strong></td>
<td><strong>205,317</strong></td>
<td><strong>231,000</strong></td>
<td><strong>633,670</strong></td>
</tr>
</tbody>
</table>

### Net Position at Beginning of the Year

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Net Position at Beginning of the Year</strong></td>
<td><strong>322,386</strong></td>
<td><strong>1,514,293</strong></td>
<td><strong>802,008</strong></td>
<td><strong>2,638,687</strong></td>
</tr>
</tbody>
</table>

### Net Position at End of the Year

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Net Position at End of the Year</strong></td>
<td><strong>519,739</strong></td>
<td><strong>1,719,610</strong></td>
<td><strong>1,033,008</strong></td>
<td><strong>3,272,357</strong></td>
</tr>
</tbody>
</table>
### Beginning Fund Balance

<table>
<thead>
<tr>
<th></th>
<th>Education Fund</th>
<th>Operation and Maintenance Fund</th>
<th>Total Operating Funds</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under Full Accrual 6/30, 2012</td>
<td>20,082,032</td>
<td>9,053,992</td>
<td>29,136,024</td>
<td></td>
</tr>
<tr>
<td>Adjustment to Fund Balance</td>
<td>2,712,675</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Revenues

- **Local Resources**: 48,141,721
- **State Resources**: 8,668,631
- **Federal Resources**: 0%
- **Tuition and Fees**: 28,026,322
- **Interest on Investments**: 35,309
- **Other**: 591,335

**Total Revenue**: 85,463,318

### Expenditures

- **Instruction**: 39,571,961
- **Academic Support**: 3,907,878
- **Student Services**: 7,679,056
- **Public Services**: 2,065,475
- **Operation/Maintenance of Plant**: 8,002,963
- **Institutional Support**: 24,518,355
- **Scholarship/Waivers**: 142,956

**Total Expenditures**: 77,885,681

### Operating Transfers

- **Operating Transfers**: (9,810,443)

**Ending Balance**: 20,561,901

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*Effective for Fiscal Year 2013 the college will use the full accrual basis of accounting for this Financial Statement.*
College of Lake County Foundation Board of Directors and Ambassadors

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Tyrone Burno
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Jannes E. Zobus

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Margaret (Peggy) McClain
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James D. Rock / Ancel, Glink, Diamond, Bush, DiCianni & Krafft, P.C.
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JKR Financial Consultants, LTD
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Sam Valenti / Sunrise Marketing
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Robert R. Worobow

College of Lake County Board of Trustee Liaisons
Dr. William Griffin
Dr. Philip J. Carrigan

College of Lake County Ex-Officio Members:
Dr. Girard W. Weber / President
Karen L. Schmidt / Executive Director
CLC Foundation
Julie B. Shroka / Director Alumni Relations and Special Events
David Agazzi / Vice President
Administrative Affairs
Grayslake Campus  
19351 West Washington Street, Grayslake, Illinois 60030

Lakeshore Campus  
33 North Genesee Street, Waukegan, Illinois 60085

Southlake Campus  
1120 South Milwaukee Avenue, Vernon Hills, Illinois 60061

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