

*An Educational Session for the
Illinois Community College Chief Financial Officers (ICCCFO)
Spring 2026 Conference*

Leveraging Data to Inform Strategic Investments in the Campus Built Environment

HOLABIRD & ROOT



AGENDA //

Leveraging Data to Inform Strategic Investments in the Campus Built Environment

Presentation (23 Minutes)

- INTRODUCTIONS + OBJECTIVES
- DATA INTEGRATION: DEFINITION + MERITS
- OK, SO HOW DOES ONE STRATEGICALLY PRIORITIZE CAPITAL INVESTMENTS FOR BIG IMPACT WITH LIMITED FUNDS?
 - [Step 1] Understand your college data sets first.
 - [Step 2] Draw meaningful conclusions by synthesizing your data sets.

Closing Remarks (2 Minutes)

Q+A (5 minutes)



BRYAN HADLEY | AIA | NCARB
ASSOCIATE PRINCIPAL

PROJECT MANAGER | PROJECT ARCHITECT



LAURA GABEL | AIA | APX
ASSOCIATE

ARCHITECT | SPECIALIST IN PLANNING +
DATA INTEGRATION



We hope you leave able to:

1. **PREPARE YOUR TEAM TO ANALYZE EXISTING SPACES** BEFORE INVESTING IN NEW SPACES.
2. **BE AN ADVOCATE FOR WHEN DATA SHOULD BE LEVERAGED** TO MAKE MORE INFORMED PROJECT DECISIONS AND STRATEGIC INVESTMENTS THROUGHOUT THE CAMPUS DESIGN AND CONSTRUCTION PLANNING PROCESS.
3. **RECOGNIZE RELEVANT DATA SETS** FOR YOUR CAMPUS DESIGN AND CONSTRUCTION PLANNING TEAM TO BRING TO YOUR DESIGN PROFESSIONALS.
4. **HELP BRING OBJECTIVITY, TRANSPARENCY, CONFIDENCE, AND EFFICIENCY TO THE CONSENSUS-BUILDING PROCESS** AROUND CAMPUS DESIGN AND CONSTRUCTION PROJECTS FOR A WIDE RANGE OF PROJECT STAKEHOLDERS AND DECISION-MAKERS.

DA-TA IN-TE-GRATION

*“the creation and utilization of **graphic data-centric tools and analysis** to make **more informed project decisions**, to **build consensus** more efficiently and confidently, and to subsequently achieve **stronger project and business outcomes.**”*



Ok, so how does one strategically prioritize capital investments for big impact with limited funds?

[Step 1]

Understand your college data sets first.

[Step 2]

Draw meaningful conclusions by synthesizing your data sets.



[Step 1] Understand certain data sets about your college first.

- ✓ Distribution of Departmental Curriculum Offered
- ✓ Enrollment Trends & Growth for Each Department
- ✓ Community Characteristics including:
 - Workforce mix
 - Typical student mix
- ✓ Stakeholder Input (collected and/or processed scientifically)
- ✓ All Space Types Classified By:
 - Departmental Assignment
 - Type
 - Size
 - Location
- ✓ Classrooms Also Classified By:
 - Classroom Type
 - Utilization Rates
 - Furniture Capacity + Set-Up
 - Technology Level
- ✓ Peak Classroom Demand

[Step 2] Draw meaningful conclusions by synthesizing the data sets.

We will explore three categories of understanding to seek out:

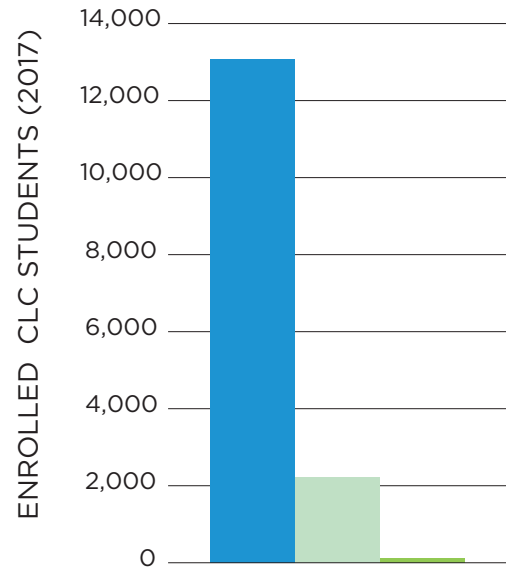
Student Success

Instructional Viability

Mission Alignment

Student Success

UNIQUE MIX OF TRADITIONAL & NON TRADITIONAL STUDENTS - DEMOGRAPHICS



COLLEGE LEVEL - 13,065

A "College Level" learner is interpreted by Holabird & Root to mean someone enrolled in courses that prepare students for employment in a specific field, or rather someone who is pursuing a college degree.



ADULT - 2,231

An "Adult" learner is interpreted by Holabird & Root to mean someone enrolled in courses designed to bring students to a competency level of Grade 8 or Grade 12 equivalency, including English as a Second Language and high school equivalency examination preparation.



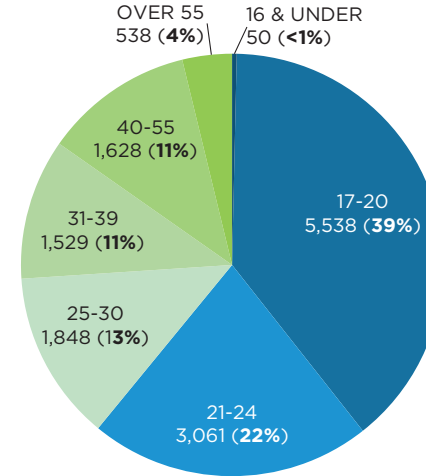
VOCATIONAL - 122

A "Vocational" learner is interpreted by Holabird & Root to mean someone enrolled in courses designed to provide short-term job entry training, to upgrade the skills of persons already employed in these vocations, or to review skills for career re-entry.

TODAY'S STUDENT BY ACADEMIC LEVEL

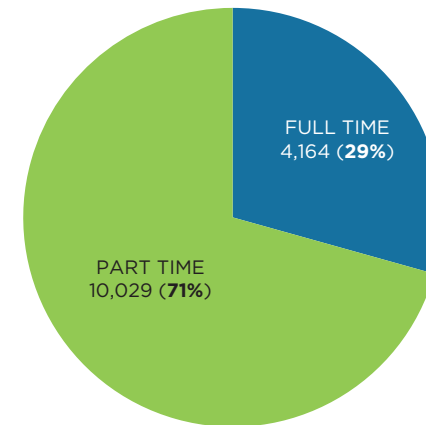
SOURCE FOR ALL DATA: CENSUS DAY ENROLLMENT REPORT, SPRING 2017, CLC DEPARTMENT OF INSTITUTIONAL EFFECTIVENESS, PLANNING & RESEARCH.

Note: Headcount is duplicated across categories of learners (i.e. incifufal students may be counted in more than one category)



CLC STUDENTS BY AGE

SOURCE FOR ALL DATA: ICCB, 2019 DATABOOK.

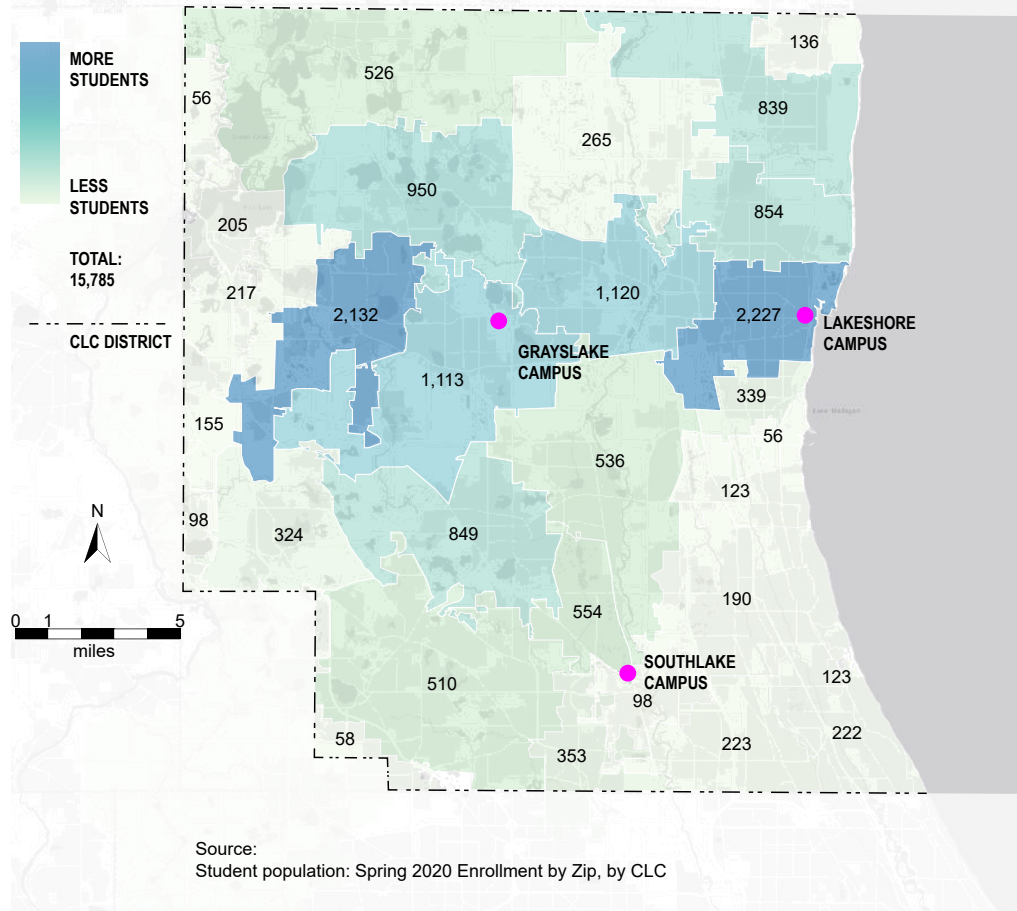


PART TIME & FULL TIME ENROLLMENT

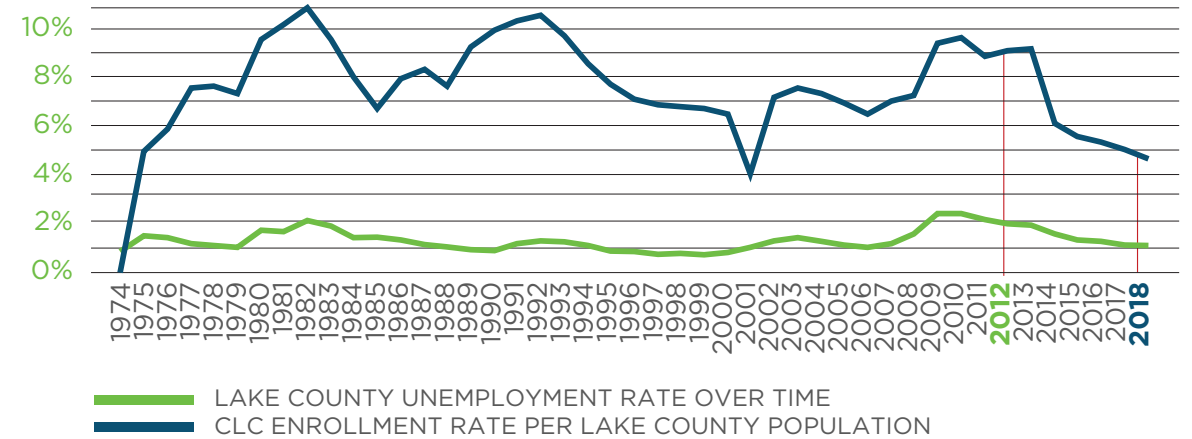
SOURCE FOR ALL DATA: ICCB, 2019 DATABOOK.

Student Success

STUDENT POPULATION BY ZIP CODE

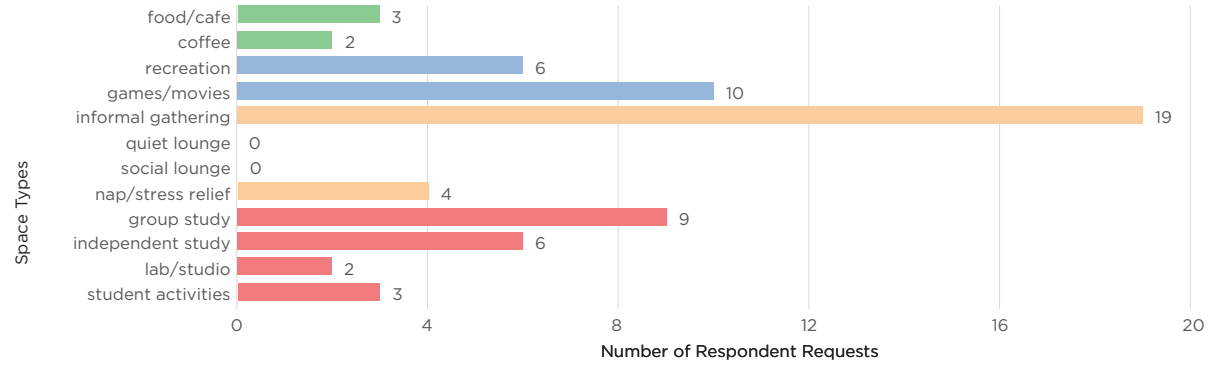


ENROLLMENT AS IT RELATES TO UNEMPLOYMENT (1974-2018)



SOURCES:
Measured enrollment data is based on ICCB data through 2018 and compiled from 2019 CLC data.
Enrollment projections are from CLC's 2012 Master Plan

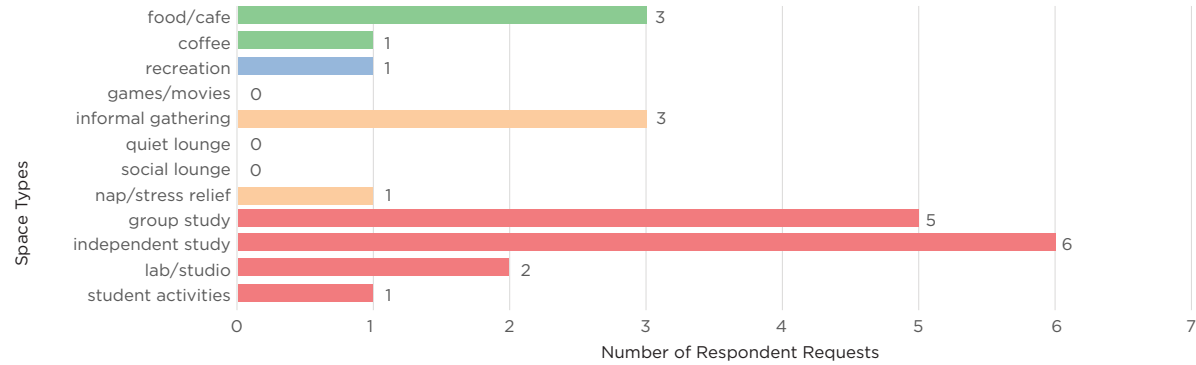
Student Success



STUDENT SPACE REQUESTS BY ACTIVITY CATEGORY

FULL-TIME STUDENT, 0-10 HOURS OF WORK, NO DEPENDENT, AGE <18-24

Source For All Data: Student Survey by H&R



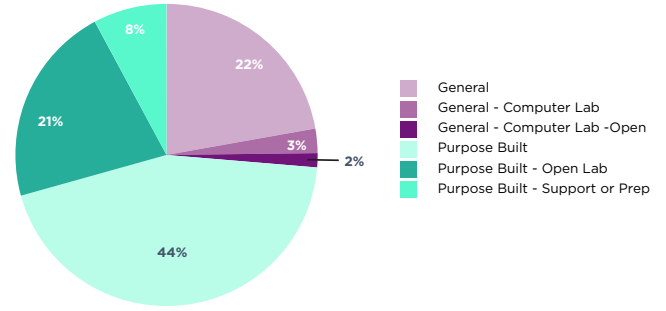
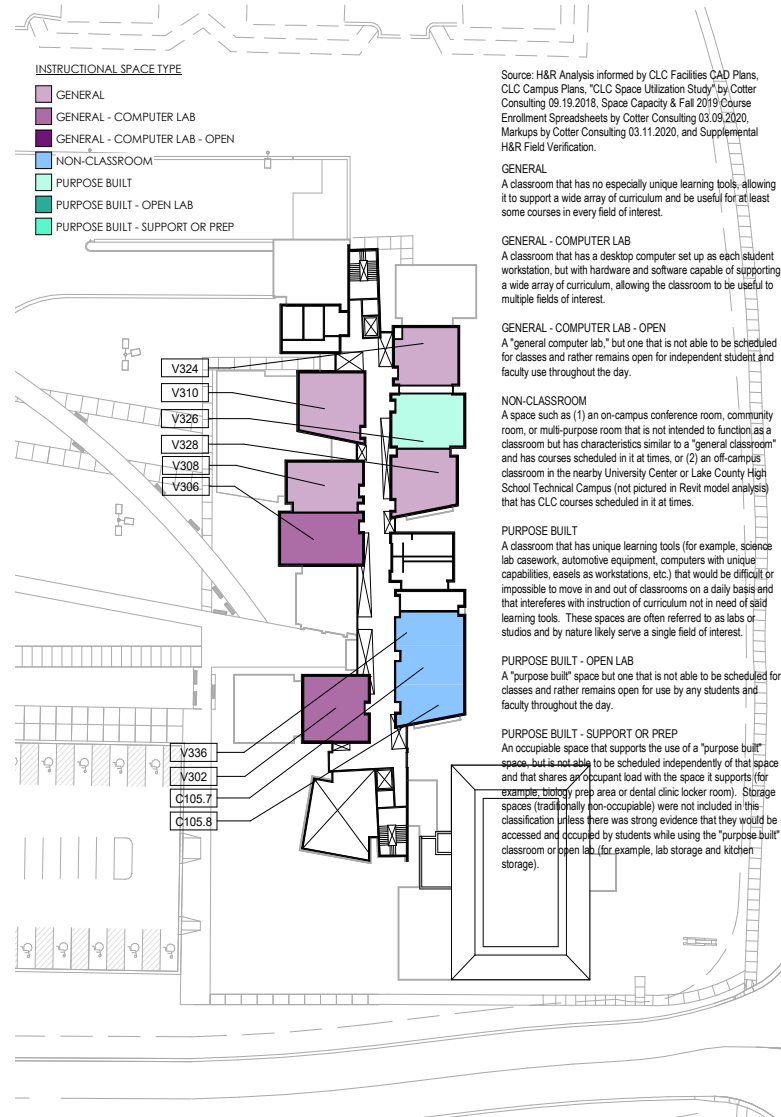
STUDENT SPACE REQUESTS BY ACTIVITY CATEGORY

PART-TIME STUDENT, 30+ HOURS OF WORK, HAS A DEPENDENT, AGE 25+

Source For All Data: Student Survey by H&R

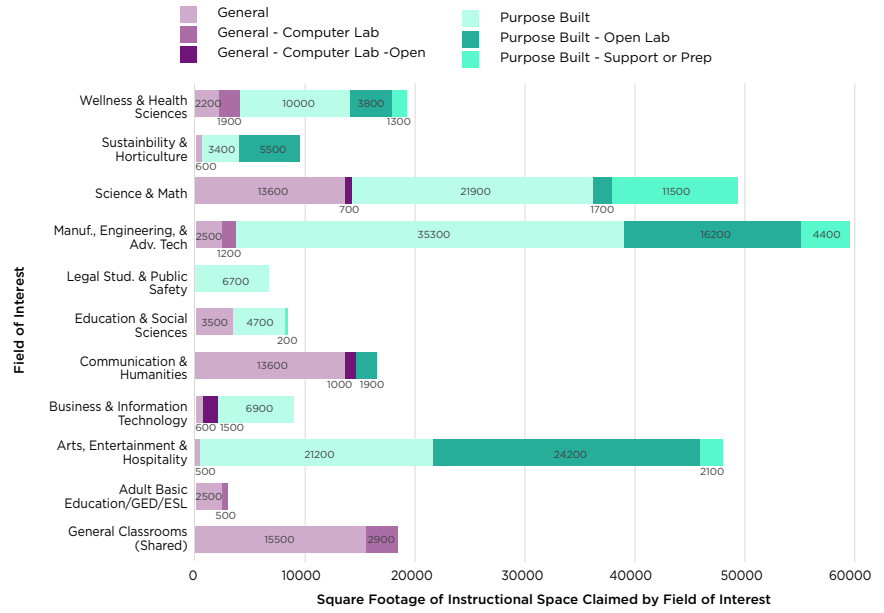


Instructional Viability



INSTRUCTIONAL SPACE TYPES GRAYSLAKE CAMPUS

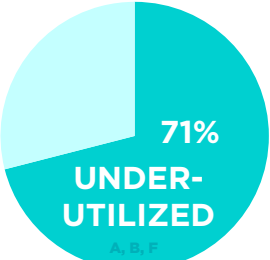
Source For All Data: CLC facilities CAD plans, Cotter Utilization Study 2018, Cotter Space Capacity Spreadsheets 2020, Supplemental Field Verification



INSTRUCTIONAL SPACE BY FIELD OF INTEREST GRAYSLAKE CAMPUS

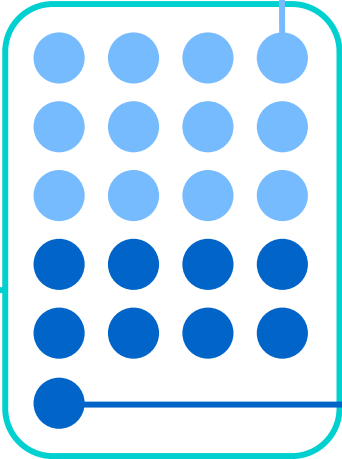
Source For All Data: CLC facilities CAD plans, Cotter Utilization Study 2018, Cotter Space Capacity Spreadsheets 2020, Supplemental Field Verification

Instructional Viability



HAVE

21 CLASSROOMS
15,400 NSF
569 CAPACITY

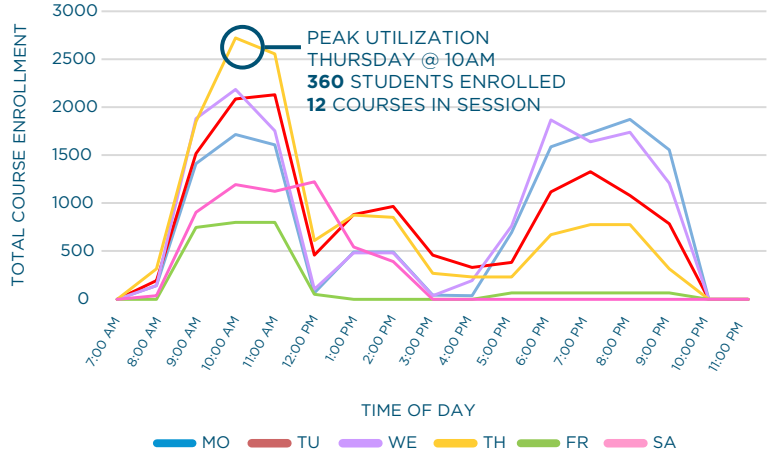


CURRENT NEED

12 CLASSROOMS A, E
9,000 NSF A, D
360 CAPACITY A, C



MODERNIZE
into flexible,
tech-equipped, active
learning environments



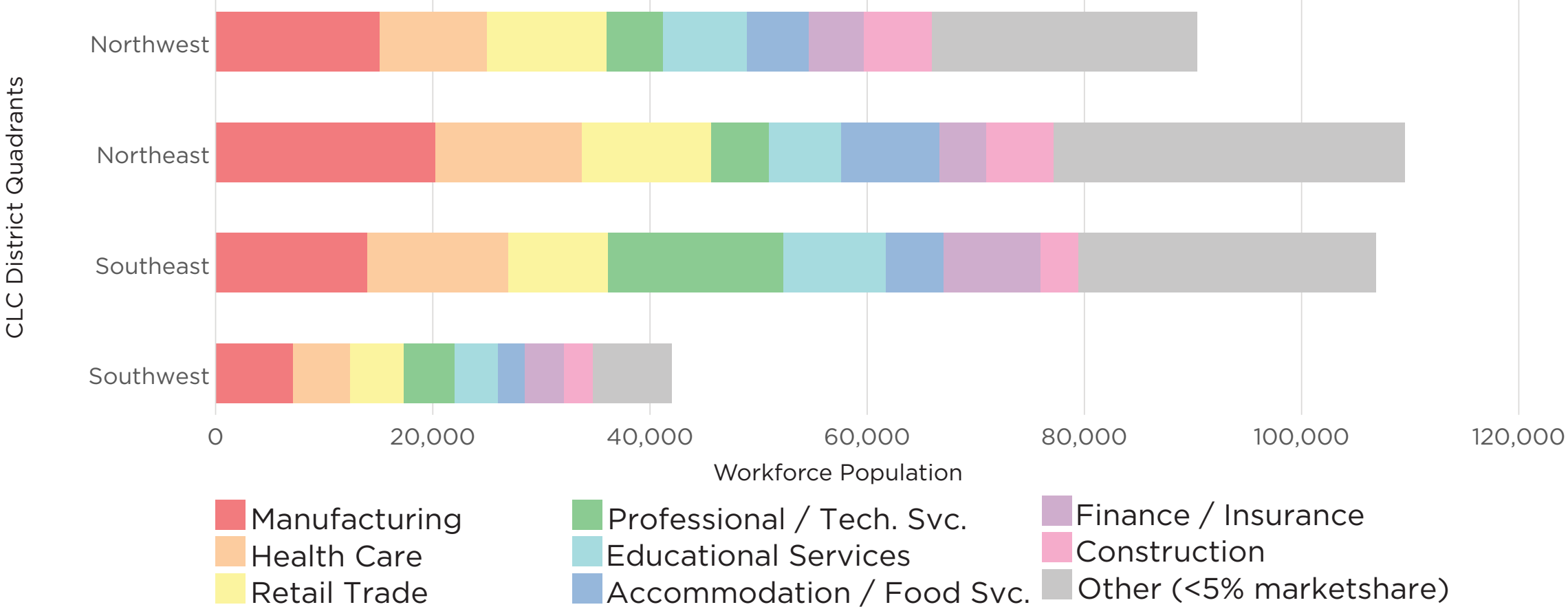
CURRENT EXCESS

9 CLASSROOMS A, E
6,400 NSF A, D



TRANSFORM
into spaces that serve
other master plan
projects

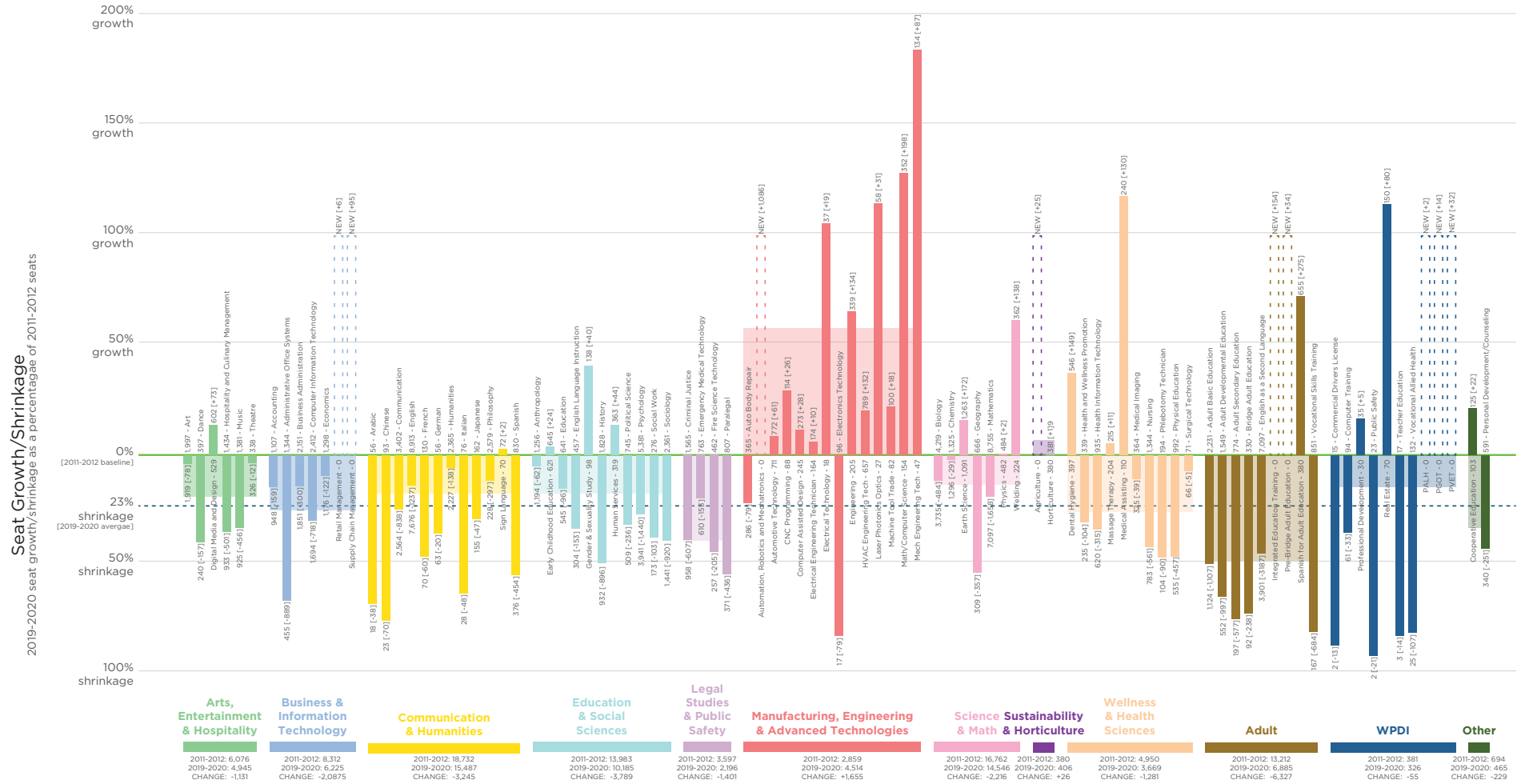
Mission Alignment



WORKFORCE INDUSTRIES BY CLC DISTRICT QUADRANT: (2019)

SOURCE FOR ALL DATA: ESRI.

Mission Alignment

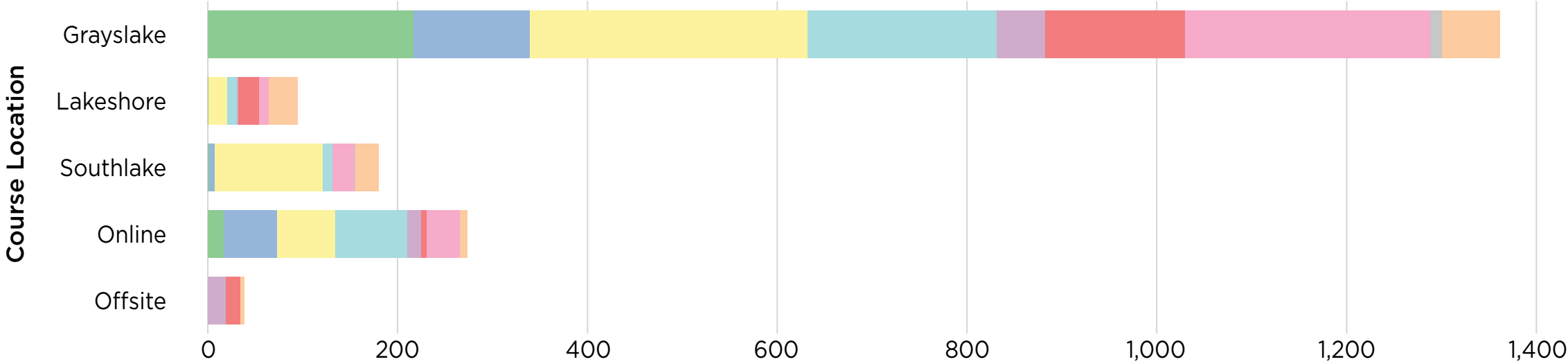


DEPARTMENTAL GROWTH/SHRINKAGE SEATS BY FIELD OF INTEREST, 2011-2012 TO 2019-2020

SOURCE: H&R Analysis done by referencing Headcount Discipline Reports provided by CLC



Mission Alignment



COLLEGE COURSES PER ACADEMIC DIVISION PER CAMPUS

Source For All Data: CLC Spring 2020 Course Catalog

Mission Alignment

WHAT IS DRIVING THE PROJECT?

- EXPERIENCE
- CURRICULUM

WHO IS SERVED BY THE PROJECT?

- STUDENTS
- FACULTY + STAFF + ADMIN
- COMMUNITY

WHAT IS MAKING A CASE FOR THE PROJECT?

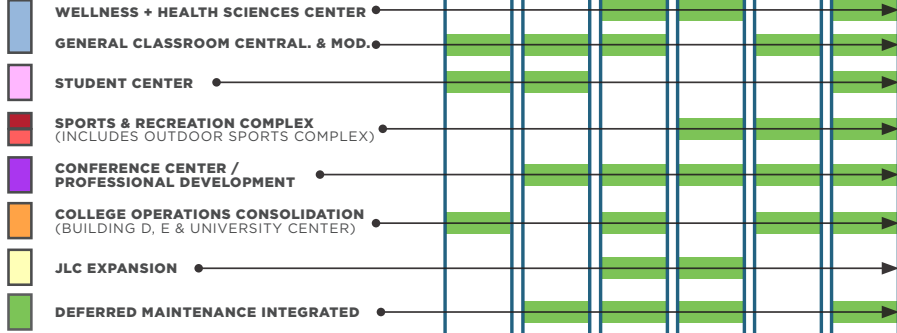
- QUANTITATIVE DATA
- EVIDENCE-BASED DESIGN
- QUALITATIVE INPUT

WHICH PRIORITIES DOES THE PROJECT SATISFY?

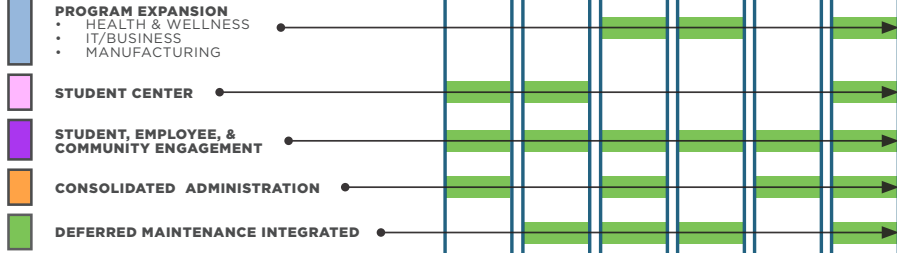
- EQUITABLE OFFERINGS
- STUDENT-SERVING
- GROWING PRODUCT
- BRAND / IMAGE

ASSOCIATED STRATEGIC PILLARS

GRAYSLAKE CAMPUS



SOUTHLAKE CAMPUS



LAKESHORE CAMPUS



Mission Alignment

MID TERM + LONG TERM PROJECT SUMMARY

GRAYSLAKE CAMPUS

	MID-TERM	LONG-TERM
WELLNESS + HEALTH SCIENCES CENTER	\$18,437,729	
REPURPOSE VACATED SPACE	\$5,800,000	
GEN. CLASSROOM CENTRALIZATION AND MOD.	\$10,500,000	
GRAYSLAKE STUDENT CENTER	\$13,479,317	
REPURPOSE VACATED SPACE FOR STUDENT SERV.	\$600,000	
SPORTS AND RECREATION CENTER		\$48,100,000
CONFERENCE / PROF. DEVELOPMENT CENTER		\$4,776,404
COLLEGE OPERATIONS CONSOLIDATION		\$7,500,000
FINE & PERFORMING ARTS EXPANSION		\$21,028,321
DEFERRED MAINTENANCE PROJECTS	\$2,327,933	\$6,125,000
GRAYSLAKE CAMPUS SUBTOTAL	\$51,144,979	\$87,529,725

LAKESHORE CAMPUS

	MID-TERM	LONG-TERM
REPURPOSE VACATED SPACE FOR ACAD. PROGRAMS	\$7,800,000	
STUDENT LIFE EXPANSION	\$400,000	
STUDENT AND FACULTY COLLABORATION SPACES	\$200,000	
DEFERRED MAINTENANCE PROJECTS	\$6,450,000	\$2,500,000
LAKESHORE CAMPUS SUBTOTAL	\$14,850,000	\$2,500,000

SOUTHLAKE CAMPUS

	MID-TERM	LONG-TERM
PROGRAM EXPANSION	\$27,917,467	
STUDENT CENTER	\$3,700,000	
STUDENT, EMPLOYEE AND COMM. ENGAGEMENT	\$3,100,000	
CONSOLIDATED ADMINISTRATION	\$900,000	
DEFERRED MAINTENANCE PROJECTS	\$3,050,000	\$5,200,000
SOUTHLAKE CAMPUS SUBTOTAL	\$38,667,467	\$5,200,000

EXTENSION SITES

	MID-TERM	LONG-TERM
ATC PHASE 2*	\$57,550,000	
EXTENSION SITES SUBTOTAL	\$57,550,000	

	MID-TERM	LONG-TERM
GRAND TOTAL	\$162,212,446	\$95,229,725
LOCAL FUNDING	\$102,690,611	\$65,413,681
PROJECTED CDB FUNDING	\$59,521,835	\$29,816,044
* TARGET ALTERNATE FUNDING	20%	20%

FUTURE CONSIDERATION

OVERVIEW BY CAMPUS

	SEEKING APPROVAL			FUTURE CONSIDERATION	
	CURRENT TERM	FY2021 SURPLUS	FY2022 BOND	MID TERM PROJECTS	LONG TERM PROJECTS
GRAYSLAKE CAMPUS	\$6,027,270	\$2,641,046	\$16,705,826	\$51,144,979	\$87,529,725
LAKESHORE CAMPUS	\$54,602,600		\$2,211,174	\$14,850,000	\$2,500,000
SOUTHLAKE CAMPUS			\$425,000	\$38,667,467	\$5,200,000
EXTENSION SITES					
BRAE LOCH	\$1,500,000	\$800,000			
GURNEE (ATC)	\$2,000,000	\$7,000,000	\$20,000,000	\$57,550,000	
OTHER			\$10,658,000		
GRAND TOTAL	\$64,129,870	\$10,441,046	\$50,000,000	\$162,212,446	\$95,229,725
LOCAL FUNDING	\$22,202,870	\$10,441,046	\$50,000,000	\$102,690,611	\$65,413,681
PROJECTED CDB FUNDING	\$35,927,000			\$59,521,835	\$29,816,044
OTHER SOURCES	\$6,000,000				

HOLABIRD & ROOT

\Create

\Preserve

\Transform

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Q+A //

HOLABIRD & ROOT



APPENDIX //

DEPARTMENTAL IMPACT REPORTING

GRAYSLAKE:

	PROGRAM CATEGORY	EXISTING	GROWTH	TOTAL	%
FIELDS OF INTEREST	ACADEMIC SHARED	19,580 NSF	+17,700 NSF	37,280 NSF	90%
	ADULT BASIC ED / GED / ESL	6,800 NSF	-3,800 NSF	3,000 NSF	-56%
	ARTS, ENTERTAINMENT, HOSPITALITY	61,400 NSF	+15,330 NSF	76,730 NSF	25%
	BUSINESS & INFORMATION TECHNOLOGY	23,180 NSF	+17,510 NSF	40,690 NSF	75%
	COMMUNICATION & HUMANITIES	23,090 NSF	0 NSF	23,090 NSF	0%
	EDUCATION & SOCIAL SCIENCES	5,020 NSF	0 NSF	5,020 NSF	0%
	LEGAL STUDIES & PUBLIC SAFETY	8,120 NSF	0 NSF	8,120 NSF	0%
	MANUFACTURING, ENGINEERING & ADV. TECH.	61,780 NSF	+61,260 NSF	123,040 NSF	99%
	SCIENCE & MATH	56,330 NSF	0 NSF	56,330 NSF	0%
	SUSTAINABILITY & HORTICULTURE	11,650 NSF	0 NSF	11,650 NSF	0%
	WELLNESS & HEALTH SCIENCES	24,090 NSF	+13,650 NSF	37,740 NSF	57%
OPERATIONS	ADMINISTRATION	14,120 NSF	+1,500 NSF	15,620 NSF	11%
	INTERNAL	16,450 NSF	+3,480 NSF	19,930 NSF	21%
	EXTERNAL	11,490 NSF	+970 NSF	12,460 NSF	8%
COMMUNITY	COMMUNITY ENGAGEMENT	8,120 NSF	+4,360 NSF	12,480 NSF	54%
STUDENT	ATHLETICS	26,240 NSF	+66,440 NSF	92,680 NSF	253%
	STUDENT SERVICES	70,610 NSF	+9,330 NSF	79,940 NSF	13%
	STUDENT LIFE	37,100 NSF	+10,360 NSF	47,460 NSF	28%
BLDG SERVICES	CROSS-DISCIPLINARY COLLABORATION	15,790 NSF	+13,580 NSF	29,370 NSF	86%
	SUPPORT	274,380 NSF	0 NSF	274,380 NSF	0%
		775,340 NSF	+231,670 NSF	1,007,010 NSF	30%

RAMP APPLICATION SUPPORT

2020 SUBMISSION			Total Project Cost	Requested from state (75%)	Local Contribution (25%)
	GRAYSLAKE WELLNESS + HEALTH SCIENCES CENTER →	Priority 1	\$18,220,000	\$13,665,000	\$4,555,000
	GRAYSLAKE STUDENT CENTER →	Priority 2	\$15,642,000	\$11,731,500	\$3,910,500
	GRAYSLAKE CONFERENCE CENTER / PROFESSIONAL DEVELOPMENT →	Priority 3	\$5,540,000	\$4,155,000	\$1,385,000
	DEFERRED MAINTENANCE ACROSS CAMPUSES →	Priority 4	\$34,350,000	\$25,762,500	\$8,587,500
	GRAYSLAKE JLC EXPANSION →	Priority 5	\$20,780,000	\$15,585,000	\$5,195,000
PRIOR SUBMISSIONS			Total Project Cost	State Grant (75%)	Local Contribution (25%)
	LAKESHORE NEW STUDENT CENTER (34 N. SHERIDAN) →	Secured	\$47,902,600	\$35,927,000	\$11,975,600
	SOUTHLAKE NEW CLASSROOM BUILDING →	Appropriated	\$35,617,467	\$26,713,100	\$8,904,367
	GRAYSLAKE & LAKESHORE SOLAR ENERGY PPA →	Secured	\$1,127,000	\$827,000	\$300,000