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:

<table>
<thead>
<tr>
<th>Financial Profile Ratios</th>
<th>Calculation Formula</th>
<th>Lowest Risk</th>
<th>CSC FY09</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fund Balance to Revenue</strong></td>
<td>Based on ending fund balances and revenues for the Education, Operations and Maintenance, and Working Cash Funds</td>
<td>Ratio greater than or equal to 25%</td>
<td>42.5%</td>
</tr>
<tr>
<td><strong>Expenditures to Revenue</strong></td>
<td>Based on revenues and expenditures for Education, Operations and Maintenance, and Working Cash Funds</td>
<td>Spend $1.00 or less for every dollar received</td>
<td>$0.95</td>
</tr>
<tr>
<td><strong>Days Cash on Hand</strong></td>
<td>Based on total cash on hand, investments, and expenditures of the Education, Operations and Maintenance, and Working Cash Funds</td>
<td>At least 180 days cash on hand</td>
<td>53 days</td>
</tr>
<tr>
<td><strong>Percent of Short-Term (12 mos. or less) Debt Capacity</strong></td>
<td>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.</td>
<td>Greater than or equal to 75% debt margin remaining</td>
<td>99%</td>
</tr>
<tr>
<td><strong>Percent of Long-Term (12 mos. or greater) Debt Capacity</strong></td>
<td>Based on the legal debt margin of the College and the debt limitation amount. The capacity will be the percentage of debt margin remaining.</td>
<td>Greater than or equal to 75% debt margin remaining</td>
<td>27.6%</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Department</th>
<th>Restructure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technology</td>
<td>3 Divisions with coordinators: administrative computing, academic computing,</td>
</tr>
<tr>
<td>Department</td>
<td>infrastructure computing.</td>
</tr>
<tr>
<td>Student Services</td>
<td>Dean of student support Services</td>
</tr>
<tr>
<td>Physical Plant</td>
<td>Assistant coordinator of maintenance services</td>
</tr>
<tr>
<td>Security</td>
<td>Addition of staff to meet a 24/7 coverage as well as someone to monitor the</td>
</tr>
<tr>
<td></td>
<td>cameras.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Enrollment Management Initiative</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategic Area/Team Leader</strong></td>
</tr>
<tr>
<td>Recruitment Consulting; Director of Recruitment, Marnie Dugan</td>
</tr>
<tr>
<td>Web Development/E-Communications; Director of Marketing and Public Relations, Robin DeMott and Director of Recruitment, Marnie Dugan</td>
</tr>
<tr>
<td>Institutional Image Competitive Positioning Analysis (IICPA); Director of Marketing and Public Relations, Robin DeMott</td>
</tr>
<tr>
<td>Retention Consulting; Retention Specialist, Phil Jennings</td>
</tr>
<tr>
<td>Academic Program Demand Analysis; Vice President of Academic Services, Dr. Lori Sundberg</td>
</tr>
<tr>
<td>Academic Advising; Dean of Student Support Services, Carol Kreider</td>
</tr>
<tr>
<td>No specific Strategic Area but oversight the administration/evaluation of the CSI; Counselor, Dan Yasenko</td>
</tr>
<tr>
<td>Financial Aid Services; Director of Financial Aid, Lisa Hanson</td>
</tr>
<tr>
<td>Institutional Priorities Survey (IPS); Vice President of Academic Services, Dr. Lori Sundberg</td>
</tr>
<tr>
<td>Strategic Enrollment Planning (SEP); Vice President of Academic Services, Dr. Lori Sundberg</td>
</tr>
</tbody>
</table>
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.*