Core Component 3-c
Carl Sandburg College creates effective learning environments.

Meeting a Diversity of Skill Needs

3.c.1 Process: The College Preparation Center (CPC) provides college preparatory courses in reading, writing, and mathematics. Self-paced instruction and tutoring options are available for some courses. The services of this center are especially helpful for recent high school graduates who need to build a strong educational foundation before enrolling in traditional college courses or for adults who need to refresh their skills. The physical proximity of the College Preparation Center to the classrooms for developmental courses allows for students to receive assistance from a center conveniently located and highly accessible.

Outcome: Enrollment in the College Preparation Center (CPC) has fluctuated throughout the past ten years with enrollment reaching a high of 1,392 students during the 2003-2004 school year due to Maytag area displaced workers, and falling to a low of 757 students during the 2005-2006 school year. The CPC had an average enrollment of 1,221 over the last ten years. During the 2009-2010 school year, the CPC enrollment was 957. The CPC expects an increase in enrollment over the next few years as mandatory placement is phased in. A new Adult Learning Center (ALC) was constructed during the 2004-2005 school year removing adult education, English-as-a-second-language and literacy classes from the CPC. The cost of the new ALC was approximately $700,000.

A recent Noel-Levitz, Inc. study found students who successfully complete CPC classes maintain a better retention rate in all three subject areas, reading, writing and mathematics, than students who qualify for services but choose not to attend developmental education classes, as well as those who score high enough on the COMPASS to not need developmental coursework.
### 3-Year Retention Rate 2005-2008

<table>
<thead>
<tr>
<th>Area</th>
<th>CPC Students</th>
<th>Placed in Developmental Courses but Skipped</th>
<th>Did not place in Developmental Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>54%</td>
<td>35.9%</td>
<td>52.4%</td>
</tr>
<tr>
<td>Reading</td>
<td>49.7%</td>
<td>36%</td>
<td>46.2%</td>
</tr>
<tr>
<td>Writing</td>
<td>50%</td>
<td>23.8%</td>
<td>45.5%</td>
</tr>
</tbody>
</table>

**Evaluation:** Continue to seek “best practices” to increase successful completion, persistence, and retention rates.

### 3.c.2 Process: CSC provides services and accommodations to students with documented disabilities to ensure their access to success. It is understandable to assume without these services pursuing a college education would be prohibitive. Below is a list of the recent changes/additions made in the Academic Support Services Department in an effort to enhance the learning environment.

**Services Available:**
- Speech-to-text and text-to-speech conversions
- Interpreters
- Note-takers
- Extended time for testing with readers and/or scribes
- Desks with unattached chairs (wheel chair friendly)

**Outcomes:** Students who self-disclose they have been diagnosed with a learning disability are directed to meet with the coordinator of academic support services. These students are required to bring their Individual Education Plan (IEP) file in order to document the nature of their disability. This allows the coordinator of academic support services to establish an appropriate study plan and the services and assistance necessary to accommodate the student’s needs. As a new initiative in the summer of 2008, CSC developed a comprehensive tracking system of this population through Datatel. During 2008-2009, 93 percent of students with disabilities have requested and received services and accommodations. Fifty percent of all students with disabilities received tutoring support. Forty-six percent of students that received services
and accommodations re-enrolled for the fall of 2009 with 69 percent of this group re-enrolling for the spring 2010 classes.

**Evaluation:** *Continue with this process.*

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**Learning Outside of the Traditional Classroom**

**3.c.3 Process:** Student life is an important component of the College experience. The coordinator of student life on The Main Campus works with **Campus Clubs** to foster a positive experience for the students and to provide guidance. The students plan their activities based upon interests and participation levels. Over 80 percent of faculty **recently surveyed** regarding student clubs believed they were beneficial. Meaningful involvement outside the academic classroom leads to increased student satisfaction and a positive educational experience.

Staff at the Carthage and Bushnell facilities are also involved in providing a variety of extra-curricular activities to students. Field trips to hear speakers, visit museums, and explore environmental sites were offered in the past year. Speakers, reading clubs, and arts events have also been offered on-site at Carthage. To address student wellness needs, a small wellness room with fitness equipment has been installed in Carthage, which also gives students the ability to take coursework in Health and Physical Education for their academic programs.

**Outcome:** Currently there are 22 clubs on The Main Campus. Thirteen are tied directly to an academic program, and these clubs give students an opportunity for field trips, speakers, and other activities that add to their classroom experience. Clubs provide a learning environment, which fosters leadership skills, and through faculty guidance students are able to teach each other and work together to meet common goals; further, students see a direct link between their work and the success of their clubs. Because clubs have as their primary audience other students, those in clubs become astute at gauging the needs and desires of learners on their campus.

Field trips, interactions with professionals in specific fields, and an awareness of opportunities within certain professions are just a few of the
ways clubs are effective in supporting the educational mission at Carl Sandburg College. They also allow a student an experiential learning environment.

Examples of educational club activities on campus:

- Mortuary Science Club took students on a field trip to the Batesville Casket Company;
- Psychology, Nursing and Radiology Technology Clubs have taken students to conferences;
- Delta Psi Omega Drama Club has taken students to see various plays and theatres in the area;
- Students in Free Enterprise (SIFE) has participated in community service projects including cleaning up of a nature preserve. SIFE students have also competed in regional competitions;
- The Mortuary Science Club maintains the grounds at a rural cemetery;
- The Cosmetology Club has participated in design competitions;
- The Criminal Justice Club has visited correctional institutions;
- The Art Club has painted murals downtown and sponsored art shows on campus;
- The Nursing Club has sponsored a blood drive on campus.

**Evaluation:** *Continue with student clubs and extra-curricular activities.*

**3.c.4 Process:** Standing in front of rows of desks and writing on blackboards is no longer the only method of educating students. Because of technological advancements, students are now able to receive lectures through a *variety of information delivery methods.* The responsibility of higher education institutions is to create effective learning environments but at the same time be able to employ a variety of methods that can meet differing student needs.

**Outcome:** Carl Sandburg College has responded to a variety of needs among district residents by utilizing *blended (hybrid) courses, distance learning, and online courses.*

**Conventional Classes with Supplemental Instruction:** Although this is not a technology driven method of instruction, Carl Sandburg College will be offering more classes with supplemental instruction in the upcoming semesters and looking at retention rates and grade distribution to evaluate effectiveness.
**Blended (Hybrid) Courses:** Blended courses began in fall 2006 with a handful of courses: Concepts of Chemistry, Fundamentals of Radiologic Technology Practicum, and Nuclear Medicine Procedures 1. In the spring of 2010, 25 different courses were offered.

**Distance Learning:** Records from fall 2005 to fall 2009 demonstrate a 49 percent growth in distance learning course offerings.

**Online Courses:** Records from fall 2005 to fall 2009 show a 60 percent growth in Internet course offerings. Students did not succeed as well (grade of C or better) in online courses six of the eight terms reviewed. Shown below for the eight terms is the difference between success rates for online courses and non-online courses:

<table>
<thead>
<tr>
<th>Course Retention from 10th-final day</th>
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<tbody>
<tr>
<td>Term</td>
<td>Blended</td>
<td>Distance Learning</td>
<td>Internet</td>
<td>Traditional</td>
</tr>
<tr>
<td>FA 06</td>
<td>75%</td>
<td>90%</td>
<td>81%</td>
<td>89%</td>
</tr>
<tr>
<td>SP 07</td>
<td>100%</td>
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<td>FA 07</td>
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<td>88%</td>
</tr>
<tr>
<td>SP 08</td>
<td>80%</td>
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<td>83%</td>
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<td>FA 08</td>
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<tr>
<td>FA 09</td>
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<td>96%</td>
<td>92%</td>
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<thead>
<tr>
<th>Pass Rate (D or Better)</th>
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<tbody>
<tr>
<td>Term</td>
<td>Blended</td>
<td>Distance Learning</td>
<td>Internet</td>
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<td>FA 06</td>
<td>83%</td>
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<tr>
<td>FA 09</td>
<td>70%</td>
<td>87%</td>
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</table>
### Pass Rate (C or Better)

<table>
<thead>
<tr>
<th>Term</th>
<th>Blended</th>
<th>Distance Learning</th>
<th>Internet</th>
<th>Traditional</th>
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<tbody>
<tr>
<td>FA 06</td>
<td>83%</td>
<td>78%</td>
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<td>FA 09</td>
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**Evaluation:** Continue these efforts and explore other delivery methods. The instructional team will develop a definition of blended courses that quantifies classroom time versus online work. Retention and pass rates should be evaluated to identify strengths and weakness in various delivery methods to strive for improvement in student success.

### 3.c.5 Process: Multimedia classrooms

Multimedia classrooms were developed during the early part of the decade. Each classroom has a computer and a projector, while some have symposiums and Smart Boards. The Allied Health Department recently purchased iClickers to increase evaluation of immediate in-class learning. With a variety of direct information delivery systems, instructors are able to address a variety of learning styles within one learning environment.

**Outcome:** The College has six symposiums, nine Smart Boards, and 80 iClickers for faculty use. One instructor saw a seven percent increase in scores on an exam in which iClickers were used during the PowerPoint lecture. A recent survey of faculty demonstrated over 70 percent use some combination of technology as a primary method of delivering information in face-to-face classes.

In the College Prep Center (CPC), a portable computer lab of 24 laptops was added in 2009. This alleviated problem of not being able to schedule the computer lab because of its high volume of need. The portable computer lab allows students to work on projects while remaining in the classroom.

**Evaluation:** Continue to explore the effectiveness and use of these technologies. New technologies such as the iTunes University partnership have helped the College supplement classroom instruction. iClickers will be used beginning Fall 2010 for Interactive Television (IATV)
transfer/university studies courses between Carthage, Bushnell, and Galesburg campuses. The College will continue to monitor trends in instructional technologies to provide students and faculty a technology rich, supported learning environment.

3.c.6 Process: Many clubs and outreach programs require members to participate in volunteer programs. Examples are the George Washington Gale Scholar Program, Upward Bound, many Student Clubs, the Honors Program, etc.

Outcome: Recent community service activities organized by campus clubs:

- The Student American Dental Hygienist Association (SADHA) has sponsored and conducted free dental sealant clinics for children during the ISDA sponsored Give Kids A Smile Day in February.
- The Psych Club raised approximately $2,600 and donated $1,500 of it to Safe Harbor (a domestic violence shelter) in 2007-2008. For Christmas 2009 the Psychology Club donated stockings for children at the domestic violence shelter.
- The Art Club painted the wall in front of a downtown building in Galesburg after a fire. The city requested help and provided materials.
- The Criminal Justice Organization (CJO) has participated in a few activities for community support. One of the key goals of CJO is to give back to the community in some way. The organization selected Safe Harbor Family Crisis Center for the second year. It has been doing food drives to help stock their pantry in both the fall and spring semesters. One student volunteered at the organization. In 2004, the CJO was involved in assisting the Child Development Program in a Kids’ Identification program at Railroad Depot in which the organization fingerprinted kids for packets.
- Each year members of the Radiology Club participate in Walk for the Cure and the Great American Smoke Out, and they will often help with various blood drives here on campus. They have donated excess fundraiser money earned to help with organizations such as Habitat for Humanity and the Humane Society.
- The Mortuary Science Program and its CSC student membership group Sigma Phi Sigma have performed various volunteer acts throughout the years, from sponsoring one or more families at Christmas to working the Kettle Campaign for the Salvation
Army. Sigma Phi Sigma has also volunteered at the Rescue Mission in the kitchen and has replaced the sign at the State of Illinois Cemetery. In addition, it has cleaned up the State of Illinois Cemetery and identified the stones and has gone on several fieldtrips to historic sites and cemeteries.

- **Phi Theta Kappa** has held coat drives, food drives, and book sales to support the Adult Literacy program. The organization has also done flower planting at nursing homes each spring. It has also supported Safe Harbor.

- **Student Government Association** (SGA) has conducted a food drive and a penny drive for the cancer society, and each year it provides gifts for two children on the Wal-Mart Angel tree.

- **George Washington Gale Scholars** sponsored a coat drive in the winter of 2009, Christmas in Action, and other programs. Each student is required to perform 20 hours of community service each year.

- **Students in Free Enterprise** (SIFE) participated in Christmas-in-Action, held an interview and resume workshop for people from the Rescue Mission, and offered business plans for small businesses in the community.

- **Sandburg Environmental Awareness Club** (SEAC) aided in the cleanup of a local park.

- Almost all of the clubs were involved with the two "Day of Music" events held a couple of years ago - first to benefit the Hurricane Katrina relief efforts and then to benefit the Red Cross "Burn the Mortgage" drive, raising $5,000 and $1,000 respectively. At the beginning of the spring 2010 semester plans were being made to raise funds for Haiti earthquake victims.

**Evaluation:** *Continue with these efforts.*

**3.c.7 Process:** The **Student Environmental Awareness Club (SEAC)** has participated in prairie burns and lakeside clean-ups to help preserve examples of that ecosystem. Over the course of a couple of weeks in the spring of 2009, several student members of the SEAC were actively involved in an off campus prairie burn. The first week several students, along with the club advisors, spent several hours picking up trash from a restored prairie plot on the north end of Galesburg. A week later a few of the same students, club advisors, the Galesburg Fire Department, and two retired area biology professors returned to burn the lot. The burn is a maintenance technique that enhances growth in a
prairie environment. The plants in this plot are becoming very rare, and this allows students to sample what the natural ecosystem used to be like before the plow was invented.

**Outcome:** The outcomes included increasing students’ participation in active, hands-on learning and increasing knowledge about this particular type of natural ecosystem and its restoration. Gaining an awareness of limited resources helps students understand they are part of a world bigger than themselves and must live a life that recognizes the effect individual decisions have on the global environment.

**Evaluation:** *Continue with this process.*

### 3.c.8 Process: Drama Club (Delta Psi Omega)

The CSC Drama Club has participated in two events, which focus on raising social awareness. The first event was in October 2004, when the Carl Sandburg College theatre presented a play that dealt with domestic violence in a comedy. To promote domestic violence awareness, Safe Harbor, the local women’s shelter, was contacted, and they provided informational literature at the performances. Canned goods were collected at admission for donation to the shelter.

The second and most recent event was the participation in *Not in Our Town*, a community event held nationally every October to promote an awareness of biases that lead to violence. This was held in Galesburg in October of 2008 (as done in previous years). In 2007 a film was shown, and only eight people attended, while in 2008 attendance increased to 65 people. The program consisted of short scenes that the Drama Club students had written themselves, followed by small group and large group discussions.

**Outcome:** The students who took part in *Not in Our Town* were very motivated to be a part of this social awareness program and took ownership of it. Collecting canned food and distributing literature about domestic violence were two ways the theatre program wanted to make a difference. Sixty-five persons engaged in lively, thoughtful conversations about how to combat racism and other prejudices that lead to violence. As a result of the program, the theater club was invited back to perform the following year. In October of
2009 12 students participated in 3 scenes. Each scene depicted biased situations, which were followed by small group discussions.

**Evaluation:** *Continue with this program.*

3.c.9 Process: *Guest Speakers* have always been a valuable resource of education. Besides the coordinator of student life, various clubs and departments organize campus speakers as well.

**Outcome:** According to the coordinator of student life, there are between 75-100 students and staff who attend Black History Month, Women’s History Month, and other diversity presentations. Students seem to enjoy and learn from these programs. Faculty members often bring their classes and have discussions afterwards.

**Evaluation:** *Continue with guest speakers.*

3.c.11 Process: The College offers a class through the Political Science program that travels to *New York City* or *Washington, D.C.* These two trips engage students in educational cultural experiences that could never be achieved in a classroom.

**Outcome:** The class has an enrollment of 18-20 students. The trip includes several guided tours of the city. The cultural diversity demonstrated in an urban environment is something that cannot be duplicated in the classroom. The actual historical sites are also something that cannot be replicated. The instructor collects papers from his participating students which demonstrate the value and effectiveness of experiential learning.

**Evaluation:** *Continue with this process and look for other ways to accomplish these types of experiential learning opportunities to enhance student learning.*
Providing Expectations to Enhance Learning Environment

3.c.12 Process: Various entities within the College have established Codes of Conduct in the classroom, clinical, laboratory and athletic venues. These policies are not only congruent with the College mission statement, but provide a learning environment of known expectations of behavior.

Outcomes: The College has had 75 occasions to use the “Procedure on Disciplinary Due Process” since October 1999. This number includes academic dishonesty reports. Athletic team members and allied health students are required to follow additional sets of guidelines. The Athletic guidelines and the agreement form are on file in student services and allied health houses their own guidelines and agreements.

Evaluation: Continue with this process.

3.c.13 Process: The Student Government Association (SGA) is the officially recognized student governance body. Representatives at-large are elected in the fall and executive officers in the spring. According to the SGA constitution, this organization is responsible for providing a means to voice student concerns, for providing a structured activity program, for conducting campus elections, and for promoting interest in College affairs and activities.

Outcomes: There is an SGA Representative to the Board of Trustees who is nonvoting member (advisory role only). Students do serve on some faculty committees, such as Student Services Committee, Special Events Committee, Curriculum Committee, Technology Committee, Risk Management Committee, and the Enrollment Management Committee. The attendance by students has been sporadic. Since the College is nonresidential, it is difficult to get students to stay for meetings that may interfere with job and/or family responsibilities.

SGA has enhanced the learning environment mainly through programming, for example, speakers for Black History month and Women’s History month. SGA also allocates money to clubs to bring in speakers or present programs pertaining to a variety of disciplines: Nursing speakers, Mortuary Science speakers, programs on Internet safety, etc.
Evaluation:  SGA has not been a robust organization for several years. Many different approaches have been taken to attempt to increase participation. This is an area that needs to be reviewed in the strategic planning process.

Structuring Processes to Best Serve Students

3.c.14 Process: During the most recent gas price surge in 2007, the College looked at its academic schedule to determine if a four-day academic schedule could be utilized. The College knew from other surveys in the past that many students drive at least some distance to the college. When gas prices topped $4 a gallon, Instructional Team looked at scheduling options that would allow students to only need to drive to campus four days a week. The Branch Campus in Carthage has operated under this model for quite some time as many of their students commute. Consequently, the College moved to the four-day academic schedule in the spring of 2008.

Outcome: Results from a small sample survey indicate students are saving money and time due to the four-day class schedule. The areas mentioned were childcare, time, fuel, and meals. Students believed they were able to get better jobs and balance work and academia more effectively on the four-day class week schedule. Below are some of the student comments:

- “Once I get a car I know the day schedule will come in ... even better. But not having one that leaves one less lousy day for me to find a ride.”
- “I love having Friday to dedicate to homework.”
- “It gives much more time to study and complete assignments.”
- “I think it is a great idea and saves money.”

Evaluation: The 4-day schedule will continue at this time. Survey results from over 500 students indicate that the 4-day schedule is appreciated by students. Other scheduling options may need to be developed if space becomes a problem.

3.c.15 Process: The Online Orientation offers technology instruction, awareness of learning differences, study strategies, and available academic support services. It can be viewed in a video format or read in a text transcript; whichever meets the needs of the student. All new students are required to
view the online orientation. A registration block is placed on the new student's records that stops registration until the orientation has been completed.

The orientation contains ten sections. Each section is locked by a question that prohibits the viewer from going to the next section. The viewer must correctly answer the question for that section before being allowed to move to the next section. The questions are related to the subject material in that section of the orientation. This process provides some assurance the viewer has read the material in each section of the orientation. When the viewer answers the question for the tenth section, a window opens containing a contact information form. Once the student fills it out, s/he clicks the send button. The information is transmitted to the Admissions Office. If the information matches what is on file, the student has completed the orientation, and the registration block is removed from his/her records. If the information does not match, it alerts the Admissions Office to contact the student to update his/her contact information and confirm or deny completion of the orientation.

**Outcomes:** The completed contact information forms are kept on the College database. This allows the College to identify who has completed the orientation and monitor the enrollment process. It is too soon to tell what effect this has had on retention. This process was implemented in April 2009. Records show 687 new students had completed the orientation by December 20, 2009. It is the intent of the College to survey students after the start of the semester to see what, if any, impact the orientation may have had on their college experience.

**Evaluation:** The orientation process needs to continue and the College needs to continue to look for ways to increase participation. Orientation is critical to student success. In addition, the College will consider ways to make orientation mandatory for students taking online courses for the very first time.
3.c.16 Process: A number of *Answer Centers* are set up during the first two weeks of each semester. The time and location vary to make them accessible to as many different students as possible. Counselors set up tables with information and are available to answer any questions students might have. Answer Centers are scheduled at all three sites: Galesburg, Bushnell, and Carthage. However, they are called Solution Centers rather than Answer Centers at the latter two locations.

Outcomes: At the Galesburg Campus, 440 students were seen at the Answer Centers for the fall 2008 semester. At Bushnell 10 students were seen and at Carthage, 14. For the spring 2009 semester, the name changed from Answer Centers to Welcome Centers for the Galesburg Campus.

A detailed summary of answer center activities has been uploaded to the Virtual Resource Room.

Evaluation: *Continue with this process. These have been very well received.*

3.c.17 Process: CSC has also engaged the help of current students as *Peer Advisors and Ambassadors* to assist students throughout the semester. They help students in filling out FAFSA, CSC applications, logging in to the portal, and getting their Email. They also assist students on the phone and update information on the campus monitors. Carl Sandburg College has made great strides in incorporating technology to improve the frequency of communication with students. The Peer Advisors operate separately from the CSC Ambassadors. The Peer Advisors are supervised by the Retention Specialist Office, and the CSC Ambassadors are supervised through the Marketing and Public Relations office.

Outcomes: The Peer Advisors spend most of their time helping new students input their enrollment application into the computer system, access the new student online orientation, learn how to access their student email account, and learn how to log in to *mySANDBURG*. The Peer Advisors began work in November 2007. They continued until September 2008 when funding ran out.
Currently the Peer Advisors are funded via the federal work-study program. Operations resumed in April of 2009, and the program continues to the present time.

The Ambassadors work closely with the marketing, recruiting and foundation offices. The College Ambassadors serve as receptionists for students, staff, and visitors. They conduct tours with and for the president of the College, the College Foundation, Recruiters, Marketing & Public Relations Office, and Business and Community Services Office.

Ambassadors also assist in preparing mailings, uncomplicated reports and summaries, and various data entry. They provide information about campus parking, electronically scan CSC news clippings for archival purposes, assist with updating CSC’s social media pages (such as Facebook, MySpace and Twitter), post materials on The Main Campus bulletin boards, monitor and maintain College bulletin boards, maintain messages on the College marquee at The Main Campus drive-way entrance, and maintain and upload announcements and messages on the campus TV monitors and on the Education Channel 22 CSC-TV.

**Evaluation:** Continue with this process.

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**Capital Improvements**

There have been many *capital improvements* within the last 10 years. Some involve simple renovations of existing structures, while other projects are completely new. By having up-to-date facilities, students are provided with a sense of comfort that fosters and supports education. It makes an indirect statement about how much the College believes in and supports academics.

**Renovation**

**3.c.18 Processes:** Within the last few years *classrooms* were painted, new carpeting installed, desks were replaced, and the *Fine Arts Theater* was renovated. *Faculty offices* were furnished with new desks along with carpet and paint. The *Student Lounge* in Lower C building had furniture replaced to provide a more contemporary area, and the Galesburg campus *dining center*
was updated as well. CSC has also installed *Metasys Climate Control* to help maintain a comfortable classroom environment. The dining center and the Lookout Lounge also were refreshed with new seating, carpet, paint, and flat screen TVs.

**Outcomes:** Although there is no quantifiable data to support how these improvements increase learning and teaching, facilities do make a qualitative difference.

**Evaluation:** *Facilities look better, and students and employees alike have commented on the improvements. The College will continue to monitor areas with aging furniture and room configurations.*

3.c.19 **Process:** There were major renovations in the *Student Services Area* in 2007.

**Outcomes:** Although difficult to document, it is believed this renovation provided students with greater ease locating the Business Office, Counselors, and Financial Aid Office. The restructuring of this area also provided students with more privacy when dealing with counselors and/or financial aid consultants.

**Evaluation:** *Renovation met the needs of these areas. Sustainability is now the area that attention needs to be directed.*

3.c.20 **Process:** Major changes were made in the *Security Offices* to enhance campus operations. Parking lots were also improved.

**Outcomes:** Having a secure environment, students are able to come to campus and not worry about safety, which allows them to concentrate on their academic goals.

**Evaluation:** *Continue with this process. Safety concerns are ongoing and are an area of continued vigilance. Accreditation and ongoing training through the Sustainability Security Program (SSP) are keys to ensuring the safety and security of the College community.*
3.c.21 Process: The Nursing Lab renovation constitutes a commitment to support and develop the nursing program. The lab was reorganized to allow students more open access areas to practice nursing skills and room where groups can practice together. Sections were designed to simulate hospital rooms with non-functional setups similar to what they see at clinical sites.

   Equipment is reviewed yearly for needs and updates. There are six computers in the lab that nursing students can use. There are also 40 computers used by students for Assessment Technologies Institute (ATI). ATI is a web-based educational resource for nursing students. Financial investment in software and nursing lab equipment purchased each year demonstrates support and desire to develop the nursing program.

Outcomes: The open times in the lab allow more students to reinforce any skills they are not comfortable with or further practice skills. The new equipment simulates what it found in hospitals today and helps meet the requirements of NLNAC, our nursing accreditation agency, to keep up with current national trends in nursing. Instructors found that more students were willing to practice on their own time and that pass rates improved dramatically. One instructor noted that before the renovation, often as many as 50 percent failed the initial test but during the fall 2009 term only 10 percent, 4 of 40 Practical Nursing students, failed.

Evaluation: Renovation met the needs of the nursing students.

3.c.22 Process: The Children’s School room renovation began in approximately 2002. This provided more classroom space for The Children’s School. The agricultural program was cut due to lack of enrollment, so The Children’s School utilized the classrooms devoted to the agricultural department. Expanding The Children’s School also provides greater opportunity for child development students to observe a greater variety of ages and increases the number of children who could be cared for from the community and students.
**Outcomes:** Taking over the agriculture classrooms actually allowed a collaboration classroom with Galesburg CUSD #205. The collaboration classroom serves children ages 3-5 years, which was the largest population on the waiting list during this time.

This renovation also allowed for a classroom for student teaching. Child Development students were previously scheduled one at a time; now more students are able to participate at one time. The addition of this new classroom provided more convenient lab hours for students and an opportunity to observe different curriculum and teaching techniques used by fellow students.

Child development students are not the only students who are afforded educational opportunities provided through The Children’s School. Developmental psychology students, education students, and others involved in case studies and general observation also participate.

In addition, the opening of the second preschool room allowed The Children’s School to offer childcare to more student families than before. In fact, full-time student families receive full day childcare at a reduced rate in the new room as three hours of the day is provided at no cost to the parent.

<table>
<thead>
<tr>
<th>Percentage of Preschool Room Slots</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC Employee</td>
</tr>
<tr>
<td>5%</td>
</tr>
</tbody>
</table>

**Evaluation:** *Continue to operate The Children’s School as both an early education/childcare service and laboratory setting for CSC students from a variety of disciplines. Support The Children’s School administration in achieving the goal of operating as a model lab site for other early education programs.*
**Creation**

3.c.23 Process: The Art Gallery was created in 2008 within the main lobby of the D building.

Outcomes: The Art Gallery provides an atmosphere of sophistication in a very open, unused area. It also gives students a sense of pride to display their work and encourages students to enroll in the art program. The Carl Sandburg College Student Juried Art Show (a student art contest) is held each spring in the Gallery with an outside juror judging the submissions. Prior to 2007, the art shows were held at a variety of places, some even off campus at a local antique mall. Then the D Lobby was renovated in 2007 to become a gallery, and the rest of the shows have been held on campus at that location. Dick Blick Co., a local art supply store, began donating awards for some of the students when the gallery was opened.

An art student is expected to have experience installing art in a gallery setting, and this facility provides this learning opportunity. New art in a gallery setting also offers students a chance to develop critique skills. While no correlation can be made between any new enrollment in art classes and the installation of the Art Gallery, it does provide a constant visual reminder of the College’s art program, creating interest in the program.

Evaluation: Continue to use and improve the art gallery space. Additional lighting and more display walls are needed. Increased funding is need for upkeep, advertising, and opening receptions.

3.c.24 Process: The Student Success Center (SSC) was built in 2005 to house two Federal TRiO programs, Academic Support Services, and the Testing Center.

Outcomes: CSC had no formal Math and Writing Lab until the Student Success Center opened in January 2005. One-on-one tutoring was the only student resource prior to this time. Tutoring was provided only when the student was receiving a D or below. Since the College has implemented the lab
system, students can now attend from the first day of classes, and if their goal is to get an A, the SSC supports that goal. The coordinator believes more students are successfully completing their courses and being retained, and at the same time getting a better knowledge base and graduating from their programs.

Being paired with the TRiO programs also has many benefits. All of the SSS students learn about the labs from their first day in the program. This is important as they are an identified at-risk group. Also, Upward Bound has benefitted from accessing top-notch tutors from the labs and employ them as evening tutors for the high school participants.

**Evaluation:** *Continue with this process.*

### 3.c.25 Process

The [Dr. Donald G. Crist Student Center](#) was completed in 2003 and although the last North Central accrediting team questioned its reasonability it has turned out to be quite an asset to the campus.

**Outcomes:** The Crist Student Center creates a higher education atmosphere by providing a place for students to congregate, presentations to be given, and activities to be held. Prior to the Crist Student Center, there was no central place for the above to happen. Although the theater is a wonderful facility for guest speakers, its location hinders attendance. There is at least one activity each month sponsored by SGA. There are also a variety of programs throughout the semester organized by other clubs and/or academic divisions. Eight to ten programs are presented in the Dr. Donald G. Crist Student Center each semester, with approximately 350 students and community members attending.

**Evaluation:** *Continue with this process.*

### 3.c.26 Process

In the last decade many technological changes have occurred, and it became necessary for the College to accommodate these changes. A *Mac*
lab was created for digital photography, and computer labs were established in the B building so students would have access to technology even if they could not afford it.

Outcomes: Computer labs in the B building were designed to serve students in any class, which require the use of computers directly related to coursework. Many of these classes can be found in the business, management and administration, and information technology programs. Based on credit hour production in these programs, this would amount to an average of 1,098 courses requiring computer usage within an academic year. These computer classrooms are also used by transfer/university classes when an instructor needs to use computer terminals for an in-class project. Additionally, these computer classrooms are open for all CSC students to access as long as no classes are in session.

The final number of computer lab users would be considerably higher than the number noted, but with no log kept on usage, it would only be speculation as to how many more above the business and IT students are utilizing these computer classrooms. In the recent student satisfaction surveys conducted during the 2008-2009 school year by Noel-Levitz, Inc., participating students reported access to technology, specifically adequate and accessible computer labs, as one of the more important items to students. Students also ranked CSC above national averages on student satisfaction with availability of computer labs.

The Mac Lab in C 107 was specifically designed as an art studio, and the cameras and equipment were selected for use in art photography, image manipulation and art printing. Classes such as Digital Photography I and II, Graphic Design I and II, and Computer Art can only be taught in this environment.

Use of these facilities is usually limited to students enrolled in these classes; however, the room is not exclusively for the use of those classes or the Humanities department in general. For example, the professor of education has used the facility for projects for education classes. This facility is a studio, not an open computer lab. The department has purchased specialized equipment which is not to be used by those not specifically enrolled in an art class, and/or
who has not received training on this equipment. This is much the same as the regulations enforced on the kilns in the ceramics studio.

Enrollment in photography classes initially dropped as a result of the loss of the dark room but is beginning to show growth. The addition of a second semester of digital photography in spring 2009 should help to improve enrollment.

<table>
<thead>
<tr>
<th>Year</th>
<th>Art 162 Digital Photography</th>
<th>Art 163 Digital Photography II</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>8</td>
<td>NA</td>
</tr>
<tr>
<td>2008-2009</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>2009¹</td>
<td>14</td>
<td>1</td>
</tr>
</tbody>
</table>

**Evaluation:** Explore efforts to develop a dark room on campus.

3.c.27 Process: Areas in the Allied Health fields have been growing at CSC, and Labor Market Statistics indicate continued growth in the field. Because of this it became necessary to devote appropriate space in order to accommodate these growing programs. In 2005 the College built the Allied Health Building (H building), which houses the nursing and mortuary science programs. The Nursing Lab in Carthage was added in 2008. The dental hygiene program is located in the Annex, which was completed in 2002. Further renovation was done in 2005 so cosmetology could be moved to the Annex. The top floor of the Annex was renovated to house the therapeutic massage program in 2010.

Outcomes: During the last three years enrollment in the mortuary science program has remained consistent. Student learning has improved, though, with the addition of an embalming lab allowing students to work on cadavers prior to practicum activities in funeral homes across Illinois. Board pass rates have been above national average and the highest in the state for the past several years, supporting the assumption hands-on learning in the lab reinforces didactic content in the classroom.

Carthage has always had a lab for the Practical Nursing program. In 2008, the Allied Health Lab in Carthage was moved to a larger facility to address the need for space to accommodate larger enrollments. This larger lab now allows

¹ Fall Only
both Practical Nursing and Medical Assisting students to conduct laboratory activities in a more spacious area in simulated clinical/hospital settings. This larger lab has allowed enrollment in the Practical Nursing program in Carthage to double in 2009, when 20 students enrolled in the fall semester.

Enrollment in the Dental Hygiene program has continued to be at maximum capacity of 30 new students in the fall semester since its inception. The physical accommodations of the Annex provide an ample learning environment in the classroom, lab, and clinic settings.

The addition of the Cosmetology program to the Annex in 2005 provided the students with a clinic floor, which allows for better teaching when compared to the old facility. The open-air design of the clinic floor allows the instructor to see all 20 students and allows students to locate the instructor immediately when assistance is needed. A large, flat-panel monitor within the confines of the clinic allows students to watch a skill performed while following along with their accompanying textbook, all while working on a mannequin or peer. The design of the learning environment provides students with the ability to work with mannequins in the lab or clients in the clinic within close proximity to the dispensary, where needed items can be obtained.

The second floor of the Annex is presently undergoing renovation to house the Therapeutic Massage program. Once the renovations are completed, the students will provide services for clients in a spacious 10-bed clinic with privacy for client services yet accessibility for instructor teaching.

**Evaluation:** *Continue with this process.*

**3.c.28 Process:** The [Adult Learning Center](#) was added in 2005. Prior to this the GED, Literacy, and ESL programs were in two classrooms in the College Preparation Center. It became clear attendance was outgrowing physical capacity, and the Adult Learning facility was built to house this growing population.

**Outcomes:** Approximately 500 students attend classes at the new Adult Learning Center. While it is difficult to quantify the difference the new building has made, the new facility provides much needed space for computer usage, special tutoring, book clubs, resources, diagnostic testing, and registration, as
well as classrooms. The new facilities have instilled a sense of pride and ownership in the students and staff. In all but two areas the department exceeded state benchmarks.

<table>
<thead>
<tr>
<th>Programs</th>
<th>% Completers</th>
<th>FY09 State Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Beginning Literacy</td>
<td>66.67%</td>
<td>48%</td>
</tr>
<tr>
<td>ABE Beginning</td>
<td>67.86%</td>
<td>45%</td>
</tr>
<tr>
<td>ABE Intermediate Low</td>
<td>43.28%</td>
<td>41%</td>
</tr>
<tr>
<td>ABE Intermediate High</td>
<td>48.05%</td>
<td>36%</td>
</tr>
<tr>
<td>ASE Low</td>
<td>61.22%</td>
<td>38%</td>
</tr>
<tr>
<td>ASE High</td>
<td>52.27%</td>
<td>NA</td>
</tr>
<tr>
<td>ESL Beginning Literacy</td>
<td>55.56%</td>
<td>52%</td>
</tr>
<tr>
<td>ESL High Beginning</td>
<td>22.22%</td>
<td>49%</td>
</tr>
<tr>
<td>ESL High Beginning</td>
<td>42.86%</td>
<td>50%</td>
</tr>
<tr>
<td>ESL Intermediate Low</td>
<td>33.33%</td>
<td>48%</td>
</tr>
<tr>
<td>ESL Intermediate High</td>
<td>45.45%</td>
<td>37%</td>
</tr>
<tr>
<td>ESL Advanced</td>
<td>37.50%</td>
<td>18%</td>
</tr>
</tbody>
</table>

The number one goal of the Adult Education Program is to help students earn and receive a GED diploma. To that extent, the department was very successful; during the five year window, 94 percent of those who selected “passing the GED” as their primary goal did so. In addition, while the program’s average number of graduates per year had been running at about 45, during the 2008-2009 academic year the program celebrated 105 graduates.

And finally, all GED programs enjoy seeing graduates continue their education by transitioning into either a community college transfer/university course or an occupational degree program. Last year 40 GED graduates attended Carl Sandburg College. The previous year, CSC ranked second in the state for percentage of GED graduates taking college courses. At least one of the graduates made the dean’s list during the fall term.

**Evaluation:** *These renovations have met the needs of the students.*

**3.c.29 Process:** *The Fitness Center* is another area that was recently updated. With area residents looking for accessible, affordable training/exercising facilities, the College decided to expand the Fitness Center in 2003.
**Outcomes:** The number of machines has at least doubled in the Fitness Center due to the new facility. Before there were only a few cardiovascular equipment pieces, and now there are five treadmills, four elliptical machines, and three recumbent bikes. Cardio theatre is hooked up to all cardio equipment. It allows individuals to watch and listen to both of the 52” flat-screen televisions. There are 12 resistance machines in the circuit and a free weight range from five lbs to 100 lbs. Also added were over 12 free weight benches and machines, including the Cable Cross-Over and Smith Machine. Lastly, an inside walking track around all equipment provides a means for students and staff to exercise without worrying about the weather.

Enrollment in the fitness center has increased since the new facility has been added on. Before the new facility, enrollment during fall 2002 was 285 students. After the new addition (fall 2003), there was a 52 percent increase in enrollment (434 students). The College is now able to serve students and community members. The old facility was turned into an aerobics studio, which offers aerobics, muscle conditioning, pilates, yoga, tai chi, and abdominal classes. Without this new facility, none of these classes would be able to take place.

**Evaluation:** *These renovations have met the needs of the students.*

**3.c.30 Process:** The *Bushnell Extension Center Expansion* in 2003 created three classrooms, a computer lab classroom, and a board/community room. Two of the additional classrooms were set up with interactive televisions. This enabled the College to expand the interactive television schedule with classes originating in Galesburg or Carthage. The additional open lab classroom houses 15 state-of-the-art computers for students, a printer, an instructor’s station, and an LCD projector. This allows students to have access to the most current computer programs for their occupational training, research, and assignments.

**Outcomes:** Overall, the expansion improved the educational environment for students by increasing class offerings and making technology more readily
available. While creating a distance-learning site in Bushnell allowed for the delivery of additional coursework, usage of the Bushnell site still remains a bit of a challenge. There is not enough enrollment for many face-to-face courses; therefore, much of what is offered at The Extension Center is in the form of distance learning.

**Evaluation:** Investigate adding an occupational or allied health program in Bushnell that could serve CSC and perhaps the adjoining community college district of Spoon River College.