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.

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<th>Alumni and Friends Embrace the Future</th>
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<tr>
<td><strong>Contact</strong></td>
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<tr>
<td><strong>Interest</strong></td>
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<tr>
<td><strong>Involvement</strong></td>
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<td><strong>Support</strong></td>
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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:**

<table>
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<tr>
<th>FY</th>
<th>Foundation Awards</th>
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<tr>
<td></td>
<td>Scholarships</td>
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<tr>
<td>2007</td>
<td>$181,382</td>
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<tr>
<td>2008</td>
<td>$200,469</td>
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<td>2009</td>
<td>$177,729</td>
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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.

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<th>Active Admissions Features</th>
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<td><strong>Personalized Content</strong></td>
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<td><strong>Content Management System for ease of editing and updates</strong></td>
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<td><strong>Survey/Polling Tools</strong></td>
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<td><strong>Integration with Datatel’s “Colleague”</strong></td>
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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.

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.