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.*

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.*

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.*

**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*
- Symposiums
- 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.

**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.

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.

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<tr>
<th>Credit Granting Summary*</th>
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<tbody>
<tr>
<td>Year</td>
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<tr>
<td>2007 (credit hours)</td>
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<td>2008 (head count)</td>
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<td>2009 (head count)</td>
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*Head count data was not available for 2007

**Evaluation:** Continue with this process.

**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.*

**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.*