

2010

Carl Sandburg College 2010 Self-Study

Criterion 2: Preparing for the Future



CRITERION TWO: PREPARING FOR THE FUTURE

Carl Sandburg College's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Introduction

Carl Sandburg College has been financially challenged almost since its inception. Property assessments in rural, west central Illinois have never had the growth that the more urban areas have experienced. The College has put together a chronology of significant financial events and this document is helpful in seeing the long-term history.

In the last 20 years, the Midwest has witnessed an out-migration of manufacturing jobs and the emergence of a larger service sector. With that change has come the loss of higher paying jobs and their replacement with much lower paying jobs. The CSC district has experienced in just the last five years a decline of approximately 3,500 jobs, including the loss of Maytag Galesburg Refrigeration Products, Butler Manufacturing, Briggs Pottery, Carhardt, and Methode to name just a few of the larger employers who have closed/left. In the previous 15 years before that, the district lost Gale Manufacturing and the Galesburg Mental Health Facility.

In addition to these issues, much of the CSC district is made up of farmland, and for many years, farmland assessment has declined. It is interesting to note that farmland is not taxed on its real estate value as are private homes or commercial businesses; it is taxed on another formula which is much lower. With a good portion of the CSC district in farmland, this has made for difficult times.

The state side of the funding situation also has been grim. Since 2005, the state has not seen full funding for community colleges. In particular in 2005, the state underfunded community colleges by \$3,665,085, which is contrasted today in the current 2010 budget with an underfunding of \$96,389,135! Funding from the state is two years in arrears, meaning colleges are not paid for the credit hours they have already generated until two years later. This makes the budget process very difficult, so the Cabinet has taken an extremely conservative approach to budget development this year. In particular, for several years, the Cabinet budgeted three to five percent less than the State had

promised in an effort to mitigate the losses later. This proved to be a valuable approach and kept the institution in a better financial situation than many others in the state.

In the last 15 years, the College wisely has used debt to leverage its operation and to achieve many capital projects. The College has been very creative in its use of bonds and has consulted with Mr. Eric Anderson from Harris Bank to strategically use bonds and debt where appropriate. The College has expanded its Working Cash fund to the maximum it is able to achieve. It has also developed a [*Strategic Technology Endowment Fund \(STEF\)*](#) whereby the money raised from bonds was invested and only the *interest income* is used for technology and related enhancements. The principal amount is still intact and is invested.

It is likely the College will remain financially challenged for several years to come. The state of Illinois has reached near fiscal disaster. A recent article by the Pew Center has ranked Illinois second to only California in its fiscal distress. The College has already received notice that the state of Illinois cannot make all of its payments this year. The College has been told that it will receive only two of the four payments it is promised. Additionally, it is anticipated that 2011 will be worse. According to Ellen Andres, CFO with the Illinois Community College Board, colleges likely will not receive any 2011 money at all. Rather they will probably receive the third and fourth quarter payments from this year in next fiscal year. There is no question that community colleges around the state are in tough times the likes of which they have never seen before.

Criterion 2 Team



Team from left to right

Back Row Jan Lundeen, Gena Alcorn, Larry Byrne, Sam Sudhakar
Front Row: Lisa Blake, Lindsey Chase, Andrea Shifflet

Out of those surveyed at Carl Sandburg College 88% agreed or strongly agreed that the College realistically prepares for a future shaped by multiple societal and economic trends

Core Component 2-a

Carl Sandburg College realistically prepares for a future shaped by multiple societal and economic trends.

Around 2006 three task forces were formed in an effort to increase financial efficiency: telecommunications, duplication processes, and four-day course schedules.

Economic Trends

2.a.2 Process: The College established a *tuition formula* in January 2008. This formula sets tuition, inclusive of all fees, between 80 and 100 percent of the College's most recently audited per capita cost (excluding bond and interest payments).

Outcomes: The administration calculates, establishes, and incorporates the actual upcoming fall semester's tuition rate into the tentative budget scheduled for consideration by the Board of Trustees (BOT) each May. The administration establishes and communicates this rate no later than February of each year to facilitate such functions as packaging of financial aid awards, preparation of the tentative budget, and early registration initiatives.

Evaluation: *Continue with this procedure. New tuition rates are established timely and allow for operations and students to plan for the upcoming academic year.*

2.a.3 Process: As part of financial management, the College has implemented *Interest Based Bargaining (IBB)* with the Sandburg Education Association (SEA). IBB is a robust process that requires a deliberate focus on interests of the teams in practice. This has allowed the College to employ a unique "[Rolling Labor Agreement](#)" through June 30, 2012, with fiscal years 2013 and 2014 bargained in the fall of 2009.

Outcome: This process provides continuing quality education by eliminating labor strikes. The labor agreement allows the College to maintain a competitive compensation package determined well in advance of each new school year. This agreement also provides an orderly and prompt method of handling and

processing grievances. All potential problems are managed by communications between supervisor and employee and/or SEA/BOT representatives. The College is proud that there have not been any grievances filed in the last 10 years. Both the College and SEA take their roles very seriously, and both sides seek to understand and work for solutions.

Evaluation: *Continue with this process*

Financial Support of the Foundation

2.a.4 Process: The organization's ***Foundation*** was initially established in 1971 as educational assistance to students, and this continues to be its focus today. Because the Foundation's financial resources have grown, it has been able to expand its areas of financial support to include special project funding.

Outcomes: Items that were made possible by the CSC Foundation are as follows:

- New playground equipment for the Children's School (\$100,000)
- Updates to the Fine Arts Theatre (\$85,000)
- Property purchased in Bushnell adjacent to The Extension Center for future College expansion (\$16,000)
- Update to the McBride Music Room (\$35,000)
- Charger Community Center (\$150,000)
- Partial renovations for Charger Community Center (\$400,000)

Discussions also continue regarding possible support for student housing opportunities.

Evaluation: *Continue efforts with the Foundation and continue to look for new ways the Foundation can assist the College.*



2.a.5 Process: In July 2009 the Foundation established a ***new donor database*** which will allow for better donor record keeping and gift tracking. Donor cultivation and stewardship are essential elements of a successful development program. With improved record keeping and constituent identification, the Foundation can refine solicitation appeals and target specific constituents based on donor specifications and interests.

Outcome: This has resulted in more efficient communication to donors. It allowed the Foundation to host its first Basketball Alumni Event in December 2009. By establishing the donor database, the Foundation was able to do a targeted mailing to CSC donors and friends for its first Golf Outing in July 2009, where all proceeds went to student scholarships (raised \$3,300). Alumni from the Fine Arts programs, along with friends of the arts, were identified from the database and were invited to a new special event, the Holiday Fine Arts Gala held December 2009.

Evaluation: *Continue with process.*

2.a.6 Process: An Alumni Program was developed to increase the number of alumni donors and to continue building relationships with alumni.

Alumni and Friends Embrace the Future	
Contact	Find and update alumni information
Interest	Develop programs and events to enhance alumni relationships
Involvement	Create new ways to connect alumni with CSC
Support	Establish support systems for alumni and current students



In addition, the Foundation staff takes steps to improve all forms of communication with alumni, including Internet communication. Improvements to the Foundation's Web site will better enable alumni of the institution to stay informed about College happenings and will easily update the Foundation office as to address changes and personal and professional updates.

Outcome: Increased alumni contact: Graduates are mailed their first alumni newsletter (Legacy Newsletter) in the fall after they graduate. Alumni are given the opportunity to update addresses and personal data (marriage, children, job promotions) and have them highlighted in the newsletter. From these updates, the coordinator of alumni makes personal visits or phone calls to alumni. These contacts result in identification of potential donors and build alumni relationships.

Increased alumni interest and involvement: Maintaining a relationship with the alumni office is key to maintaining a connection to CSC. Through special events and affinity reunions such as Basketball Reunions and the Fine Arts Galas, alumni feel valued and welcomed back to campus, and a sense of

connection is maintained. Affinity reunions foster good-will between the college and the graduates and increase the potential for financial support.

Evaluation: *Continue with this initiative*

2.a.7 Process: Funds are awarded through the Foundation Office via both annual and endowed scholarships. *Fundraising Initiatives* are imperative to the Foundation's existence. A scholarship committee works to oversee the distribution of funds and to establish scholarships from new donors.

Outcome:

FY	Foundation Awards	
	Scholarships	Mini-Grants
2007	\$181,382	\$14,972
2008	\$200,469	\$15,650
2009	\$177,729	\$10,905

Due to the downturn in the markets, the Foundation's investments started to show a decrease, thus resulting in a decrease in scholarship and mini-grant distributions for fiscal year 2009. This demonstrates good stewardship of funds by not over-extending the financial base yet still providing assistance to the College and the students.

Evaluation: *Continue with this approach.*

Societal Trends-Changes in Technology

2.a.8 Process: The *Datatel Migration Project* began in fall 2001 as a consortium of the Association of Colleges for Electronic Sharing (ACCES) of Iowa. "Colleague" implementation was completed in the spring of 2005. *Datatel's* "Colleague" has allowed the College to become more data-driven and to have an integrated system that communicates across departments. This has given the College the opportunity to generate accurate, consistent data with which to make decisions.

Outcomes: The benefits of this system are as follows:

Human Resources Workflow (2007): Enables streamlined hiring processes and decreases the likelihood of omission errors.

Human Resources Data Mart (2008): Allows institutional research to be conducted regarding benefits, salaries, stipends, etc.

Retention Alert (2007): Allows faculty and staff to monitor student attendance and other attributes and take early action to ensure student engagement, success, and retention.

eAdvising (2007): Provides electronic academic planning for both the student and counselors.

Single Sign-on Interface (2005): Creates a user-friendly environment by eliminating the need for multiple usernames and passwords.



Active Campus Portal (2009): Faculty, staff, and students are able to access their e-mail, *WebAdvisor*, calendar, tasks, Blackboard, announcements, news, events, and other resources through *mySANDBURG*. Team sites are being used by 70 percent of all departments across the College for different projects.

Evaluation: *Continue with Datatel*

2.a.10 Process: In 2009 the College launched the [Active Admissions](#) project, enabling the revamping of the College Web site as well as allowing for effective target marketing to different groups of prospective students. The goal of the project was to redesign the [College Web site](#) into an external facing Web site focused on prospective students, parents, community members, and others who are not members of the College community. This Web site allows students to customize the site to their own academic area of interest. This feature works much the same as commercial Web sites that allow for customization by the individual student or customer.

Active Admissions Features	
Personalized Content	Targeted E-mails and HTML E-mail
Content Management System for ease of editing and updates	W3C accessibility options for visual-impaired/blind and hearing-impaired/deaf students
Survey/Polling Tools	Online Application and Registration
Integration with <i>Datatel's</i> "Colleague"	In-depth Reporting and Decision-support tools

Outcome: The new Web site went live on September 30, 2009. In the first three months the College received inquiries from 925 prospective students! Anecdotally, prospective students report the new Web site is intuitive to navigate and use, and it provides customized information depending upon the interest of the visitor if the visitor chooses to personalize the site. The integration of prospective student inquiries with “Colleague” allows the Office of Recruitment to follow up on prospects with minimal manual data entry.

Evaluation: *Although Active Admissions provides more data regarding prospective student than was previously available, there is no mechanism for the student to be followed through their time at Carl Sandburg College and beyond. The College is looking into Datatel’s Customer Relationship Management (CRM) solution. The CRM will allow the College to track student progress from the time the student is identified as a prospect all the way until they become alumni of the institution.*

2.a.11 Process: CSC has used Blackboard (a course management system) since the fall 2002. *Datatel* enabled the College to implement a **real-time interface between Datatel’s “Colleague” software and Blackboard**, thus ending manual uploads from “Colleague” registration into Blackboard. The Instructional Technology Committee funded the Blackboard-*Datatel* integration project, which was completed in December 2006.

Outcome: The interface allows for real time automatic transfer of student information from *Datatel* to Blackboard, thereby giving students instant access to their courses in Blackboard once they register for their courses in “Colleague”/*WebAdvisor*. Although students may never be aware of the behind-the-scenes efficiency of this conversion, it does allow quicker access to their online or supplemented courses that would not have normally occurred.



Blackboard

Evaluation: *Although Blackboard has served the College well in the past decade, its lack of real time integration with Datatel and escalating annual maintenance costs are of concern. The Instructional Technology Committee is currently evaluating the Moodle Rooms Learning Management System (LMS) as an alternative to Blackboard. A pilot group of faculty members*

have their courses converted in Joule and are experimenting with it. In parallel, the College is establishing a test Blackboard 9.1 environment for faculty to evaluate. A decision regarding LMS will be made in Spring 2012.



2.a.12 Process: In May 2006, Carl Sandburg College joined the *Abingdon Wind Energy Consortium* led by Abingdon CUSD # 217. The consortium consists of five K-12 school districts (Abingdon, Farmington, Galesburg, Knoxville, and ROWVA) and Carl Sandburg College. The consortium received a grant from the Illinois Clean Energy Foundation to perform a study of the feasibility of building a wind farm to support the energy needs of the schools in the consortium. The study was performed by EAPC Architects and Engineers, a firm specializing in wind energy studies, from Grand Forks, North Dakota.

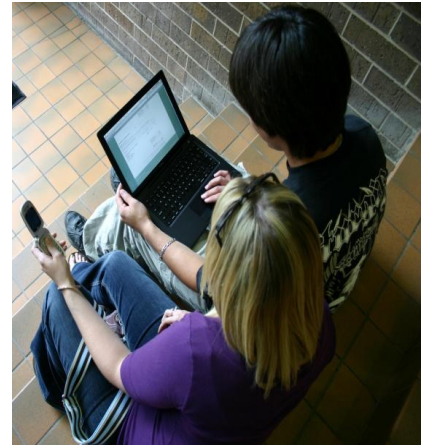
Outcome: EAPC recommended that given the legal and legislative environment in Illinois, it would be better for each entity to implement its own wind turbine to support its energy needs. An [updated study by EAPC](#) in 2008 estimated that a wind turbine implementation by Carl Sandburg College would have an 11 year payback, after which time, the College would benefit by revenues of approximately \$345,000/year going forward.

Due to the College's ongoing relationship with its energy management partners, Johnson Controls Inc. (JCI), the College asked JCI to analyze the feasibility study. With new Illinois legislation favorable to wind turbine implementation by educational institutions and ongoing fluctuations in energy costs, JCI proposed a 120-day study to thoroughly analyze the feasibility and the financial outcomes of such a project for Carl Sandburg College. JCI reported the current legislative climate in Illinois is not favorable to individual institutions operating their own wind turbines. With the current net metering legislation that is in place, the payback period for a wind turbine is 30 years, which is not financially viable given that the lifecycle of a wind turbine is 30 years. The College is currently awaiting new legislation that is under consideration, which will allow the College to pursue aggregate net metering and tie all its meters to a central location.

Evaluation: *Over the past two years wind turbine legislation in Illinois has not changed. At this point, embarking on a wind turbine project is not*

financially viable; however, the College continues to monitor alternate energy sources. The College has long term electric and gas rate contracts through Johnson Controls, Inc. (JCI) and Vanguard Energy Services on the procurement side. These contracts have allowed the College to lock in energy rates in a timely fashion, resulting in savings of over \$40,000 a year. The College will continue this strategy moving forward.

2.a.13 Process: In an effort to help students understand which courses they select will transfer to other institutions, Carl Sandburg College provided access for students to use [u.select](#), formerly known as Course Applicability System (CAS). This program allows CSC to work with other institutions nationwide to produce a seamless transition from two-year to four-year institutions.



Outcome: At this point there is no data collected that would indicate student use of this program. Directions on [u.select](#) will be outlined on the College Web site. Currently, the only resource for students regarding [u.select](#) has been through the counselors and brochures.

Evaluation: *Continue with u.select, but consider how to increase student usage*

2.a.14 Process: With the implementation of “Colleague” many opportunities became available to *process and report information more effectively* and efficiently. As the use of technology has increased more customers rely on current and accurate information being available immediately. Students are able to access their account securely whenever they want. This provides real time class information and billing information. This also allows for students to make payment on their account using a credit card. The College accepts all major credit cards.

Outcomes: Students have the ability to access their account and view amounts due, current class schedule, and financial aid applied to their account. Refunds due to financial aid or schedule changes also are reported prior to refunds checks being issued. The students benefit by the availability to view and make payments at their convenience.

Evaluation: *Continue with process but include questions that would demonstrate benefits to students in future student survey.*

2.a.15 Process: Society continues to increase the use of technology for faster and more convenient access to information. The College offers ***electronic deposits of financial refunds to all its students.***

Students can login to their account and enter banking information to agree to receive their funds electronically.

Outcomes: Direct deposit of financial refunds provides a faster and convenient way for students to receive their refund money. This eliminates mail time and wrong address issues. The College benefits because there are less outstanding items for reconciliation processes.



Evaluation: *At this time only 40 per cent of the students use the electronic refund. The Business Office is looking for ways to increase usage of the electronic refund process. The Business Office brochure is one of the ways the College is trying to make business transactions more straightforward and user friendly for students.*

2.a.16 Process: The College offers a ***deferred payment plan (FACTS)*** to spread the cost of education over several payments. Enrollment is completed online. The College Web site links to the FACTS Tuition Payment Plan application. Payments are deducted automatically from the checking or savings account or charged to the credit card provided on the online application on set dates. Fall and spring semesters can be spread over as many as five months dependent on the enrollment date.

Outcomes: The College believes this is a tuition management plan that provides a low cost option for budgeting tuition and other educational expenses. This allows the student the ability to review all information provided and accept or decline the terms and conditions of the plan. An immediate e-mail confirms the enrollment if an e-mail address was provided. Based on Business Office reports, approximately 350 students take advantage of this option during an academic year.

Evaluation: *With the economic downturn and college costs rising, it is important to offer payment options. Education needs to include a financial decision that will fit different lifestyles. Payment plans may be a growing trend.*

2.a.17 Process: The College continues to look for ways to provide financial education to others. [CashCourse](#) is a link on the College Web site. This is provided by The National Endowment for Financial Education, an independent,



nonprofit foundation committed to educating Americans on a broad range of financial topics and empowering them to make positive and sound decisions to reach their financial goals. Several financial basic topics are provided, Budgeting & Financial Planning, Overspending, Protecting Your Credit, Preventing Identity Theft, Setting Financial Goals as well as information regarding Paying for College and College Life.

Outcomes: Education is a focus of the College not just in a classroom setting. Any information the College can provide to help others is a benefit.

Evaluation: *Continue with process.*

2.a.18 Process: Emergency and Information Alert System: As a part of its overall security strategy endorsed by the Board of Trustees, the College implemented an emergency alert system from Blackboard Connect (formerly Notification Technologies International (NTI)) to send alerts to students, faculty and staff via e-mail, voicemail and text alerts regarding campus emergencies as well as informational items. Students are routinely informed about institutional deadlines, class cancellations and weather related school closings using the Blackboard Connect System. The system integrates with Datatel so that its database is regularly updated with the most current contact information of students, faculty and staff.



Outcomes: Since its implementation in March 2008, the system has been successfully used to send [638 informational messages and 19 emergency](#) messages to different Campus constituents.

Evaluation: *The College is currently working with Blackboard on real time integration with Datatel as well as the Blackboard Learning Management System (LMS) whereby faculty can send timely messages to students in their class using this system. The College is working with Visser Digital System to integrate the Blackboard Connect system to Campus Signage monitors across all district locations.*

2.a.19 Process: Digital Signage Monitors: In March 2009, the College partnered with Visser Digital Media to install Campus Signage Monitors across all district locations. The monitors were installed by Visser at no cost to the College in exchange for being a proof of concept site and supporting Visser with their promotional efforts.

Outcomes: Digital Signage Monitors located at strategic locations in the Galesburg campus as well as at the Bushnell and Carthage locations deliver timely informational messages regarding campus events, important deadlines and opportunities as well as weather information to students, faculty and staff. These monitors can also be used to display emergency alert information when there is a need.

Evaluation: *The College is working with Visser and Blackboard to integrated these two systems together so that emergency information sent via Blackboard Connect will be seamlessly displayed on the Campus Signage Monitors at the appropriate locations*



82% of CSC employees surveyed agreed or strongly agreed that Carl Sandburg College's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future

Core Component 2-b

Carl Sandburg College's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

2.b.1 Process: The ***Creation and Establishment of a Camera Security System*** in 2006 was to provide a safe and secure environment for students. The College is continually updating security equipment to meet the security needs of this new century so that the delivery of quality educational programs is coupled with ensuring the welfare of its student body.

Outcome: In collaboration with local law enforcement authorities, a number of incidents have been investigated and corrective actions taken with the help of video footage from the security cameras. The presence of the cameras also serves as a deterrent to unlawful activities that might otherwise take place on campus.

Evaluation: *The College continues to evaluate the security camera system. This coming summer (2010), a Protection, Health, and Safety Project is being pursued to expand the camera system into the hallways of all College facilities across the district. The College will continue to expand the monitoring capability of all district locations. In addition, the College security vehicle has a laptop that can monitor feeds from all campus facilities across the district.*

2.b.2 Process: The **[Expansion and Development of Bushnell Extension Center](#)** are ways CSC meets the needs of rural district residents. Prior to the establishment of The Extension Center in 2003, Bushnell residents had to drive 32 miles one way to the Galesburg campus, taking approximately 45 minutes.

Outcome: By providing a satellite campus for Bushnell residents and others living in the vicinity, the College helped students save money and time. A student enrolled full-time would travel four days a week (at that time five days a week) spending an hour and a half each day just in driving.

However, the Bushnell site continues to struggle somewhat in what might be considered a lack of an anchoring program. Usage of the facility is good, and the facility breaks even financially, and yet the College would like to make better use of the space.

Evaluation: *Identify ways to increase usage in specific Career and Technical Education (CTE) programs.*

2.b.3 Process: The development and support of a totally networked digital educational delivery system has had a profound effect on the delivery of courses and programs throughout the College. All aspects of the [technological resources](#) outlined below support and advance every transfer/university studies and occupational program on campus. Whether the issue is access, support, or delivery, the technological resources have grown to meet the increasing technological demands of this new century.

Outcomes:

Technological Resources for Educational Support	
Human	Physical
FTLC Intern up to 20 hours a week	450 computer stations including four mobile laptop labs
Faculty Peer Group provides one-on-one pedagogical and instructional design support	All rooms are smart classrooms along with the BlackBoard (<i>WebCT</i>) online course management system
Tech Connect Workshops average 25-30 faculty attendance each summer	85 faculty computers (replaced on a four year cycle)
Help desk fields 25-50 calls per week at beginning of semester and 10-20 per month the rest of the semester	16 Distance Learning Classrooms which are continually updated and evaluated to increase productivity

Evaluation: *There is a need for a full-time Instructional Designer who would be available to assist faculty in instructional design and curriculum technology integration. The Faculty Peer Group and half-time Instructional Design assistant strategy has worked for the past several years but with the growing number of online courses and integration of technology into teaching it is time for the College to consider a full-time position for Instructional Design.*

2.b.4 Process: In 2008, CSC developed the [Tuition Rate Guarantee Program](#), which allows full-time students to lock in a tuition rate. This program gives full-

time students the opportunity to avoid potential tuition increases for a three-year period.

Outcomes: Since the fall of 2008, [approximately 451 students](#) have saved \$32,730 spread out over 6,221 credit hours of enrollment.

Evaluation: *With the economic conditions, the ability to plan educational needs and costs become significantly enhanced. For full-time students to know their tuition rate for three years definitely enhances their ability to plan for the costs to be incurred. Continue to monitor numbers of students benefiting from the program and make adjustments to the program in the future.*

2.b.5 Process: The [budget process](#) begins in January and concludes in May with a tentative budget that is presented to the Board of Trustees. The budget is then available for public review for 30 days, and the final budget is adopted by Board action at the June board meeting.

During the budget process, academic deans and associate deans provide credit hour projections to the CFO for the tuition side of the budget. The CFO then confers with ICCB to determine approximate state funding and with county clerks to determine property tax revenues, and the revenue side of the budget is established.



All budget officers then submit their budget requests to their cabinet officer. Cabinet officers review change requests from budget officers and make recommendations for change. Each Cabinet officer is provided contingency account/s with which s/he can make his/her own budget decisions. Almost \$300,000 is set aside in contingency accounts. Budget changes demonstrate a commitment to meeting academic and student needs. Budget changes allow the budget managers to allocate dollars where they feel they need to be spent. [Requests for new dollars](#) allow the College to respond to changing needs. Changes may include new programs, new faculty, or new equipment.

Outcome: An example of instructional changes would be a decrease in agriculture funds and an increase in allied health funding. Ag credit hours in 2001 were budgeted at 216 while in 2005 they were at zero. Allied Health credit hours were budgeted at 4,422 in 2001 and increased to 10,000 in 2010. These changes directly reflect the enrollment climate in the district.

The budget shows continued focus on student services. There has been an increase since 2006 from \$140,000 to \$410,000 currently for 2010. Much of the increase is due to the development of new athletic programs accompanied by the development of talent grants for those teams.



A new quasi endowment fund, the Strategic Technology Endowment Fund (STEF), was established in the last 10 years. This fund was implemented by [Board action with approximately \\$5,000,000](#), with the intention that the principal amount (which is restricted by Board resolution) would remain in perpetuity and only the interest would be used for one-time capital needs. More specifically, the earnings on the quasi endowment fund were designated/restricted for the purpose of refreshing the College's strategic technologies. A [capital improvement plan](#) is included in the budget each year to show the use of these earnings.

In addition, another quasi endowment fund, the SILO fund, was implemented with the same kind of focus; [the Board of Trustees set aside \\$1,000,000](#), and only the interest is used to fund new ideas in the academic area of the College. The SILO Fund earnings are used to launch new ideas within the academic area that have the potential to increase enrollment or academic quality. The budget also establishes a line item to be used for this purpose. Approximately \$60,000 is budgeted for FY2010 to fund start up costs of new programs.

The budget process concludes with a tentative budget presented to the board with a final budget presented 30 days later. In the presentation to the board for adoption of the budget includes an analysis of many factors including [operating days](#) for the College. There has been an increase in the number of operating days from 2000 to 2005 of 260 percent, from 10 days to 26 days. 2005 to 2010 shows an additional increase of 85 percent, from 26 days to 48 days. It is important to note that the Carl Sandburg College budget has received

the [Meritorious Budget Award](#) from the Association of School Business Officials (ASBO) for seven consecutive years from 2004-2010. The College has also received the Government Finance Officers Association (GFOA) [Distinguished Budget Presentation](#) Award. This application was suggested by the ICCB during the last visit.

Evaluation: *Continue with the budgeting process. The budgeting process is a good one in that it allows for the connecting of physical, human and financial resources to be considered; however, the use of a broader approach such as strategic plan would enhance these efforts.*

2.b.6. Process The College implemented a **Procurement Card (p-Card)** Program in July 2009. This program is in an effort to facilitate efficient and timely purchasing. A procurement card, while it looks like a credit card/debit card has several built in internal controls. Only purchases as defined in the program are allowed, such as supplies, travel, subscriptions, or meeting expenses. Cash advances, personal services, telephone, alcohol, or donations are prohibited. The program includes an executed p-Card use agreement and the ability for the Chief Financial Officer to establish monetary limits and purchasing parameters for the use of the p-Card.

Outcomes: Benefits to the p-Card program include streamlines purchasing process, reduced purchase order paperwork, increased internal controls, better reporting and reduced cost of payments.

Evaluation: *Continue to monitor use and control of p-Cards and see if the program needs to be expanded to more constituents and or vendors. If the p-Card program is successful and allows faculty and staff to procure supplies required in academic programs in a timely and streamlined fashion, the College will look to expand the program. The College may be able to increase productivity, controls, and costs by extending this process to additional employees. The challenge is to not lose internal controls as additional cards are provided.*



77% of CSC employees agreed or strongly agreed that CSC's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement

Core Component 2-c

Carl Sandburg College's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

2.c.1 Process: The [Financial Recovery Plan](#) was approved by the board and submitted to the Higher Learning Commission in February 2008. This plan includes several components which speak to the College's past and future economic perspectives, such as:

- Historical perspectives
- Long range financial initiatives
- Future developments
- Financial recovery strategies

Outcome: One key piece of evidence that the College is in a good financial position given the challenges it has faced is the most recent credit rating issued by [Moody's Investor Service](#) (Sept. 26, 2007), where the College was once again awarded an A-2 rating. Citing the district's substantial tax base, satisfactory financial operations, adequate capital reserves, manageable debt profile, strong management practices, alternate liquidity, and management's prudent budgeting practices, Moody's evaluation supports the College's belief that the district's finances will remain stable for the foreseeable future.

In addition, in January 2010, a team from the College traveled to Standard & Poor's in Chicago and provided officials with a financial presentation of the College in anticipation of a bond issuance. The College's bond rating increased two levels from A-2 to AA-. This independent evaluation further confirms the financial viability of the College, particularly during these challenging economic times where the State of Illinois has seen its bond rating continually decline.

Evaluation: *Continue with strategies outlined in the financial recovery plan and continue to look for other ways to strengthen the College's financial position.*

2.c.2 Process: *Financial Profile Ratios* are calculated in ways similar to those used by the Illinois State Board of Education and using the most recently audited financial information. These ratios include:

Financial Profile Ratios			
Ratio/Definition	Calculation Formula	Lowest Risk	CSC FY09
Fund Balance to Revenue Overall Financial Strength of Prior Year	Based on ending fund balances and revenues for the Education, Operations and Maintenance, and Working Cash Funds	Ratio greater than or equal to 25%	42.5%
Expenditures to Revenue Identifies how much the College expended for each dollar received	Based on revenues and expenditures for Education, Operations and Maintenance, and Working Cash Funds	Spend \$1.00 or less for every dollar received	\$0.95
Days Cash on Hand Estimate of the number of operating days provided no additional revenues	Based on total cash on hand, investments, and expenditures of the Education, Operations and Maintenance, and Working Cash Funds	At least 180 days cash on hand	53 days
Percent of Short-Term (12 mos. or less) Debt Capacity Amount of debt that can be realistically paid back without financially hurting the institution	Based on capital lease obligations and 85% of the equalized assessed valuation of the district multiplied by the tax rates for the Education and Operations and Maintenance Funds. The capacity will be the percentage of debt margin remaining.	Greater than or equal to 75% debt margin remaining	99%
Percent of Long-Term (12 mos. or greater) Debt Capacity Amount of debt that can be realistically paid back without financially hurting the institution	Based on the legal debt margin of the College and the debt limitation amount. The capacity will be the percentage of debt margin remaining.	Greater than or equal to 75% debt margin remaining	27.6%

The College has established the following financial profile ratios as a way to track past and present financial positions. An Annual Institutional Data Update is completed for the Higher Learning Commission. These calculations include Primary Reserve Ratio, Net Operating Revenue Ratio, Return on Net Assets Ratio, and Viability Ratio. These together indicate a Total Composite Financial Indicator Score. These ratios are used to obtain an overall financial profile score and categorized into a category of financial risk.

- Financial Recognition - lowest risk, best category of financial strength
- Financial Review
- Financial Watch
- Financial Warning - highest risk category

Outcome: From 2001 to 2005, the College has ranged from warning to review with the average in the financial watch category. During 2005 to 2008, the category changed from review to recognition. The Financial Profile spreadsheet shows equivalence or improvement in all categories. The lowest score continues to be in long-term debt capacity due to the amount of bonded debt compared to debt limit based on EAV.

Evaluation: *Continue with current process.*

2.c.3 Process: Using data available from *Datatel* administrative software, [*revenues and expenditures reports*](#) associated with individual academic programs are now compiled to ascertain the overall financial performance and relationship to the College's Mission. Labor market data is considered as well as input from the program advisory committees. This acts as an early warning system to identify programs, which from a revenue and cost perspective are not doing well. If a program is in financial jeopardy, it may be categorized as one of the following: Programmatic Concern, Review, or Warning List. Further analysis is conducted to determine if this is an area of high demand or as in most cases, it is a program area where student demand has waned. This allows evaluation of programs that may need to be restructured or eliminated.

Outcome: Several programs have been addressed through this process and remain on the Watch List. The Paramedic and Drafting programs had both been on the Watch List, and given a lack of enrollment, the Paramedic program has not run in several years and the faculty member has been released. The faculty member for Drafting retired, and the program has been reduced to a lab format. That program will completely end in 2010.

In fiscal 2010, the same remaining programs from the occupational area remain financially challenged as a result of low enrollment. Additional review will continue with these programs with decisions to follow for the fiscal 2011 academic year.

Evaluation: *As the College district continues to change with the loss of manufacturing positions, it is important to evaluate programs being offered to meet the needs of the communities.*

2.c.4 Process: Effective July 2006, a **formal review process** was implemented to evaluate the hiring of all non-instructional staff. All open non-instructional full-time positions must be reviewed and approved by the Cabinet prior to advertising.

Outcome: This review process has been effective in regard to departmental reorganization. Based on evaluations, restructuring was implemented in the following areas:

Departmental Review Outcomes	
Department	Restructure
Information Technology Department	3 Divisions with coordinators: administrative computing, academic computing, and infrastructure computing.
Student Services	Dean of student support Services
Physical Plant	Assistant coordinator of maintenance services
Security	Addition of staff to meet a 24/7 coverage as well as someone to monitor the cameras.

Additionally, open positions are reviewed for position responsibilities and required education, skills, and experience. When a position comes open, the College takes that opportunity to evaluate and update the current job description.

Evaluation: *The College will continue evaluating all vacated positions in light of changing responsibilities and needs of the College.*

2.c.5 Process: An **Enrollment Management Partnership** with Noel-Levitz, Inc. was developed in fall 2008 to assess and evaluate a number of College

processes. The vice president of student services oversees the 10 areas involved in the enrollment management initiative.

Enrollment Management Initiative	
Strategic Area/Team Leader	Outcomes
Recruitment Consulting; Director of Recruitment, Marnie Dugan	Exceeded overall new student enrollment goals for the fall 2009 by 8%. 100 more new students 2009FA vs. 2008FA. Increased overall conversion rate by 2%.
Web Development/E-Communications; Director of Marketing and Public Relations, Robin DeMott and Director of Recruitment, Marnie Dugan	As of Feb. 8, 2010, there were 1,266 student user accounts in the Active Admissions database. Google Analytics allows the College to track the rate applications are filled out and at what times of year, which will be beneficial for marketing.
Institutional Image Competitive Positioning Analysis (IICPA); Director of Marketing and Public Relations, Robin DeMott	The Marketing & PR Office no longer advertises specific courses. Advertising is focused on branding and programs. Advertising dollars are concentrated on targeting undecided, traditional-aged students and adults rather than a mass marketing approach. Most advertising dollars are spent during registration.
Retention Consulting ; Retention Specialist, Phil Jennings	A retention taskforce has been created, mandatory placement is being implemented, and RDG.120 as a student success class is in place. A new student online orientation is in place and a committee to implement a uniform satisfactory academic progress policy has been created.
Academic Program Demand Analysis; Vice President of Academic Services, Dr. Lori Sundberg	This module was completed and the analysis was not as robust as hoped. A refund of 50% of the money was requested and approved on this module.
Academic Advising; Dean of Student Support Services, Carol Kreider	There was no contact with Noel-Levitz, Inc. for this other than 3 irrelevant videos. A refund request was submitted.
No specific Strategic Area but oversaw the administration/evaluation of the CSI; Counselor, Dan Yasenko	The College Student Inventory was administered to 244 new students fall 2009. Four consistent areas of student concern were researching career qualifications, writing skills, salary and opportunity data for careers, and math skills.
Financial Aid Services ; Director of Financial Aid, Lisa Hanson	Applications increased by 21% and packaged 32% more students for fall of 2009.
Institutional Priorities Survey (IPS); Vice President of Academic Services, Dr. Lori Sundberg	IPS survey was completed and results were compared to SSI results. The College's perception of its image was fairly similar to students' views.
Strategic Enrollment Planning (SEP); Vice President of Academic Services, Dr. Lori Sundberg	This module has been put on hold pending further investigation of its relevance through a free consulting session in fall of 2010.

Outcomes: While the majority of areas have proven to be beneficial, the strategic area of Academic Advising turned out to be of little use. The College is in the process of negotiating with Noel-Levitz, Inc. for customer service workshops as a replacement service for this area.

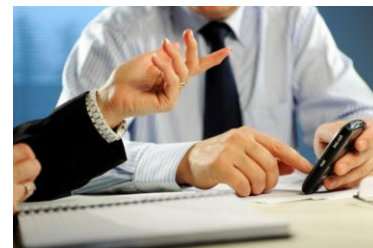
In addition, the Academic Demand Analysis was not robust as was anticipated and a credit of 50 percent of the total cost was reimbursed from Noel Levitz, Incorporated. The Strategic Enrollment Planning module is being evaluated to determine its usefulness. A refund was negotiated on the academic analysis and additional consulting on retention was approved.

Evaluation: *Continue to evaluate modules to determine effectiveness and usefulness. Success has been seen in increased use of the Retention Hotline and Retention Alert software by faculty. Approximately 52-56 percent of cases contacted return to class.*

Although there were no changes in advising as a result of Noel-Levitz, Inc., the Student Services Department has evaluated the process of advising students would like faculty to take a more active part. Since faculty of career technical programs are more attuned to recent trends of their field it would be in the best interest of the student to be advised by the program coordinator. Student Services would also like to involve transfer/university studies faculty to a greater degree in mentoring students as well.

2.c.6 Process: The *Administrative Team meets on a monthly basis* in order to review and discuss programs, upcoming initiatives, and other matters of importance to the institution. The Administrative Team recognizes the importance of the College's mission statement and works together to assess and evaluate the College's current state of meeting its mission.

Outcome: Administrative Team allows the team to share and discuss issues related to budgeting, resource allocation, Envoy assignments, and student needs. Meetings at this level allow for the flow of information from administration to College departments. Administrators not only report about what is going on in their area but also take meeting information back to disseminate to their specific office and department.



Evaluation: *Continue with this process yet explore involving associate deans in administrative team meetings.*

2.c.7.a Process: With the implementation of *Datatel* “Colleague,” the College sought to improve its facilities management with a system that would work with *Datatel*. The ACCES Consortium unanimously selected [Ad Astra](#). The system allows College personnel to schedule facilities for internal and external events and avoids facility reservation conflicts. In addition, the Web-based interface allows College employees to request use of College facilities for different internal meetings and events. Since Ad Astra is interfaced in real time with *Datatel*, changes made in Ad Astra and *Datatel* duplicate in both databases, thereby avoiding scheduling conflicts.

Outcome: Ad Astra has allowed the College community to make better use of its facilities by allowing access to real time reports of occupied areas. At any given time, room usage can be checked, reports on possible double bookings looked at, and rooms scheduled at a moment’s notice. The use of the software by staff and faculty has made making reservations a more streamlined process. Inputting requests go directly to Academic Services, where they are reviewed and then scheduled. The use of this software and the ability to print out room grids for every day of the week and especially weekends has helped the physical plant in planning for heat, cooling, and security of the campuses. Ad Astra has also made it easier to track community use of the College.

Evaluation: *The College is in the process of upgrading to Ad Astra version 7. The new version has multiple feature upgrades that will benefit the campus community. Ad Astra v7 also streamlines the process of requesting and scheduling College facilities. The integration of the software with Datatel is much better than the previous version. The College needs to continue to monitor the real time integration of Ad Astra with Datatel and make sure facility data integrity is preserved.*

2.c.7.b Process: The facilities are more than a place for instruction; the physical environment assists or limits student achievement of desirable learning goals. Strategies for continuous improvement of **College facilities** are major factors in the planning process at CSC. The primary purpose of the [District Site and Construction Master Plan \(DSCMP\)](#) is to improve the educational facilities of the College by identifying the quantity and quality of needed space.

Outcome: [Capital improvements](#) are made as dollars become available and/or needs arise; improvements are made on the three campuses.

Evaluation: *The College will continue to update the DSCMP to ensure current and future needs are addressed.*

2.c.8 Process: As a part of its ongoing assessment and strategic planning process, the College engaged the services of [Bridger Corporation to review indirect costs](#) (costs associated with non-instructional activities) within the College.

Outcome: The report revealed areas in which there were inefficiencies in the physical plant operations with respect to staffing. Staffing levels and schedules were adjusted to mitigate these inefficiencies. The College continues to evaluate.

Evaluation: *Consider having an external entity conduct a follow-up audit to determine additional cost savings.*

2.c.9 Process: In 2007, the College engaged the services of Adamax Corporation to thoroughly assess all College district locations for security processes and procedures followed by the College.

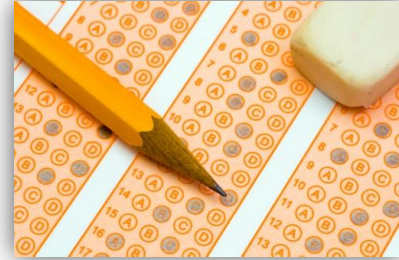
Outcome: As a result of [Adamax's Security Audit](#), the following modifications were made to the security program at Carl Sandburg College:

- 24/7 Dispatch/Security Office
- Campus Security Cameras and Monitoring System
- Blackboard Connect Emergency and Community Messaging System
- Classroom and Employee Emergency Guides in Classrooms and Offices
- Thumb Locks in Classrooms, Offices, and Meeting Rooms
- Cooperation with Galesburg Police Department - CSC Channel available on squad cars - and Sheriff's Department
- Code Black and Disaster Drills
- Emergency Power Generator
- Classroom Intercom Systems
- External Speaker Systems

Evaluation: *The College is in the process of researching what it would take for the security program to become accredited through The International Association of Campus Law Enforcement Administrators (IACLEA).*

2.c.10 Process: [Student Opinion Surveys](#)

provide feedback from current students about the College's support services, academics, facilities, admissions and registration, and rules and policies.



Outcome: One direct outcome of the student opinion survey was the development of an ad-hoc *Academic Excellence Team*. This team was established to directly respond to the issues raised by students in regard to academic quality. Several initiatives put in place include providing adjunct faculty with additional teaching resources through on-site workshops, faculty roundtables, and professional conferences. Specifically the last two years, the College has had part-time faculty attend the Illinois Community College Faculty Association workshops. The ad-hoc committee of academic excellence has ended its function, and many of those efforts have been internalized into the academic departments.

Evaluation: *Continue with Student Opinion Survey to receive input on College services and resources.*

2.c.11 Process: A [Self-Study Survey](#) was conducted in summer-fall 2008 regarding criterion compliance.

There were four common categories that emerged from the compliance survey:

1. Do students come first
2. Diversity
3. Communication
4. Technology Problems

Outcome: All of the issues identified in the Self-Study survey were addressed. Overall, feedback was overwhelmingly positive. However, there were four themes that emerged where perhaps the institution has more work to do. Some items were readily identified and rectified such as some of the technology issues, however, items such as diversity and communication will require more evaluation

Evaluation: *Include these areas in the strategic planning process to ensure they are evaluated as to their merit for additional resources.*

2.c.12 Process: *The Self-Study Process* in itself is an example of the College's commitment to lifelong learning by demonstrating an understanding of the need for continual evaluation in an effort to improve.

Outcome: The College community and the Self-Study team continued to learn as it moved through the Self-Study process about all of its processes and the need to formalize some processes and better document other processes. It was decided that the College would likely move to the AQIP model for the next accreditation study in order to move toward a more continuous evaluation process.

Evaluation: *Continue researching the accreditation process to determine if an AQIP approach would be more valuable.*

2.c.13 Process: A separate publication has been developed by the College Business Office, *Keys to Managing Your Student Account*. Student success includes some knowledge of basic information. This publication addresses tuition due dates, checking their student account, enrolling in direct deposit, payment options and refund schedules for course withdrawal. Brochures are available in various places around the campus and in the Business Office. The information is also on the Web site.



Outcomes: The College believes distribution of basic information is essential for student success. This brochure helps to answer questions regarding tuition due dates and consequences when those dates are not met. Students need to know how costs change due to course withdrawal or non-attendance. There is no specific tracking to establish the exact result of this publication but students have made comments that this is helpful.

Evaluation: *Continue with process.*

2.c.14 Process: The College prepares a [Comprehensive Annual Financial Report](#) including a statistical section dedicated to historical information. This

information and legal restrictions are detailed to show understanding of the current capacity. The audit report also demonstrates the College's ability to control operating expenditures to achieve financial stability.

Outcomes: Over the last several years unqualified opinions have been issued by the independent auditors. This provides all internal and external parties confirmation that the financial statements present fairly the respective financial position of the College.

The College has received the Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association each year since fiscal year 2003. This program is designed to recognize excellence in financial reporting by state and local governments. This award requires a government to publish an easily readable and efficiently organized comprehensive annual financial report.

Included within the annual report is the management discussion and analysis for the past two years and a statistical section presenting financial trends, revenue capacity, debt capacity, demographic and economic information, and operating information. This allows the College to present historical data to evaluate past performance and determine future improvements.

Evaluation: *Continue with process.*



75% of Sandburg's personnel agree or strongly agree the College carefully aligns all levels of planning with its mission, thereby enhancing its capacity to fulfill that mission.

Core Component 2-d

Carl Sandburg College carefully aligns all levels of planning with its mission, thereby enhancing its capacity to fulfill that mission.

2.d.1 Process: Administration devised the [Phenix Program](#) to reshape the College and ensure that curriculum remains vibrant, faculty is committed to excellence, technologies and facilities remain state-of-the-art, and the College remains responsive to the communities within the district. This one-page document/timeline of the College history and future, Phenix Program, serves as a graphic representation of the challenges (then and) now facing CSC, as well as the articulation of “a” vision for the College (not necessarily “the” vision). When initially released, this document provided a plan for stabilizing and reshaping the institution over a period spanning the years 2004–2009. This document provided an opportunity for the Board of Trustees, administration, faculty, staff, and students to understand and support the College’s mission over that time frame.

Outcomes: The Phenix Program did substantially accomplish what it envisioned. A cursory review of the “bullet point” objectives listed below summarizing the intended start and finish times on the Phenix Timeline clearly indicate the College was successful in nearly all aspects of this initiative:

- ***The Economic Recovery/Economic Development (ERC-ED) Sub-Committee*** (appointed by then Galesburg Mayor Bob Sheehan) successfully completed its “charge” as part of the city’s response to the closing of Maytag Corporation.
- The [Facility Construction Master Plan](#) was updated.
- CSC significantly ***expanded Dual Credit*** offerings. For the 2003-2004 academic year 49 courses were offered, making up 66 total sections. For the 2008-2009 year there were 62 courses with a total of 205 sections.
- ***K-12 Partnerships were strengthened*** through the Envoy program, Cyber Camp, the Sandburg Educational Network, EduNet, Project SafeGuard, and the Skyward Consortium.
- The CSC Physical Plant Team completed the ***Student Success Center renovations*** were (on-time and under budget) for a total expense of \$87,333. The estimate given for outsourcing the project would have been one and a half times the materials, which were \$64,871, which translates into a savings of almost \$10,000.

- ***A Retention Program*** was adopted through the services of Noel-Levitz, Inc..
- ***The ACCESS*** (Administrative Computing) project was successfully completed with the addition of *Datatel's* "Colleague" Administrative Software.
- ***CSC 101*** orientations successfully facilitated the enrollment of former Maytag and other area employees who had lost their jobs and returned to college. Satellite advising centers were set up, course offerings were made more accommodating, and the Financial Aid Office helped through TAA (federal assistance for dislocated workers) works, special conditions verifications, etc.
- ***The Envoy Program*** was successfully launched and now includes a monthly newsletter for area public school Board Members and Superintendents. This program has expanded to include other area educational institutions (11) as well as the high schools (18).
- ***The SEA Agreement*** has successfully been extended through June 30, 2014.
- ***The CSC Budget Summit*** was successfully held and contributed to the College operating on the basis of balanced budgets as a matter of routine.
- The ***WWAN (or EduNet) project*** was successfully launched and expanded with 15 public school members, as well as WIU and the U of I Extension
- Budget adjustments have been implemented without having to implement any layoffs.
- ***Citizen's Advisory Committees*** are now all appointed to two year terms by the Board of Trustees with further consolidations anticipated in the future.
- Efforts to ***increase the diversity*** of the College's student body and staff are ongoing.
- The ***College's organizational structure has been amended*** to reflect cost saving opportunities. Academic program offerings have been adjusted to respond to changing demographics and the shifting economy within the district, including efforts to entice students to enroll full-time and commit to whole programs versus attending one course at a time.
- The ***Customer Service Renovation Project*** (CSRP) was successfully accomplished by the CSC Physical Plant Team.
- An attempt to encourage students to enroll for a program full-time rather than just enrolling in one or two courses at a time.



- CSC successfully competed for the ***Title III Strengthening Institutions grant*** and is now completing year four of this five-year federal grant.
- Both the ***Annex and the Adult Education (AE) facilities*** have been/or are nearing a complete renovation.
- The College has now completed two years/phases of the ***Campus Refresh program*** to include faculty offices, classrooms, and Cafeteria & Lounge areas, including new furnishings.
- There has been an increase in the number and scope of **student clubs** from [16 in 2000 to 22 in 2009](#).
- ***Recruiting*** has been expanded outside of the district for those programs not offered at other community colleges.
- The ***Theatre has been fully refurbished*** in Galesburg and the College has a new agreement with the Orpheum Theatre, in downtown Galesburg, to enable performing arts students to perform on that stage as well. A new Charger Community Center (CCC) is being renovated in Carthage, Ill., to enhance performing opportunities for students and residents in the southern portion of our district.
- ***Outdoor athletic fields have been rejuvenated***, including new dugouts, fencing, bleachers, soil content, scoreboards, and signs. The College's partnership with the Galesburg YMCA will create more facilities for Carl Sandburg College students to practice and compete in a variety of sports.
- The ***Self-Study Report*** is nearing completion "on-time" to comply with the scheduled NCA/HLC visit scheduled for November 2010.



Evaluation: The Phenix Initiative has been extremely successful in leading the College to achieve a healthy restructuring. It has met all or part of its 26 goals.

2.d.2 Process: The Board of Trustees hosted a ***Strategic Planning Session*** with planning consultant Jim Burgett which included a broad spectrum of internal and external constituencies, including local school superintendents, local school board members, four-year college leaders, economic development representatives, CSC Foundation Board members, CSC employees, and students. Discussions centered on the broad Mission Statement for the College as well as the need to supplement current Institutional Focal Points and Goals by embracing Belief Statements and specified Strategies.

Outcome: This Mission Statement changed only slightly to include Opportunity to Succeed. In addition, the Strategic Planning Committee developed Belief statements and Strategies to guide the institution as it moved forward.

Evaluation: *The strategic planning process was successful; however, it is due again in the coming year. The College does not have a formal strategic plan, rather it has used in the past the mission statement, focal points and goals, and beliefs as the guiding force in its decision-making. The time has come for a more formalized approach to strategic planning and an approach that ties the financial, human, and physical resources together to ensure the optimal and most efficient use of its scarce resources is obtained.*

2.d.3 Process: *Marketing Action Plans* were developed to provide a method for a program or department to develop a strategic objective, identify the target audience, list the action steps that needed to be taken to accomplish the objective, provide a target date of completion, project the budget amount, and identify the person responsible for each action step. This planning tool aided in determining priorities of the respective program/departments, which in return supports the College's mission by providing quality education.

Outcome: The marketing action plans never seemed to work effectively. They did help academic coordinators begin prioritizing their needs, but the timing and the ultimate use was not effective.

Evaluation: *Discontinue the use of Marketing Action Plans. Incorporate this needed component into the overall strategic planning process where all resources can be identified and used more effectively.*

2.d.4 Process: *Board Retreats* are held each semester. Retreats are used for strategic planning. Typically, all members of the Board of Trustees (including the student trustee), as well as the cabinet, attend these retreats. Minutes are kept from these retreats and are routinely made available on the College's Web site for review by the public and for historical research.

Outcome: Examples of ideas that have come out of retreats have been:

- [Expansion of the Athletic Program](#) from five teams in 2000 to 11 teams in 2008.

- Establishment of SILO FUND (Sandburg Initiates Life Changing Opportunities).
- Approval of subsequent Guaranteed Energy Savings Contracts (GESC)
- Change in location of graduation services from Galesburg High School to the Orpheum Theatre.
- Establishment of a Tuition Rate Formula.
- Changes in the organization structure, such as adding occupational deans, associate deans, and levels of professorships.
- Adoption of the Enrollment Management Model.

Evaluation: Continue with Board Retreats. This is a valuable process and has proven to be an excellent way for the administration and the board to share information.



Summary of Criterion Two

Carl Sandburg College Is Challenged by:

- The need for a more formalized approach to strategic planning
- The need for more effective communication with all of its constituent groups
- Declining state funding
- Loss of Assessed Valuation
- Loss of jobs in district

Carl Sandburg College Takes Pride In:

- A SILO fund to fund new initiatives
- A technology endowment fund to renew technology
- A substantial working cash fund to help cash flow in the institution
- More than doubling its number of operating days in cash
- Contingency accounts built into each Cabinet officer's budget
- A Foundation that is continuing to look for ways to assist the institution
- An excellent technology infrastructure, support staff, facilities, security program, and energy management program
- A User friendly, secure portal (*mySANDBURG*)
- Technology funding (Strategic Technology Endowment Fund)
- Disaster Recovery Measures
- Strong K-12 technology partnerships such as EduNet, Project SafeGuard, the Sandburg Educational Network, and Cyber Camps
- Classroom Intercom Systems – safety for campus community
- External Speaker Systems -- Safety for Campus Community
- A sustainable security program



Other Supporting Processes

The chart below illustrates other processes that support Criterion Two. 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.

Secondary Support Processes: Criterion 2	Process Location in Primary Criterion
Phenix Program (A, C)	2.d.1
Mission Statement, Beliefs, and Strategies (A)	1.a
Advisory Committees (A)	3.d.14
Educational Technology Center (B)	5.b.4
Charger Community Center (A)	5.c.1
EduNet Wireless Network (D)	5.b.28
Secondary Education Agreements (D)	5.c.7
Faculty Roundtable of Best Practices (B)	3.b.3
SEA/BOT Negotiations (C)	2.a.3
Classroom Assessment Techniques (CATS) (C)	3.b.1
External Audit (A, C)	1.e.18
CSC Budget (C)	1.e.19
iTunes University Partnership (A)	3.d.3
Financial Profile Ratios (A)	2.c.2
Revenue and Cost Reports (A)	2.c.3
Founders Circle Award And Founders Dinner (A)	5.d.8
eAdvising (A)	3.d.4
Information Technology Security Audit (A)	1.e.2
Capital Improvement (B)	3.c.18
Foundation Mini Grants (B)	3.d.16
Faculty Workshops (B)	3.b.2
Western Central Illinois Health Continuing Education Alliance (B)	3.b.10
Cyber Camp (D)	4.a.11; 5.c.9
Bright Minds Internship (D)	4.a.11; 5.b.26
Faculty Teaching Learning Center (D)	3.d.12
Online Orientation and Answer Centers (A)	3.c.16