

# Carl Sandburg College 2010 Self-Study

## Criterion 1: Mission and Integrity



## **CRITERION ONE: MISSION AND INTEGRITY**

Carl Sandburg College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

### ***Introduction***

The mission statement of Carl Sandburg College is the impetus of its decision-making. The College initially adopted this mission statement in 1997; however, it was re-examined during a strategic planning process in 2006 and was slightly modified: “Opportunity to Succeed” was added to the mission statement. After much discussion, it was believed by the participants the balance of the statement accurately reflected the true mission of the College. The integration of “Opportunity to Succeed” has now been fully implemented in signs, [letterhead](#), business cards, Web site, publications, etc.

Along with the mission statement, Carl Sandburg College developed a set of [beliefs, strategies, and focal points](#). The focal points serve as a directional spotlight for all that is done at the institution. All items taken to the Board of Trustees for action are tied to one or more of the focal points. Additionally, the beliefs provide the overall guiding principles the College follows in its approach to education. The strategies provide the way in which the College intends to accomplish its mission. These are in [alignment with criteria for accreditation](#).

### **Criterion 1 Team**



Team from left to right

Back Row: Dr. Connie Thurman, Tom Schmidt, Mary Robson, Gina Alcorn  
 Front Row: Carlos Duncan, Robin DeMott, Dr. Lori Sundberg, Jill Johnson, Lisa Hanson  
 Not Pictured: Carol Kreider, Marnie Dugan, and Lauri Wiechmann

92% of CSC employees responding to the survey agreed that CSC's mission, vision, focal points, and goals are clear and articulate publicly our commitments

## **Core Component 1-A**

*Carl Sandburg College's mission documents are clear and articulate publicly the organization's commitments.*

### **Mission Statement** Opportunity to Succeed

*The mission of Carl Sandburg College is to provide accessible, quality education in a caring environment by keeping the learner's needs at the center of decision-making and by working in partnership with communities of the College district.*

The College's mission statement is at the core of decision-making and is ***published in a variety of places***. All items brought to the Board of Trustees ***must be tied to the College's mission statement, focal points, and goals***. During a January 2010 [faculty survey](#) 97.5 percent of the respondents said they included the mission statement on their syllabi.

#### **Public Access to Mission Statement**

- Web site home page and variety of other CSC related pages (i.e., Human Resources Web Site, Board of Trustees, About CSC)
- President, vice presidents, deans, and associate deans all have the mission statement hanging in their offices
- Business Cards
- Wall plaques at all entrances
- Syllabi
- Top of the agenda for Board Meetings and Faculty Assembly
- College Catalog
- Registration Publication
- Business and Community Education Class Schedule
- Academic Program Brochures
- College Letterhead
- CSC News Release Stationary

#### **Beliefs**

- We believe everyone should have equal access to education
- We believe in financial stability and responsibility

- We believe in providing a quality educational experience through faculty, staff, curricula, and physical resources
- We believe the educational experience is enriched through diversity in its people, curricula, and environment
- We believe in the value to learn never ends
- We believe community colleges are vital to economic and workforce development
- We believe in assessment and accountability
- We believe Carl Sandburg College must have a commitment to every stakeholder in the district
- We believe where you live should not determine the quality of the education you can access
- We believe in taking ownership of our future
- We believe in a safe and secure environment
- We believe in student centered decision-making
- We believe in the use of up-to-date technology
- We believe that co-curricular and extra-curricular activities are an integral part of the education experience
- We believe in the value of shared governance



### ***Strategies***

- We will ensure long-term financial stability and accountability
- We will implement an effective enrollment management program (housing)
- We will enhance communications internally
- We will develop and maintain partnerships with all elected officials and hold them accountable
- We will ensure vibrant curricula
- We will ensure an effective delivery of services throughout the entire district

### ***Focal Points and Goals***

- Learning
  - Promote and support student learning at the classroom, program, and school levels

- Provide and maintain resources, which enable and enhance student retention and learning
  - Promote and support local research on the learning process
- Caring Environment
  - Shape an environment that recognizes the need for diversity
  - Create opportunities for all within the College community to interact with understanding, tolerance, and respect for others
  - Promote sensitivity to individual needs and aspirations of those throughout the College community
- Technology
  - Establish and maintain effective technology in academic programs and support functions
  - Upgrade employee skills in use of technology
- Cooperative Alliances
  - Develop programs in cooperation with neighboring institutions
  - Maintain and expand alliances within and beyond the College district
  - Support economic development activities
- Stability
  - Establish/maintain an operating fund balance equal to five-six percent of the previous year's adopted budget
  - Develop institutional shape/make-up that best addresses long-range fiscal concerns.
  - Maintain the College comprehensive risk management program
  - Maintain a competitive compensation program to enable the College to attract and retain a quality workforce
  - Promote operating efficiencies to accommodate growth
  - Promote the development of human resources
  - Promote and develop information management systems that facilitate decision-making
- Assessment
  - Promote and support local research on the assessment process
  - Promote student assessment at the course, program, and school levels
  - Promote assessment as an institutional way of life



### *Educational Purposes*

- Provide associate degree level education consisting of liberal arts, sciences, and pre-professional fields designed to prepare students for transfer to baccalaureate granting institutions
- Provide business, technical, and professional education that offers associate degrees, certificates, courses, workshops, and seminars designed for career, entry level employment, retraining, and/or upgrading of skills to meet current and emerging employment needs and trends
- Provide courses and programs designed to assist academically underprepared students to be successful in their next level of education
- Provide activities designed to meet the lifelong educational needs and interests of individuals throughout the district
- Provide services designed to meet the needs of the student population including recruitment, admissions, registration, assessment, counseling, tutoring, career planning, academic advisement, financial aid, job placement, co-curricular activities, and inter-collegiate athletics
- Provide programs and services designed to meet the customized continuing education and technical assistance needs of individuals, businesses, industries, and community organizations
- Serve as a center for cultural and intellectual development



88% of College employees believe CSC recognizes the diversity of its learners, other constituencies, and the society it serves.

## **Core Component 1-B**

*In its mission documents, Carl Sandburg College recognizes the diversity of its learners, other constituencies, and the society it serves.*

***“...provide accessible, quality education...keeping the learner’s needs at the center of decision-making and by working in partnership with communities...”***

### ***Diversity of Learners***

The College’s adherence to the [Student Equal Opportunity Regulation](#) is evidence of supporting the diversity of students. CSC does this by providing equal opportunities for students of any race, color, religion, sex, national origin, ancestry, age, disability, citizenship, marital status, veteran status, sexual orientation, or status in any group protected by applicable federal, state or local laws. By printing this regulation at the beginning of the Catalog, prospective and current students clearly understand the College’s basis for addressing diversity.

### ***Delivery of Information***

**1.b.1 Process:** The College’s development of [policy](#) and services regarding [Academic \(Disability\) Support Services](#) demonstrates recognition of the variety of student needs.

**Outcomes:** Academic Support Services provides tutors, readers, test taking accommodations, software, books on tape, etc. for students who have alternative learning styles. In the last 10 years the College has served approximately 100 students each year with disabilities.

With the increase of under-preparedness of students coming to college, it became apparent one-on-one tutoring was not an efficient method in reaching the greatest number of students. Thus, in 2006 the College implemented a math and writing lab to further assist students who needed additional help. In 2008-2009 the math and writing lab served approximately 500 students, while there were 133 students who participated in individual tutoring sessions. In addition, the College believed that mandatory placement was necessary for student success. In 2009 the College began phasing in this requirement. English

was the first department to begin mandatory placement, with reading to follow and math is projected for the fall of 2010.

**Evaluation:** *Continue with current efforts, however, the College needs to track success rates of students who have been placed in developmental writing, math, and reading.*

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**1.b.2 Process:** Due to the variety of goals students may have when they enter college, it is CSC's responsibility to be able to recognize and meet as many of these goals as possible. Some students want to transfer to four-year institutions, while others want to pursue the occupational route. There are also students who are not degree seeking and attend only for personal development.

**Outcomes:** The College offers several different transfer/university degrees including an AA, AAT (Secondary Math or Special Education), AS, AES, and AFA (Art, Music Performance or Music Education). The College offers 59 occupational degrees or certificates. Typically, at graduation commencement there are approximately [one-third of the graduates from each of the baccalaureate degrees, AAS degrees, and certificates.](#)

**Evaluation:** *Continue to monitor changes at the statewide level and determine if there are any other degrees that would be appropriate to add.*

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**1.b.3.i Process:** As a result of differing student goals, it is essential the College employ faculty with a *variety of degrees and credentials*. CSC publishes the educational backgrounds of all instructors and administrators on the Web site directory so current and future students are aware of the educational diversity within the College.

**Outcomes:** For full-time faculty teaching baccalaureate education, 100 percent hold a master's degree in their field. Approximately 16 percent hold a

doctoral degree. Additionally, with the exception of a limited number of unique emergency situations which have arisen, 100 percent of the baccalaureate adjunct faculty possess a master's degree.

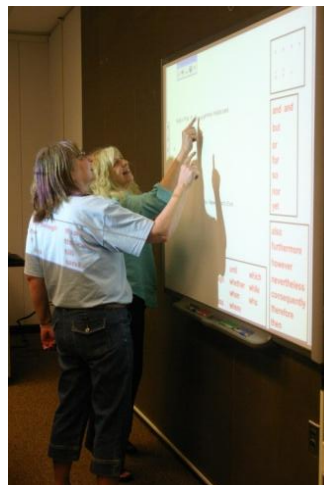
In the occupational area, 100 percent of the faculty possess the 2,000 hours of work experience required by the Illinois Community College Board as well as the necessary education.

**Evaluation:** *Continue with process. The College believes its teaching faculty is one of the more important assets it has.*

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**1.b.3.ii Process:** The College also uses a **variety of delivery methods** supporting CSC's understanding of its learner (which will be outlined in greater detail in Criterion 3, "Student Learning and Effective Teaching"). Listed below are a variety of delivery methods supporting the College's academic programs.

- Online Courses
- Face-to-Face Courses
- Evening Courses
- Blended Courses
- Distance Learning
- *Smart Boards*
- Symposia
- Internships
- Experiential Classes
- Learning Communities
- Supplemental Instruction
- *iClickers*
- iTunes University



CSC has developed programs to meet the diversity of needs of district residents such as:

- Agreements with post-secondary institutions
- Agreements with secondary institutions
- Non-credit continuing education programs
- Kindermusik programs to College for Seniors (older adults)
- TRiO Upward Bound
- George Washington Gale Scholars
- TRiO Student Support Services

(Above are elaborated on in Criterion 5: Engagement and Service)

**Evaluation:** *Continue with these modes of delivery, but look for ways to stay current with technology and with new delivery methods. Instructional Team is exploring the option of Saturday classes and offering scholarships for evening classes to first time college students.*

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#### Recognition of Credit

**1.b.4 Process:** The College recognizes some students enter with experience and prior knowledge in certain academic areas ([Policy 3.9](#)). Hence, students have the opportunity to receive [Advanced Placement credit](#).

**Outcomes:** In 2009 CSC granted 49 students Advanced Placement credit.

**Evaluation:** *Continue with this process.*

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**1.b.5 Process:** Student who enter CSC with prior college experience may be awarded [transfer/university credit](#) for work completed at other accredited institutions of higher learning. Credit is awarded if it is applicable to the students' intended major at CSC and if grades of "C" or better were earned ("D" if cumulative GPA is 2.0 or better). Credit may also be granted for educational work completed in the *military service* according to established standards of equivalency.

**Outcomes:** CSC's ability to recognize and award credit other than traditional coursework serves the diversity of learners and their variety of needs.

Credit Granting Summary*			
Year	AP	CLEP	Credit Awarded for Military Service
2007 (credit hours)	1,190	188	3,572
2008 (head count)	20	25	195
2009 (head count)	49	6	399

\*Head count data was not available for 2007

**Evaluation:** *Continue with this process.*

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#### *Diversity of Other Constituencies*

Development and use of *Advisory Committees* acknowledges the wide diversity of occupational program issues (more detailed information, along with outcomes on Advisory Committees, can be found in Criterion Three).

CSC has provided onsite services in an effort to meet district needs. For example, Farmland Foods, a meat processing plant in the district, has benefited from on site OSHA training, English as a Second Language classes, etc. (More detailed information, along with outcomes on other training, can be found in Criterion 5).

### *Diversity of Society Served*

The policy on [Student Rights and Responsibilities](#) recognizes students are citizens as well as members of an academic community. The College provides equal opportunities for students of any race, color, religion, sex, national origin, ancestry, age, disability, citizenship, marital status, veteran status, sexual orientation, or status in any group protected by applicable federal, state, or local laws. The College's equal opportunity statement is more encompassing than what is required by federal and state law. Encouragement of involvement of the student body strengthens the diversity of the College, presently and, possibly more important, in the future as society continues to become multicultural.

**Evaluation:** *Continue as stated.*

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**1.b.6 Process:** CSC is a member of the [Youth for Understanding \(YFU\) USA Community College Program](#). YFU is a private nonprofit educational organization dedicated to promoting respect for cultural diversity, international understanding, and world peace through student exchange programs.

**Outcomes:** In 1998 the College submitted an application to YFU to begin an International Program in an effort to increase diversity on the campus. The CSC district is largely [Caucasian \(89 percent\)](#) and with the increase in diversity and globalization in the greater world, the College believed this could be one way to increase diversity for its campus. Since then, the College has hosted 62 students from 20 different countries. As an offshoot of this program, an International Club was also developed.

**Evaluation:** *This has been a very valuable program, but the College has found that the finding of host families makes this a program difficult to sustain. The College is looking for other ways to supplement diversity. A recent agreement with a high school in China will provide two additional students for next year, but the College will continue to look for ways to increase diversity.*

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73% of CSC employees agree or strongly agree that the understanding of and support for the mission pervades Carl Sandburg College

## Core Component 1-C

*Understanding of and support for the mission pervade Carl Sandburg College.*

### *Accessible, Quality Education*

**1.c.1 Process:** Carl Sandburg College was awarded a [TRiO Student Support Services \(SSS\)](#) grant in 1997. SSS is a federal grant directed toward low-income, first-generation College students. Because the College's mission is to provide accessible, quality education, the board and administration believed its constituents deserved this program.

**Outcomes:** Since this grant was initially awarded, it has been renewed twice. Every seven years records are shredded, so there is no documentation from 1997-2002 on file. Current records show 426 students have gone through the program since 2003. SSS students are retained at higher rates and graduate at higher rates than the regular College population.



**Evaluation:** *Continue with this very valuable program.*

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**1.c.2 Process:** *Faculty Assembly* is held on a monthly basis during the spring and fall semesters, in order to stay informed about departmental information, procedural changes, along with curriculum needs and assessments. Faculty Assembly meetings allow for advisory input as to best practices, student needs, and development of the educational experience. Through the shared governance model, faculty provide an advisory role in decision-making for the institution. In addition, a faculty member is appointed to serve on the Board of Trustees.

**Outcomes:** Specifically all curriculum changes go through Faculty Assembly even though the Curriculum Committee and Faculty Council have already approved them. With that being said, changes still can occur in Assembly. It does not happen often, but there have been cases where the greater College community has felt strongly about a particular change and felt it needed either greater discussion or a specific change before being approved. The College believes this process allows for a robust discussion to occur on the most

primary of its purposes, which are curricula. It is believed this process improves the quality of education at CSC because of the wide involvement in the decision-making process. Additionally, it creates ownership among the faculty for the curricula the College provides.

In addition, all policy changes go through the faculty review process for presentation to Faculty Assembly. The most recent example of [changes as a result of Assembly was an Information Technology Security issue](#). Regulations and procedures, which have direct bearing on the academic function of the institution, go through the faculty review process as well.

**Evaluation:** *Continue with current process.*

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**1.c.3 Process:** *The Instructional Team* meets on a regular basis in order to assess and evaluate the academic needs of the institution.

**Outcomes:** The role of the Instructional Team is to provide input in decisions regarding the academic function of the College. Under the direction of the vice president of academic services, team members help guide the College to make sound decisions concerning students. Input comes from across the geographic district and across the areas of transfer, career, and continuing education. The deans, associate deans, and a representative from student services work to gather input from the teaching faculty, the student services area, and other areas of the College, including the library. Topics covered include scheduling, long-term academic planning, curriculum planning, and faculty needs and issues. Although not directly referred to in the Board Policy Manual, this team provides needed organization to fulfill the mission of the College.

**Evaluation:** *For 2010-2011, evaluate membership to ensure all areas of instruction are adequately represented.*

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### *Caring Environment*

**1.c.4 Process:** The [Campus Refresh Project](#) is an on-going initiative to improve campus facilities across the district. Improvements to the academic classrooms, faculty offices, and student/public spaces such as lobbies and dining centers will enhance the educational experience for internal and external constituents. Projects are based upon three phases of work, with a strategic plan followed and executed.

**Outcomes:** The classroom facilities and many of the public spaces on campus had not been refreshed since the College began in the early 1970s. Consequently, many areas were in need of updating and new furniture. Additionally, based upon the research of Noel-Levitz, Inc., the College wanted to take a thoughtful approach to this renovation and to create a collegial atmosphere which encouraged students to congregate and remain on campus.

<b>Campus Refresh Project</b>	
Phase I (Completed)	<ol style="list-style-type: none"> <li>1. New classroom furniture in all classrooms at the Galesburg Campus.</li> <li>2. New carpeting and paint for all classrooms at the Galesburg Campus.</li> <li>3. New furniture for all faculty offices at the Galesburg Campus.</li> </ol>
Phase II (Completed fall 2009)	<ol style="list-style-type: none"> <li>1. New furniture and paint for all common seating areas for students at the Galesburg Campus.</li> <li>2. Dining Center Remodel-new furniture, theme, carpet, and paint.</li> <li>3. External signs leading to the Galesburg campus added</li> <li>4. Men and women's locker rooms refreshed with new carpet, paint, doors and seating surfaces.</li> </ol>
Phase III (Completed fall 2009)	<ol style="list-style-type: none"> <li>1. Branch Campus and Education Commons in Carthage-Refresh needed furniture, carpet and paint.</li> </ol>

**Evaluation:** *Continue with refreshing as feasible and necessary. The development of a fiscal plan to meet the challenges of the needs identified in the Facilities Master Plan should be considered and developed.*

#### ***Learner's Needs at the Center of Decision Making***

**1.c.5 Process:** *Student, staff, and faculty representatives to the board* provide the trustees with information in regard to decision-making. The student trustee participates in closed sessions as an advisory member. Faculty and staff representatives are advisory as well but do not go into closed sessions.



**Outcomes:** Carl Sandburg College was one of the first community colleges in the state of Illinois to include a student trustee on the Board of Trustees. The College has always believed it is vital to have student representation as well as faculty and staff representation at the Board of Trustee meetings. The student, staff, and faculty representatives are able to bring unique perspectives to the Board and provide key links to the greater College community.

**Evaluation:** *Continue with this process.*

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**1.c.6 Process:** There are monthly *department and committee meetings* which provide a forum for faculty to share ideas and communicate college-wide news and information. Department meetings in particular allow each area to discuss more in-depth specific needs for each area.

**Outcomes:** Department meetings occur monthly and provide a forum for communication about the College in general and an opportunity for faculty to come together to discuss issues pertaining to a specific department. Topics vary from development of courses to technology and teaching to policy issues within the institution. Based upon the minutes of those meetings it is evident that student needs are continually being considered and addressed.

**Evaluation:** *Continue with this process, but improve the flow of information from Instructional Team to all department meetings.*

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#### *Partnerships within the College*

**1.c.7 Process:** Internal constituents who provide services to students also understand and support the CSC mission. The [CSC Bookstore](#) is under management of the College Book Stores of America, Inc.

**Outcomes:** Bookstore facilities are accessible to all students by having services in Bushnell and Carthage as well as at the Galesburg campus. The bookstore has extended hours at the beginning and the end of each semester to accommodate students. Buy-backs are only offered at the end of each semester and occurs during finals week. Textbooks are a significant expense to students and remain an area of concern for the College. In addition, the College does put this contract up for bid on a regular basis to ensure that it is receiving the best cost possible for the service.

The book buy-back has become a bit of a problem. The bookstore likes to conduct the buy-back during the last week of finals because they have the most opportunity to get books, but many students are still using their books during that time and do not want to sell them. The College is continuing to work with the bookstore to create a schedule for buy-backs that accommodates the students and the bookstore.

In spring 2010, the bookstore will begin offering eBooks for a select few classes. This option will be monitored to evaluate its success.

**Evaluation:** *Maintain this partnership, but continue to explore ways to ensure student needs are met. The bookstore will implement a rental program in the fall of 2010. This is yet another way the College can address these issues. The Bookstore will also sell eBooks to students starting fall 2010.*

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**1.c.8 Process:** The College contracts with Consolidated Management to provide [food service](#) on The Main Campus in Galesburg for staff and students.

**Outcomes:** As a means to better serve students, two locations are available at The Main Campus. The Loft, or main dining center, offers a full menu of breakfast and lunch items and is open from 8:00 a.m.-1:30 p.m. with a shortened schedule on Fridays. The Cyber Café has a smaller menu and is open from 9:30 a.m. until 6:30 p.m. for students taking evening courses. Both locations offer seasonal promotions for students, faculty, and staff. The food service contract also includes providing the meals for the Children's School, a much appreciated benefit to the program. In addition special event catering is provided through the food service contract. [Consolidated Management conducts surveys](#) of the students to determine quality and price of food. Overall, the surveys speak well of the services provided by Consolidated Management. The College does bid this contract on a regular basis to ensure that it is receiving the best cost possible for the service.

**Evaluation:** *Continue this process. Food service is typically a money loser on community college campuses. Consolidated Management has done a good job in making the operation as cost effective as possible, however, additional ideas will always be needed.*

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*78% of CSC employees surveyed agree or strongly agree that CSC's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission*

## ***Core Component 1-D***

*Carl Sandburg College's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.*

### ***Overview of Governance Structure***

The College is structured in ways that facilitate and promote effective and collaborative governance and leadership across the institution – from the Board of Trustees to the Student Government Association as outlined in this document and by the charts at the end of this chapter.

### ***State Governance***

The Illinois General Assembly passed the Illinois Community College Act in 1965 (110 ILCS 805) to create a system of public community colleges. Under this act Carl Sandburg College was established in 1966 with classes beginning in 1967. The Illinois Community College system operates under a three-tier governance model. Each Community College district has a locally elected Board of Trustees. The Illinois Community College Board (ICCB) is the state agency that sets policies that guide the Colleges in achieving local and statewide goals. The members of this board are appointed by the governor of the state. The ICCB has a representative who sits as one of 16 members of the Illinois Board of Higher Education (IBHE). The IBHE was established in 1961 to plan and coordinate the Illinois system of colleges and universities. This body is responsible for the planning and policy setting for all of public higher education in the state. This body is the administrative agency that oversees and develops the state budget requests for all of higher education.

### ***Board of Trustees***

The Carl Sandburg College Board of Trustees operates on the Policy Governance model. The Board directs the president to carry out the mission of the College. Carl Sandburg College is unique in that its Board of Trustees has had a history of stable, consistent, and ongoing leadership. Several trustees have served on the Board for multiple terms, thereby lending and possessing a history of the institution. This has afforded the institution great stability and

consistency over the years. The Board allows the president and the administrative team to operate the institution. The president and administration report back to the Board what worked, what did not work, what was learned, and what will be done next. The role of the Board is to set operational policies governing the affairs of the College and exercise general trusteeship. The Board acts in an advisory capacity and allows the administration to carry out the day-to-day operations.

Current Trustees		
Name	Year Elected	Other
Mr. John Huston	1981	
Mr. Thomas Colclasure	1985	
Mr. Bruce Laurerman	1989-2007	Re-elected 2009
Ms. Gayla Pacheco, <b>Secretary</b>	2009	Appointed 1999-2005 Appointed 2008
Mr. Bill Robinson	2005	
Mr. John Sibley, <b>Chair</b>	2007	
Mr. Mike Bavery, <b>Vice Chair</b>	2007	

The role of the Board is exhibited best through review of the board agenda. The Board sets policy in the action items each month. The mission statement, [focal points and goals appropriate to the agenda item are displayed](#) for each board action item on the agenda. The bulk of the meetings are informational in nature with reports from administration including the president, the president's cabinet, administrators, faculty representative, staff representative, student trustee, and the board members.

### *Shared Governance*

The regulations and procedures of the College provide an advisory decision-making process that promotes involvement of faculty. The faculty is consulted in areas such as curriculum, subject matter, faculty evaluation, academic standards, and student affairs.

This structure is comprised of the faculty council, six standing committees, six institutional committees, ad hoc task forces as administratively requested, and the faculty assembly. The six standing committees include curriculum, faculty development, student services, tenure commission, faculty assessment and growth, and student assessment. The six institutional committees include enrollment management, risk management, college welfare/wellness, Carthage/Bushnell advisory committee, instructional technology, and advisory

committee on sexual harassment. This faculty structure provides checks and balances to assure policies are being followed by the College.

Faculty council is the leadership body for the faculty governance. Ad Hoc members of the council are assigned to each of the faculty standing committees to provide feedback to and from the council on issues before the group. The members of the faculty meet on a monthly basis in faculty assembly to conduct its business, including curriculum decisions, approving recommendations for course and program changes, additions or deletions, and decisions concerning transfer/university and Career and Technical Education (CTE) courses. The council also recommends criteria for the evaluation of programs, courses, and services (e.g., library), and participates in these evaluation processes.



Minutes of the council, assembly, and committees are to be sent to the archives and posted on the College portal (*mySANDBURG*) under Employee Resources to facilitate communications. This has not been done as consistently as it should have been, and this is an area of weakness the Self-Study process uncovered. Efforts are in place to correct this situation.

**1.d.1 Process:** To stay true to the mission of the College, *faculty are consulted in the decision-making* regarding the academic issues of the institution. Faculty work with students every day and offer valuable information regarding their needs along with providing quality education in a caring environment. All curriculum changes are presented in assembly for final approval, allowing the faculty to maintain cooperation and communication between departments and programs. Faculty are also consulted during assembly on any changes in academic regulations which would affect the participatory decision-making structure. A member of assembly also attends and participates in the regular and special meetings of the Carl Sandburg College Board of Trustees, exclusive of executive sessions.

**Outcomes:** Shared governance at Carl Sandburg College is a respected and an integral part of the institution's culture. Faculty assembly is a monthly meeting of the faculty; the faculty council sets the agenda ahead of time for the

members of assembly to act upon. This includes reports from all of the faculty and institutional committees as well as cabinet reports.

### **Evaluation: *Continue with the Shared Governance model.***

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#### ***SEA/BOT Negotiations***

The relationship between the employee's union (Sandburg Education Association or SEA) and the College management who represent the Board of Trustees (BOT) is accomplished through Interest-Based Bargaining (IBB). Representatives from the two groups meet on a regular basis to problem solve the organization's problems. This IBB process is a pro-active labor/management system of problem solving discussions that are interest-oriented, address teaching and learning, institutional flexibility, delivery systems, and the needs of the students served by the College. This IBB format shows a willingness to initiate, create, and confront needed changes within the College and enables the organization to remain viable and adapt to new situations.

Through this process the College has enjoyed a [long-term rolling contract](#) between the faculty and support staff and the College management. Bargaining is conducted every two years and is focused on a period of three to five years in advance. This allows the College administration to know the cost of labor well in advance to plan future budgets, plus it allows faculty and staff to plan personal budgets based on future salary adjustments as agreed. Negotiations held in 2009 were productive and respectful, characterizing the on-going relationship between the SEA and the BOT.

#### ***Student Governance***

The [Student Government Association \(SGA\)](#) is the officially recognized student governance body. It is composed of 15 elected representatives and five executive officers. Representatives are elected at-large in the fall semester and executive officers in the spring. SGA is responsible for providing a means to voice student concerns, for providing a structured activity program, for conducting campus elections, and for promoting interest in College affairs and activities.

The president of the College meets regularly with the executive leadership of the SGA to discuss student concerns and receive input from them about the activities of the College.

86% of CSC  
personnel surveyed  
believed Carl  
Sandburg College  
upholds and  
protects its  
integrity

## **Core Component 1-E**

*Carl Sandburg College upholds and protects its integrity.*

### **Integrity of Data**

**1.e.1 Process:** One of the major changes made at CSC this past decade has been the [Datatel Migration Project](#).

The College began investigating administrative software systems in the spring of 2001 to improve services provided to its students, faculty, and staff, but also to create a more secure system of data as well as to respond to the last accreditation visit which indicated the College needed to become more “data driven” in its decision-making.

**Outcome:** After two years of research, the College determined the best approach was to join a consortium with some Iowa community colleges to jointly migrate to *Datatel*. By joining the consortium the colleges were able to share in training costs which greatly reduced the total cost each college had to pay.

Today, with *Datatel's* administrative software program, “Colleague,” the College now has the ability to access its data in a format that is meaningful for end-users and decision-makers.

**Evaluation:** *Continue with Datatel. In addition, the College needs to continue to evaluate the additional modules and software Datatel has to offer to ensure it is maximizing the Datatel system. The College is in the process of evaluating Datatel's data warehousing and business intelligence solutions.*

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**1.e.2 Process:** With the reliance on electronic data filing systems it became clear CSC would need to perform an [Information Technology Security Audit](#) to support and protect the integrity of the software system.

**Outcome:** In response to ongoing threats against data and network security, the College commissioned a comprehensive security audit of its network and servers in the fall of 2006. Pearl Technology, a leading technology solutions firm based out of East Peoria, Illinois, was selected to perform the operations. Pearl Technology spent two months performing thorough audits of wired and

wireless networks as well as servers across the district and issued the following executive summary:

The College has:

- Corrected all the security vulnerabilities
- Instituted new network monitoring software (Solar Winds and NetMon)
- Acquired and installed new network hardware that has advanced protection protocols
- Instituted an IT security procedure to supplement the Board Policy on Computer and Internet Acceptable Use
- Reconfigured IT services with the title of administrative computing/IT security specialist
- Implemented monthly internal audits on network, servers and workstations
- Established twice monthly meetings of the IT security team



**Evaluation:** *Continue to monitor the security of the network. This is an area that will continue to be a source of consideration in the future. The College is currently undergoing a new audit in the spring of 2010 to get further direction in this area.*

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### *Integrity of Employment/Employee*

**1.e.3 Process:** Although sexual harassment training had been a part of employee orientation for many years, in 2002 the Carl Sandburg College board, administration, and faculty governance system formally drafted and adopted a [\*Sexual Harassment Regulation\*](#). This formalized the process and included not just sexual harassment, but other forms of harassment as well. The *Preventing Sexual Harassment* online training began in 2007 and is a vital component of employee orientation and organizational development. All new employees are required to have [\*sexual harassment training\*](#), and all existing employees require periodic renewed training.

**Outcome:** [The average score by current and new employees is 91 percent.](#) The College has had very few sexual harassment complaints over the years, but since the training, there has not been a single case reported.

**Evaluation:** *Continue with this training. The College switched to online training approximately 3 years and it appears to be very effective.*

---

**1.e.4 Process:** In 2008, Instructional Team discussed and implemented ***policy on campus book buyers***. Book buyers purchase desk copies from faculty and sell them to students, undercutting the publisher. This in turn leads to publishers raising the price of their textbooks in an effort to be profitable. Instructional team believed it was necessary to issue a statement regarding book buyers to uphold and protect the integrity of the College.

**Outcomes:** Although this is difficult to monitor, the institution believes faculty who receive free books from publishers should no longer sell those books back for cash. Textbook prices are extremely high, and the College wanted to do anything it could do, as an institution, to discourage this practice and the high cost of textbooks.

**Evaluation:** *Continue with this practice.*

---



**1.e.5 Process:** The [Employee Hiring Procedure/Process Map](#) assures adherence to and consistency in the employment hiring process. Strict compliance to this process is especially important given the number of variables presented in the employee selection process.

**Outcomes:** The College consulted with legal counsel in developing hiring procedures designed to ensure fair and consistent hiring and to ensure legal compliance with the laws of the state. These procedures have been in place since 2003 and provide a cogent process from advertising of a position to its subsequent filling.

**Evaluation:** *Continue with these procedures. However, this is an area that requires vigilance as new case law shifts the interpretation of many laws. The HR department works in concert with its labor representation, Seyfarth Shaw, located in Chicago for additional direction.*

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**1.e.6 Process:** *New-hire employee orientation* covers Carl Sandburg College's mission statement, beliefs, strategies, focal points and goals, policies and procedures, professional negotiations agreements, risk management responsibilities, software, campus tour, and a variety of trainings. Many times orientation is the first connection an employee has to the College. This is an opportunity to present College information and create a positive experience for the new employee.

**Outcomes:** Approximately 13 new hires take place annually. Orientation is a four-hour process which provides information on the mission, focal points and goals of the College and Board of Trustees agendas, shares the organizational strategies and structure, and provides information policies, procedures, regulations, and professional agreement to create understanding of employee guidelines.

Additionally, the employee is introduced to *Datatel*, *Docushare*, the CSC Web site, *WebCT* and *mySANDBURG* so they understand how information flows and how to access it. Training is conducted on sexual harassment, blood borne pathogens, and campus violence and emergency procedures. Explanation of benefit packages and salary structures are provided as well.

**Evaluation:** *Continue with this process. The HR department evaluates this process on an annual basis to determine which items are most important to include in orientation and changes are made as needed.*

---

**1.e.7 Process:** *Background and Security Checks* are required at the College. These checks are particularly important because all employees connect with students in some manner.

**Outcomes:** One hundred percent of all new full-time, permanent part-time, and adjunct hires have a background check. This ensures all positions are treated equitably.

**Evaluation:** *Continue with this process. The College recently switched to a more comprehensive service to conduct its background checks and this has proven beneficial.*

---

**1.e.8 Process:** *Annual employee evaluations* are used with an established rating scale regarding categories of responsibility.

**Outcome:** One hundred percent of full-time staff and administrators are scheduled to be evaluated every year. This provides an opportunity for employees as well as supervisors to review performance and provide feedback. The evaluation document was reviewed by legal counsel in 2003, and significant changes were made to make the document a clearer and more useful tool for both employees and supervisors. Employee evaluations are something that can get pushed to the back burner. The Human Resources department does a good job in reminding supervisors of their responsibility and in monitoring compliance.

Additionally, every year all tenured faculty have one class where students are afforded the opportunity to evaluate the faculty member. This information is given to the faculty member at the beginning of the following semester. The faculty also has a committee, Faculty Assessment and Growth, which allows faculty every five years an opportunity to develop an assessment plan for themselves to ensure growth and development.

During the Self-Study process, it was discovered the Faculty Assessment and Growth Committee has not maintained the process in the last two years. Renewed efforts are in motion, and the committee is back on track with the process. In the last three years, 13 have started or gone through the process.

**Evaluation:** *This is an area for improvement. While legally compliant the College needs evaluations to be more meaningful for employees' improvement. Ideas included a modified likert scale, 360 degree feedback, and all evaluations conducted at the same time of year.*

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**1.e.9 Process:** Documentation of [Equal Employment Opportunity](#) policies, procedures, and regulations provides information for employees regarding their rights and responsibilities. Changes in the law are monitored and reposted as required.



**Outcome:** EOE Statements are on the Human Resource Bulletin Board in each facility. EOE statements are made in 100 percent of employment advertisements. The institution has had no complaints regarding its Equal Employment Opportunity at the College.

**Evaluation:** *Continue with this policy.*

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**1.e.10 Process:** Policy, Regulation, and Procedures on [Nepotism](#) were developed and implemented in 2008. This policy has provided guidance in employment hiring.

**Outcome:** In an effort to ensure fairness and equity, the College believed it did not want an environment where employees would report to a family member. Family members are not prohibited from working at the institution, but are prohibited from working for a particular supervisor if s/he is a family member.

**Evaluation:** *Continue with this policy.*

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**1.e.11 Process:** [HIPAA](#) (Health Insurance Portability and Accountability Act) ensures the confidentiality of employees in regard to health information.

**Outcomes:** Implementing this policy provides employees with assurance that CSC honors and protects their privacy.

**Evaluation:** *Continue with this policy.*

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**1.e.12 Process:** The documentation of *Ethics and Gift Ban [policies](#)* and [regulations](#) provides understanding for employees of their rights and responsibilities in this area.

**Outcomes:** The regulation prohibits political activity during compensated time, limits gifts from prohibited sources, provides for an ethics officer, and provides a methodology for filing complaints. This regulation makes the College's position on ethics and gift ban clear and is a guideline to be followed by employees.

**Evaluation:** *Continue with this policy.*

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**1.e.13 Process:** The [Statement of Economic Interests](#) is filled out annually by administrators.

**Outcomes:** One hundred percent of administrators complete this every year. These documents are filed with the County Clerk. The signed statement of economic interest assures no conflict of interest between College and employee outside interests.

**Evaluation:** *Continue with this policy.*

---

### *Integrity of Students*

**1.e.14 Process:** CSC believes it as important for students to feel free from harassment as it is for employees to do so. There is a separate [policy](#), [procedure](#), and regulation addressing ***Student Harassment and Sexual Harassment***.



**Outcomes:** The policy is printed in the Catalog and in the Student Handbook. The College has had approximately ten complaints in the last five years from students. There have been four cases of sexual harassment alleged against a faculty member and two cases where a student has alleged harassment by another student. Each case was investigated promptly and resolution was achieved.

**Evaluation:** *Continue with this policy.*

---

**1.e.15 Process:** Carl Sandburg College articulates its [Student Discipline Policy and Procedure](#) in the hard copy and online versions of both the CSC Catalog and the Student Handbook.

**Outcomes:** Carl Sandburg College supports, upholds, and protects the integrity of students by outlining expected student behavior appropriate in higher education.

**Evaluation:** *Continue with this policy.*

---

**1.e.16 Process:** CSC has outlined a [Student Grievance Policy and Procedure](#) in the Student Life section of the Catalog.

**Outcomes:** The College has had very few student grievances filed. In the past five years, the College has had two cases of discrimination, which have been

filed with the Office of Civil Rights after resolution was not achieved at the College. Both cases were found in favor of the College.



However, there has been some instances of students who want to appeal their grade. This procedure does not lend itself well to that concern because a faculty member is the only person who can change a grade, but the procedures seems to be interpreted that a student can appeal to a higher level for a grade to be changed.

**Evaluation:** *Continue with this procedure, but a review of the grade appeal component to determine how best to address grade appeals.*

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**1.e.17 Process:** An [Academic Dishonesty Policy and Procedure](#) is outlined in the Catalog, the Student Handbook, and on the online Library Resources page. A more complete version of the procedure is accessible to faculty online under the *mySANDBURG* Faculty Workshop tab.

**Outcomes:** There were 12 dishonesty reports in 2007-2008, six in 2008-2009, and 9 filed for fall of 2009.

**Evaluation:** *Continue with this policy.*

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### ***Financial Integrity***

**1.e.18 Process:** Annually the College hires an outside accounting firm to audit its financial records. This is required by law.

**Outcomes:** The College complies with this regulation every year and submits the Audited Financial Statements to the Illinois Community College Board as well as to the Board of Trustees. Without fail, the College has had an unqualified opinion from the auditors every year. In addition, the College has been awarded the [Certificate of Achievement for Excellence in Financial Reporting](#) (CAFR Award) for the Comprehensive Annual Financial Report since 2003.

**Evaluation:** *The College uses the RFP process to determine its auditing partner approximately every 5 years. The College has used different auditors depending on those results.*

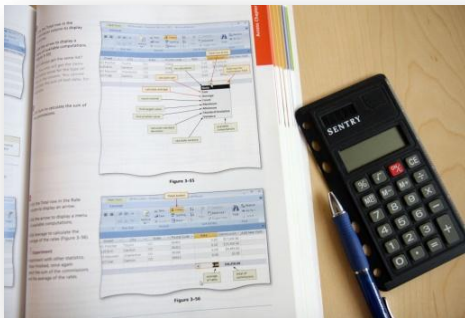
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**1.e.19 Process:** Meeting ICCB, State of Illinois, District 518, County, and Federal Government regulations and in order to assure fiscal responsibility, Carl Sandburg College develops and publishes the following documents annually: [budget](#), [tax levy](#), [prevailing wage](#), [financial report](#), and [external audit](#).

**Outcomes:** One hundred percent of these documents are produced annually in compliance with all state and local regulations and laws. [The College's budget receives the Meritorious Budget Award from the Association of School Business Officials International \(ASBO\) and the Distinguished Budget Presentation Award from the Government Finance Officers Association.](#) The external audit is included in the Comprehensive Annual Financial Report and has received the [Certificate of Achievement for Excellence in Financial Reporting](#) from the Government Finance Officers Association.

**Evaluation:** *These documents allow the College to communicate verified financial information with all constituents. The College will continue to monitor its internal controls and implement additional ways to safeguard the integrity of handling finances.*

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**1.e.20 Process:** The [Request for Purchase Policy](#) assures the College is meeting ICCB/State of Illinois requirements for purchasing of materials and capital items by a public body.

**Outcomes:** In full compliance of the Purchase Policy, 100 percent of the items requiring Board of Trustee approval have been presented to the Board.

**Evaluation:** *The regulation associated with the policy was updated in December 2008 to reflect current legislation. Regulation updates are communicated to the Board of Trustees, faculty, and staff through routine communication channels.*

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### *Educational Integrity*

**1.e.21 Process:** *Accreditation Process* with Higher Learning Commission.

**Outcomes:** The College believes accreditation from the Higher Learning Commission is the highest recognition it can achieve and strives to uphold and attain the goals of the Higher Learning Commission.

**Evaluation:** *Continue with this accreditation. The College anticipates moving to the AQIP model following this accreditation process.*

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**1.e.22 Process:** *Program Accreditation* is important in supporting and upholding the educational integrity of the College. This accreditation process provides students and constituents with confidence in the quality of Carl Sandburg College. Outside accreditation offers potential students a way of ascertaining the quality of the programs they are considering for enrollment.



**Outcomes:** The following are a list of accredited programs at CSC:

- National League of Nursing
- National Funeral Directors' Association
- American Dental Association

**Evaluation:** *Continue with accreditations. In addition, the College will be seeking accreditations for other allied health programs in the future. It is yet another measure of academic quality and the College wants its programs to be recognized and known for its quality.*

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### *Other Ways CSC Upholds and Protects Integrity*

**1.e.23 Process:** The College's [Publication and Design Guidelines and Procedures](#) assures correct and consistent approval of publications through the Marketing and Public Relations Office.

**Outcomes:** These publication and design guidelines were a recommendation from Davison Dietsch McCarthy, a consulting firm employed in 1998 to review College marketing efforts and communication processes. This recommendation

was an effort to ensure a consistent and quality image was projected to the public through its marketing efforts.

**Evaluation:** *Continue with this policy.*

---

**1.e.24 Process:** *Observe to Serve* is a program developed by President Schmidt encouraging employees to take ownership of the College and electronically report any thing that may enhance the appearance of CSC.

**Outcome:** Since its inception over 60 items have been submitted to and responded to with the Observe to Serve program.

**Evaluation:** *The College is in the process of updating this program to distinguish between “Observe to Serve” requests and routine physical plant work orders. The College is also putting in place mechanisms so that end users are informed when their request has been fulfilled.*

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**1.e.25 Process:** CSC provides an *Employee Assistance Program (EAP)* for all full-time employees. Detailed literature is given to the employee during the new hire orientation process and is also available in the Human Resources Department. Through the EAP program, faculty and staff have access to confidential, outside assistance 365 days/year for personal problems. Stress management classes, protecting your identity classes, etc. are free, and CSC employees are always encouraged to attend. Due to confidentiality this benefit is less visual, but certainly an equally important part of employee benefits.

**Outcomes:** Approximately 20 employees or 10 percent of the total employee population take advantage of this service every year. Additionally the EAP provider gives an evaluation survey to each employee to determine if the service met the employees’ needs. Overwhelmingly, employees who have taken advantage of the service believe it is very valuable.

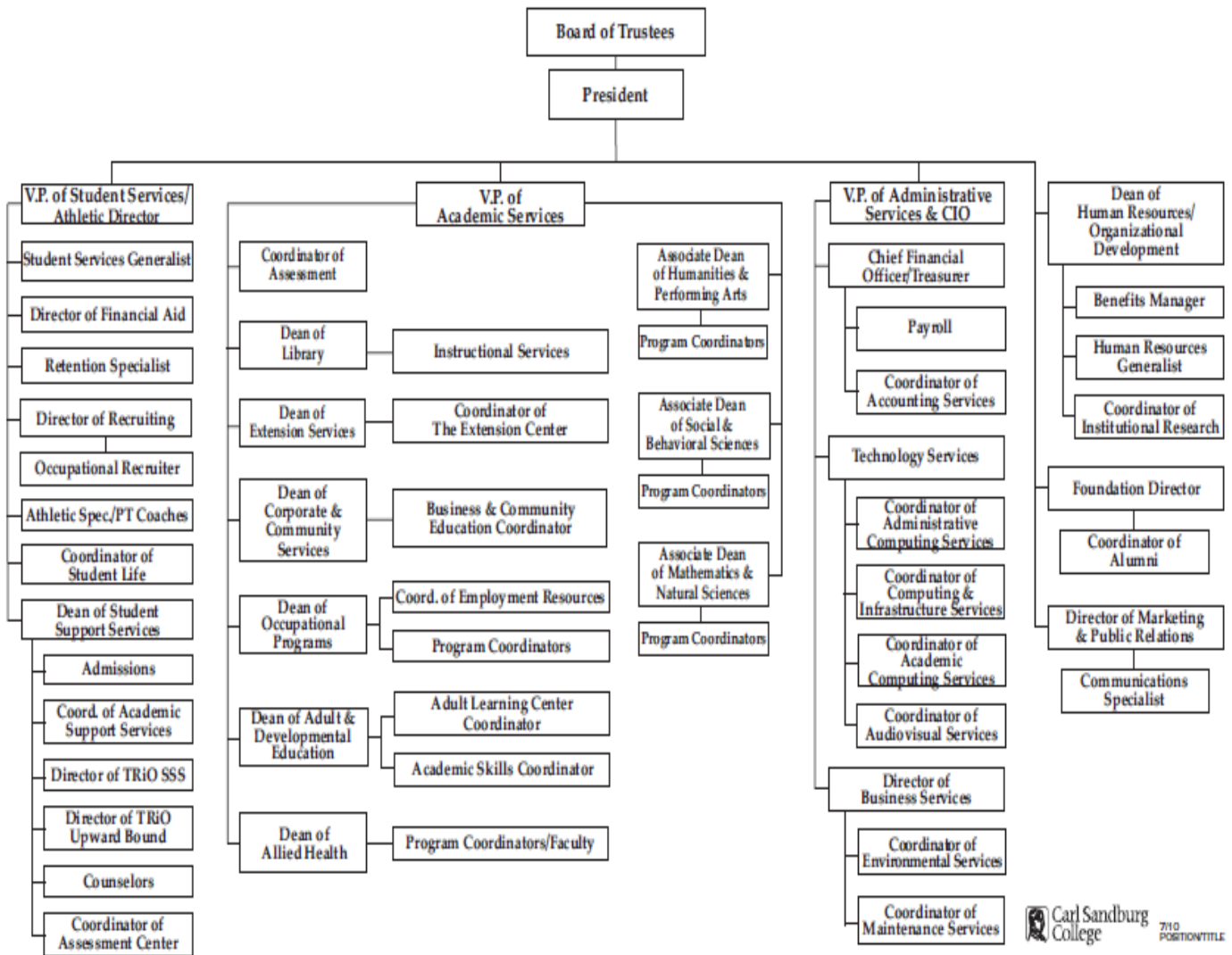
**Evaluation:** *Continue with this program.*

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### ***Organizational Charts***

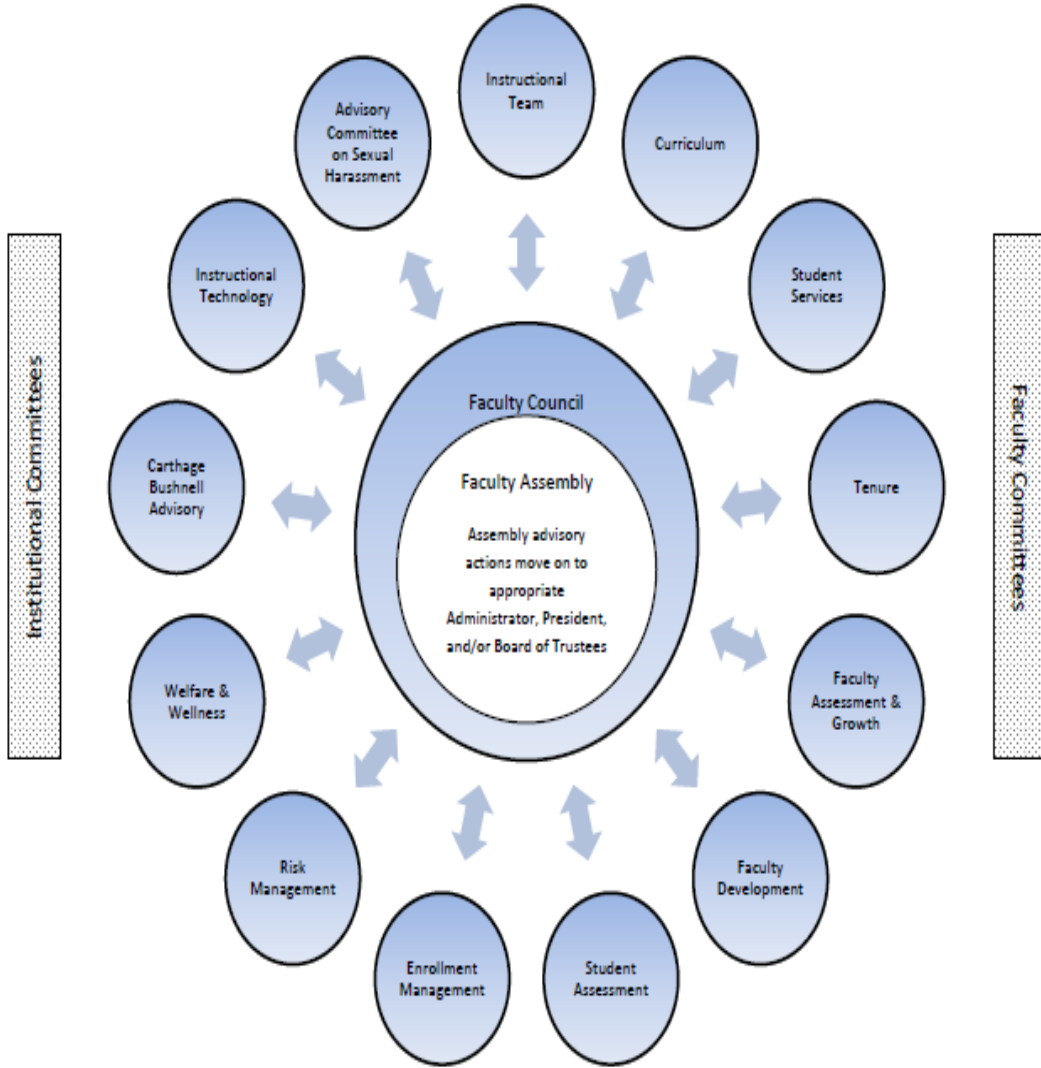
On the following pages organization charts have been included to help illustrate the flow of information. Although the communication process can get stymied at any level, the process is outlined to provide effective movement of information.

## CARL SANDBURG COLLEGE ORGANIZATIONAL CHART



### FACULTY PARTICIPATION IN DECISION MAKING AND COMMUNICATION

Rev:9/28/2009



## ***Criterion One Summary***

Carl Sandburg College is a comprehensive community college that takes its mission seriously and strives to serve its residents with the highest quality academic programs.

The Board of Trustees has established a steady and consistent path of policy governance. Along with this approach, the Board has provided a mission statement that is clear and has been a stable and directive force for more than 10 years. In addition, the mission statement and focal points and goals were further supplemented with belief statements and strategies. Carl Sandburg College is responsive to the communities it serves, its employees, and its students.

Carl Sandburg College strongly believes in shared governance, and it is a process that continues to be a strong component of the institutional culture. The faculty decision-making structure functions extremely well and allows for robust discussions to take place at every level of decision-making.

Relations with the Sandburg Education Association (SEA) and the bargaining process are strong and positive. The College has engaged in Interest Based Bargaining (IBB) since 1995, and each bargaining session has continued to improve upon the process and to gain and cultivate more trust between the SEA and the Board. The College believes it is fortunate to have the relationship it has and continues to place importance on the use of interest-based problem solving in many aspects of its labor relations.

### **Opportunity to Succeed**

The mission of Carl Sandburg College is to provide accessible, quality education in a caring environment by keeping the learner's needs at the center of decision-making and by working in partnership with communities of the College district.

***Carl Sandburg College is Challenged by:***

**Externally**

- A declining population;
- A shrinking economic base;
- Little growth in assessed property valuations;
- A large rural district;
- Declining state funds.

**Internally**

- The continued need for better internal communication;
- Keeping up-to-date meeting minutes in the archives;
- Keeping up with the Faculty Assessment and Growth processes.

***Carl Sandburg College Takes Pride in:***

- A clear Mission Statement which the greater College community supports;
- Beliefs, Strategies, and Goals and Focal Points which set the tone for all that the College does;
- Serving the entire district to the best of the institution's ability;
- A Board of Trustees who engages in Policy Governance;
- A stable and consistent Board of Trustees;
- A shared belief in the value of Shared Governance;
- A positive and strong relationship with the Sandburg Education Association;
- Weathering the repeated economic and financial storms the district has faced;
- Being a beacon of stability for the community during these turbulent times;
- Becoming a data-driven institution;
- Maintaining financial integrity; and
- Maintaining educational integrity.

### *Other Supporting Processes*

The chart below illustrates other processes that support Criterion One. In an effort to eliminate redundancy and keep the Self-Study Document as concise as possible, processes were described in detail only under the criterion where they were most relevant.

<b>Secondary Support Processes: Criterion 1</b>	<b>Process Location in Primary Criterion</b>
Phenix Program (A, B)	2.d.1
Policy and Compliance with ADA (B, E)	3.c.2
Advisory Committees (B, C)	3.d.14
Marketing Action Plans (B)	2.d.3
Codes of Conduct (B)	3.c.12
Board of Trustees Retreats (B)	2.d.4
Resources for Success listed in Student Handbook (B)	3.d.intro
Onsite Workshops and Seminars for other businesses (B)	5.c.5
Administrative Staff Meetings (C)	2.c.6
Student Clubs (C)	3.c.3
Educational Technology Center (C)	5.b.4
Charger Community Center (C)	5.c.1
EduNet Wireless Network (C)	5.b.28
Education Agreements (C)	5.c.7
Financial Recovery Plan (C)	2.c.1
Tuition Formula (C)	2.a.1
Enrollment Management (C)	2.c.5
Faculty Roundtable of best practices (D)	3.b.3
SEA/BOT Negotiations (D)	2.a.3
SGA Constitution (D)	3.c.13
Classroom Assessment Techniques (CATS) (E)	3.b.1
CSC Technology Help Desk (E)	3.d.11
Online Standards Committee (E)	3.b.4
George Washington Gales Scholar Program (C)	4.a.11; 5.b.9
Upward Bound Program (C)	4.a.11; 5.b.9