Core Component 3-b

Carl Sandburg College values and supports effective teaching.

Carl Sandburg College demonstrates its concern for instruction by adhering to educational requirements for faculty. Transfer/university courses require a minimum of a master’s degree, while occupational courses require a minimum of 2,000 documented hours of experience in the field of expertise.

Increasing Teaching Effectiveness Through Internal Processes

Faculty Evaluations of Effectiveness

3.b.1 Process: Classroom Assessment Techniques (CATS) are administered once a year by each faculty member to assess and determine if students are learning the required objectives of a specific area of instruction. These evaluation methods give valuable insights to instructors in terms of instructional strategy effectiveness.

Outcomes:

<table>
<thead>
<tr>
<th>Year</th>
<th>Full Time Participation</th>
<th>Adjunct Participation</th>
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<tbody>
<tr>
<td>2006-2007</td>
<td>81%</td>
<td>57%</td>
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<tr>
<td>2007-2008</td>
<td>79%</td>
<td>54%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>100%</td>
<td>46%</td>
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The institution’s goal is 100 percent participation for full and part-time faculty. The amount by which faculty have embraced the use of assessment particularly in 2008-2009 has increased by 12 percent, and 100 percent is the target goal for 2009-2010. Participation among adjuncts needs improvement; the assessment committee is addressing this concern to formulate a plan how to best meet this goal.

Instructors are not the only ones who evaluate the CATS findings. The Student Assessment Committee analyzes the dean and/or associate dean’s summary narrative to note the changes instituted by faculty as a result of completing the CATs. The Student Assessment Committee requires the deans
and/or associate deans to explain, in a narrative, how their departments are responding to the assessment of students.

Until recently every department varied on CATs implementation. Deans and associate deans adopted their own style in these reports; some included the number of faculty who made changes, some did not. A new reporting process took affect 2009-2010 that made this procedure more streamlined. At the most recent faculty workshop, the full-time faculty were reminded of the emphasis on instructional changes as a natural result of the classroom assessment techniques.

**Evaluation:**  *Continue with CATS, but expand assessment efforts. In 2010-2011, assessment results will be reported at every department meeting and in the monthly faculty assembly. The assessment plan will be expanded upon to include more opportunities for assessment and more continuous feedback concerning assessment results.*

**3.b.2 Process:** *Faculty development workshops* assist instructors in keeping current in skills and knowledge. Faculty attend internal as well as external workshops. CSC budgets approximately $5,000 each year for faculty workshops on campus. In addition, faculty can attend workshops off-campus. All full-time faculty have a stipend in each department budget for training and workshops.

**Outcomes:** Two on-campus presentations at The Main Campus are held each academic year. These two professional development days are contract days, so with the exception of faculty who are ill, all faculty participate.

The majority of faculty at Carthage and Bushnell are adjunct faculty who teach at the campuses or teach dual credit at the area high schools. In an effort to include all campuses and faculty in professional development and to build a culture of instructional excellence, a *faculty resource guide* has been developed and is continually updated to address specific instructional and administrative issues for adjunct faculty in the southern portion of the district. In addition to the yearly faculty workshop held in Carthage for adjunct faculty every August, part-time faculty are also given opportunities for training regarding instructional methods and use of new technologies at the Carthage campus.
When faculty members engage in workshops off-campus, they are able to compare the activities and effectiveness of the campus in terms of what other similar institutions are doing. Workshops are sources of ideas for classroom activities, teaching methods, and how the needs of a diverse audience of learners can best be met. Off-campus workshops also allow faculty to connect with other faculty at other institutions who are striving to achieve similar goals and whose success might inspire new ideas.

Some examples of changes faculty have made after attending conferences include:

- Change of textbook
- Addition of field experiences, writing, or speaking assignments to increase critical thinking skills
- Addition of supplemental instruction sections for some courses
- Acquisition of books and periodicals for the library
- Addition of information posting to bulletin boards alerting students to various educational opportunities on or off campus
- An increase in retention alerts identifying those students who are academically “at-risk” early in the semester
- Using technology in the classroom
- The updating of handouts, power point presentations, links, examples, and assignments to more effectively reach current students
- Adapting learner-centered curriculum

**Evaluation:** Encourage more faculty to attend conferences and/or workshops. Have conference attendees write brief summaries of their experiences and disseminate to faculty through campus Web site. Reports should be given in department meetings and faculty roundtable regarding insights gained from the workshops.

**3.3 Process:** Faculty Roundtable began in fall 2008 and provides a forum for faculty to exchange teaching ideas, help fellow colleagues problem solve particular issues, and in general, create an environment which encourages sharing and mentoring among faculty. These sessions provide faculty with practical ideas to implement for improvement of instruction and/or provide awareness of contemporary issues facing students in their classrooms.
Outcomes: On average, 20 faculty attend roundtable, but attendance is growing. Faculty report changes to syllabi, course policies, classroom management styles, and ways of dealing with apathetic students. Faculty also report the roundtables help to reinforce good pedagogy and camaraderie among faculty. Faculty were surveyed regarding faculty roundtable. Sixty-eight percent of respondents attended the sessions and 91 percent of them believed it to be effective.

Evaluation: Promote faculty roundtable more in an effort to increase participation in 2010-2011. Identify ways to involve more adjunct faculty in roundtable. Also, maintain notes and suggestions to place on Web site for those unable to attend.

3.b.4 Process: The Online Standards Committee was implemented in September 2008 to devise guidelines for developing, implementing, and maintaining course integrity for online classes.

Outcomes: The committee developed a survey for the faculty to provide feedback on online courses. Initial findings indicate a general consensus that students need to be provided some kind of an online orientation process to ensure they are ready for online learning. The online learning success sheet was implemented during the spring 2010 semester.

The Online Course Standards Committee is currently developing a rubric that can be used by deans and associate deans to evaluate online courses taught by faculty in their department. The goal is to have the rubric ready for use by the fall of 2010.

Evaluation: The rubric has been completed and presented to the Instructional Team. The tool was based on Western Illinois University's (WIU) online course standards rubric. The rubric will be evaluated and necessary adjustments made to achieve excellence in online course standards. Continue to monitor the effectiveness of online courses regarding student retention and pass rates.
**Evaluation of Instruction**

**Student Evaluations of Effectiveness**

3.b.5 Process: Annual student *evaluations of tenured faculty* were implemented beginning in the 2008-2009 academic year. The objective of the evaluations is for professional growth. The evaluations are only seen by the instructor and not used for any other purpose. Those faculty member's last names beginning with A-M are evaluated in the fall, and those with last names beginning with N-Z are in the spring. One class is randomly selected, and surveys are delivered via the department administrative assistant. The survey responses are then sealed and given to the faculty member at the beginning of the following semester.

Outcomes: Many faculty use the evaluations as a tool to improve course structure. Student input regarding assignments, in-class activities, instructor approachability, etc. are invaluable to professional development.

Evaluation: Continue with process.

3.b.6 Process: Student evaluations of *non-tenured* are administered every semester and used to determine effectiveness of instruction. Unlike the evaluations of tenured faculty, these are sent to the vice president of academic services and also submitted to personnel to be put in the employees’ file. The immediate supervisor is also given a copy and if necessary, offers advice on increasing effectiveness. Evaluations of full-time non-tenured instructors are part of the decision-making criteria for awarding tenure.

Outcomes: All tenure-track full-time faculty are evaluated by their dean or associate dean. The faculty member’s supervisor completes a written evaluation based on classroom observation. The instructor has the option to respond in writing if s/he wants to do so. Deans and associate deans make recommendations to improve teaching and compliance with institutional policies. These evaluations are sent to the tenure committee to file in the faculty members’ folder.
Changes resulting from these evaluations include clarity of policies in a faculty member's syllabus, style of instructional delivery, and improving compliance with institutional policies.

**Evaluation:** Continue with faculty evaluation procedures.

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**Peers and Supervisors’ Evaluations of Effectiveness**

**3.b.7 Process:** Both tenured and non-tenured full-time faculty complete self-evaluations. *Non-tenured faculty* do a self-assessment in January each year; however, starting in 2010-2011, self-assessments will not be due until the end of the second semester. These are submitted to the Tenure Committee and used to evaluate growth and effectiveness. *Tenured faculty* go through the assessment/growth process approximately every five years. Self-assessment for both non-tenured and tenured faculty involves instruction, professional growth, service to the College, and service to the community. The faculty going through the assessment/growth process may elect to have peers and/or supervisors evaluate them as well.

**Outcomes:** Tenure decisions are made upon the data received about the non-tenured faculty. Evaluations from the Faculty Assessment and Growth process are used by faculty for professional development purposes.

**Evaluation:** Continue with self-assessment procedures.

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**Nontraditional Teaching Increases Effectiveness**

**3.b.9 Process:** *Learning communities* are multiple classes linked together. Students who enroll in one course must be enrolled in other. CSC has used learning communities for two types of students: students who have difficulty in school and students who excel academically.

Students who have traditionally struggled academically can enroll in RDG 096 *College Survival Skills* and PSY 101 *General Psychology*. The *College Survival Skills* uses the PSY 101 textbook to apply note-taking skills, study techniques, and highlighting methods learned in class.
Retention of RDG/PSY Learning Community

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<tr>
<td>Fall 2007</td>
<td>86%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>69%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>37%</td>
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**Outcomes:** Retention in the reading and psychology linked courses has been dropping steadily in the last three years. Why this is happening is unclear, but it has led to re-evaluation of the continuation of this learning community.

The second learning community is an **Honors Program**. It is a selective admission program designed for motivated, self-disciplined students who desire to go intellectually further than the normal 100 and 200 level courses. This is a program in which student names are submitted by faculty and then chosen to participate. The CSC Foundation funds this program, unless the honor student receives a scholarship from another source.

<table>
<thead>
<tr>
<th>Retention of Honors Courses</th>
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<tr>
<td>Spring 2007</td>
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<tr>
<td>Spring 2008</td>
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<td>Spring 2009</td>
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**Outcomes:** The Honors Program has one of the highest retention rates in the College. Students enrolled in this learning community are highly motivated and academically successful. This program has provided them with a classroom environment of like individuals, which adds to their educational experience.

**Evaluation:** Based on declining retention, the RDG-PSY learning community was re-evaluated. Spring 2010 faculty and deans involved decided not to continue this particular learning community. The reading specialist and associate dean of social and behavioral sciences, along with the learning communities coordinator will discuss ways to improve retention and hopefully reschedule this particular learning community in the future. Honor’s Program learning communities will continue.

Additional use of learning communities directed toward a wider range of students will be explored. Faculty from several disciplines are discussing options.
Increasing Effectiveness Through External Processes

3.b.10 Process: *The West Central Illinois Health Continuing Education Alliance* (WCIHCE) is a collaboration between CSC and other area organizations and schools for providing health education to the public.

**Outcome:** WCIHCE hosted the first continuing education seminar in October 2009. It was a collaboration between CSC, Spoon River College, and Graham Hospital in Canton. The purpose of this program is to provide continuing education opportunities in West-Central Illinois. This is an advantage for health care providers in that they do not have to travel great distances to participate in continuing education opportunities. Most health care professions require continuing education for license renewal.

The first WCIHCE program was held on October 9, 2009 at the Educational Technology Center. The program was titled *Personal, Professional & Community Disease Control – What do you REALLY Know?* Two distinct advantages to healthcare professionals are local program offerings at convenient times and affordable prices. Since recent changes in nursing licensure will require continuing education credits, WCIHCE anticipates offering many more programs in the future.

**Evaluation:** Continue with this process.

3.b.11 Process: *Membership in Professional Organizations* keeps faculty members in touch with developments in their fields.

**Outcome:** Out of twenty faculty members who responded to a campus poll on membership in professional organizations, they collectively belonged to 46 organizations. Affiliations with professional communities provide numerous avenues to develop and improve as an instructor.

**Evaluation:** Continue with process.