Core Component 3-d

Carl Sandburg College’s learning resources support student learning and effective teaching.

The College has a variety of media used to direct students to resources, which would improve likelihood of success. A Student Tab on the College website for current students lists the available resources. There are a number of services listed in the Student Handbook which includes a chapter on “Resources for Success.” The mission of the Carl Sandburg College’s Library is to serve all areas of the College by providing print, non-print, and online resources/databases for students. The Library also has instructional resources for research and development.

Educational Resources

3.d.1 Process: Providing students with the resources they need to be successful in higher education is a constant process. Faculty and administration are continually educating themselves on learning styles, classroom activities, teaching methods, and of course teaching tools that support student learning and effective teaching.

Outcomes: In an effort to make available necessary educational resources, CSC provides the following to students:

- The Teacher Education Program uses campus service programs (Upward Bound, GED, Literacy, etc.) to gain field experience hours.
- Practice rooms for music students are available in the F building.
- Math software, such as Mathematica and Derive 5, have been downloaded on College computers in the lab to accommodate the learning needs of chemistry, physics, and calculus students.
- Science labs are located at The Main and Branch Campuses, along with a greenhouse at The Main Campus for botany students. The College works in partnership with the U.S. Animal Disease lab (adjacent to The Main Campus) for science students to do special projects/research. The lagoon surrounding The Main Campus and the park-like atmosphere of both The Branch and Main Campuses provide easy access to flora, fauna, and water studies.
• Auto mechanics and welding have dedicated areas to increase the effectiveness of learning/teaching.
• Business and computer programs stay up to date in providing students with the most recent technology.
• Child development students are provided with observational hours and internships through the on-campus Children's School.
• Career and Technical Education (CTE) programs provide experiential learning environments through internships, practicums, and clinicals.
• Dental hygiene, cosmetology, and therapeutic massage programs provide services to the public, creating another experiential learning environment.
• Mortuary science has a purpose-built building for instruction and specialized practice, such as embalming.
• In Carthage, BIO 101 is offered every fall as an interactive television course, sending to the Bushnell site once a week for lecture portion with a weekly lab session held at Carthage. Students from the Bushnell campus carpool to attend this weekly lab.
• Computer assisted instruction (CAT) has been incorporated into all developmental courses.

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

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**Technology**

**3.d.3 Process:** The College partnered with Apple Computers for the iTunes University Initiative to create an avenue for faculty to be able to make audio and video portions of their lectures available to their students in formats they can access anywhere, anytime. The Instructional Technology Committee funded the purchase of 15 podcast stations that will enable faculty to record their lectures and post them on iTunes University. The College has an iTunes University User Group that meets on a regular basis to discuss improving services provided to students.

**Outcomes:** As of fall 2009 there were 17 members of the CSC iTunes University User Group—two administrators, one student, seven members of the technology staff, and seven instructors. But at this time only two instructors use iTunes on a regular basis, with a third instructor having lectures “saved” for students to download. The group meets monthly.
A reading instructor used the audio portion of iTunes University to record her lectures. She reported her students liked being able to return to the lecture(s) and check their lecture notes. If the students had to miss class, they could listen to the missed lecture. She had one student who was in an automobile accident. The student told her if it had not been for iTunes University, she would have had to drop the class. The instructor plans to use iTunes again this semester and already has the equipment ready to use the first day of classes.

The education instructor posted used iTunes University for the 2009 fall semester. He has also utilized Screen Flow software, which merges the video recordings with PowerPoint, slides. He uses this format to present an introduction to his courses and instructions for research papers in his PSY 265 Developmental Psychology course.

**Evaluation:** Continue with this process and expand the use of iTunes University. Brainstorm on ways to increase faculty and student participation.

**3.d.4 Process:** “Colleague,” developed by Datatel, is an administrative software program implemented in 2004. This resource has several components that increase learning and teaching. The Retention Alert element of this software allows counselors, instructors, retention coordinators, and others to track certain students who may be at risk. Another resource used through “Colleague” is eAdvising. This is an academic planning program that allows students to be more active in their course schedule outlines and provides them with a greater sense of control over their academic objectives.

**Outcome:** Retention Alert went live fall 2008. Following are the numbers of students referred through Retention Alert for each semester: fall 2008, 140; spring 2009, 117; summer 2009, 31; fall 2009, 188. Students referred through Retention Alert have persisted to the end of the semester at a rate of 52 percent to 58 percent over the time period the program has been utilized.
eAdvising was being piloted at the Carthage Campus, but is now used district wide by a limited number of students. The numbers of students using it are as follows: spring 2009, 108; presummer/summer 2009, 80; fall 2009, 111.

**Evaluation:** Continue with retention alert and eAdvising but explore ways to increase student use of eAdvising.

### 3.d.5 Process:
*Tech Connect workshops* are given each year after the completion of spring semester. This was initiated by Faculty in 2005 and has provided a number of educational opportunities involving technology.

**Outcome:** Tech Connect workshops are attended by 25-30 faculty members every year. A recent survey revealed that almost 94% of the participants believed Tech Connect workshops were beneficial. This hands-on workshop, which spans over four days, helps faculty learn new classroom technology integration techniques as well as methods for engaging students using technology. Full- and part-time faculty members attend this workshop taught by the faculty peer technology support group. During this workshop, in addition to learning new technologies, faculty share best practices that have worked for them in their classrooms so fellow faculty members can adopt those techniques. Tech Connect workshops have helped increase the number of faculty using technology in the classroom and using Blackboard to supplement classroom instruction.

This year Tech Connect 2010 is being offered to community college faculty across the state. CSC faculty will be able to attend at no charge.

**Evaluation:** Continue with Tech Connect. It has been an enormously effective at providing technology professional development to our faculty and staff. Webinars, brown bag lunches, and one-on-one training sessions will help keep faculty updated and comfortable with their technology skills.

### Effective Staffing

#### 3.d.7 Process:
An *office manager* is utilized in the cosmetology and dental hygiene programs due to the scheduling of clients.
**Outcome:** With the possibility of 80 students scheduling patients through the front office of the Annex and those 80 students having classes throughout the day in classrooms in the building, it is essential an office manager assist with scheduling of appointments, collecting fees for services, and making daily deposits for both the dental hygiene and cosmetology programs. Without the presence of a full-time staff member, the front office would be vacant many hours of the day. This not only presents frustration to the outside client trying to schedule an appointment, it also presents a security risk for those students and faculty in the building. Offering services to outside clients provides students with hands-on experience. It is vital for student learning to ensure there are a variety of patients available. Accreditation standards (set by the American Dental Association) state there must be sufficient office personnel to manage the office where appointments and payments are generated. The students must not be the main source of manpower for these tasks. The office manager’s office is located by the only entrance to the Annex. Every person has to walk by the office manager’s office to access other parts of the building.

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

**3.d.8 Process:** Results of the COMPASS test given to incoming students indicate that the need for remediation in order for students to succeed in college classes continues to be an issue. Between the years 2005 and 2008, only 20.3 percent (149/735) of the students who tested into a developmental reading course enrolled in one. Mandatory placement in reading was implemented in 2010, which would most likely double the enrollment.

**Outcome:** The reading specialist conducts readability studies on textbooks, works with other faculty to help individual students with reading their textbooks, offers and co-teaches community learning classes, creates new courses to better support learning for all reading abilities, and shares students with the Literacy Coalition and Adult Education programs. This position has been vital in the persistence of students who place in developmental reading courses.
### Data from Noel-Levitz, Inc.

<table>
<thead>
<tr>
<th></th>
<th>Placed and enrolled in developmental reading</th>
<th>Placed out of developmental reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 year persistence rate</td>
<td>79.9%</td>
<td>70.4%</td>
</tr>
<tr>
<td>3 year retention rate</td>
<td>49.7%</td>
<td>46.2%</td>
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</table>

**Evaluation:** *Continue to check for accuracy of placement.*

3.d.9 Process: *Science lab technician* has been hired to support chemistry, biology, and physics courses.

**Outcome:** The science lab technician is responsible for inventory control, proper maintenance of the stockroom and laboratories, and proper disposal of hazardous waste products. The technician maintains communication with science faculty, both full-time and adjunct, and assists them in setting up laboratories. This is a permanent 20-hour per week position with selected benefits pro-rated.

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

3.d.10 Process: Since the Library is the main resource center in education, CSC has made sure its libraries are fully staffed for student assistance. The Main Campus Library has three full-time and two part-time staff members. The Branch Campus has a full-time person, and The Extension Center has a part-time position.

**Outcome:** The Galesburg campus averages about 150 students per day visiting the Library in fall and spring semesters. During the summer session, about 75 per day come to the library. Typical concerns:

- Sources for Term Papers
- Obtaining Student Identification Cards
- Computer Help
- Databases Accessible from Home
- Location of Resume Writing Resources
- Getting Copies of Journal Articles for Research Papers
Based upon research collected by the Library, the College recently reduced the hours of operation in the evening and on weekends with the exception of mid-term and the end of the semester.

**Evaluation:** Continue with this process. Efforts are in motion to determine the use of the Library and how best to utilize the space adjacent to the Library. Plans are in place to convert E-231 with Title III dollars to be used as instructional space for the library.

3.d.11 Process: The Help Desk is staffed from 8:00 a.m. – 8:00 p.m. Monday through Thursday and until 5:00 p.m. on Fridays. This area helps solve immediate problems of those students/staff on campus and those phoning in from home.

The Help Desk provides services in four different formats:

1. Phone-in
2. Walk-in
3. Trouble ticket submission through support.sandburg.edu.
4. Campus data base search

**Outcome:** No matter how the technical issue is reported, all issues are logged into the Web-based Help Desk software. Calls are then assigned to appropriate members of the Help Desk team. As the Help Desk team resolves issues, they post updates into the Help Desk software. The updates are automatically e-mailed to the end user. Calls are closed only after receiving affirmation from the student/faculty/staff that the issue has been resolved satisfactorily. Approximately 50 calls get logged into the Help Desk software on a monthly basis during regular semesters.

**Evaluation:** The Help Desk staff continues to be trained, not only on new technology applications, but also on customer service skills. Staff are encouraged to participate in webinars, seminars, and workshops that will allow them to continue to stay abreast of technological developments in higher education.

3.d.12 Process: The Faculty Teaching/Learning Center (FTLC Room E-154) was designed to help faculty learn to use new technology and integrate those tools into their teaching methods.
**Outcome:** Approximately 470 technology issues are handled each year through the help of the FTLC. It is especially utilized when the instructional design assistant is on duty. The benefit to faculty is the one-on-one assistance provided and ability to test new software and technologies available to use with online courses. The FTLC lab provides assistance to faculty with specific software needs or questions. This center saves the College money by not having to enroll faculty in courses dedicated to technology use; further, it allows the faculty to use the tools in one location or workstation, rather than spend the money on the multiple software licenses it would take to provide a classroom for faculty to use within a course setting. The intern also goes to the Carthage Branch Campus and the Bushnell Extension Center when needed to help faculty at other campus locations.

**Evaluation:** *Continue with this process. However, the College would like to explore ways it can use this teaching and learning center to include other services besides just serving technology issues.*

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**Partnerships and Innovations Enhance Learning and Teaching**

**3.d.14 Process:** The regulations and procedures of the College provide for curricular and programmatic *advisory committees*. These committees are comprised of graduates, employers, and other persons who may be of assistance in developing and maintaining quality institutional and academic standards and programs. A recent survey was administered and 80 percent of faculty who are affected by advisory committees believe that the programmatic changes they recommend enhance student learning.

**Outcomes:** In the **Allied Health Department** there are eight advisory committees. Major changes have occurred as a result of these committees:

- Dental Hygiene—most recent recommendation was to expand admission (opened admission to out-of-district students)
- Radiologic Technology—requested an ionized radiation lab on campus for student learning (currently looking for location and funding)
- Therapeutic Massage—recommended development of a spa program (funding and low enrollment prohibit this at this time)
- Diagnostic Cardiac Sonography—helped develop curriculum (implemented January 2010)
The **Department of Occupational Programs** has 14 advisory committees. Beginning in the 2009-2010 school year, the committee structure was modified slightly to align with the implementation of the Federal Career Cluster Initiative.

Below are a few examples of changes as a direct result of advisory committees:

- In terms of initiating new programs, most recently in the spring of 2008 a group of individuals was called together for the purpose of exploring the possibility of initiating a [Renewable Energy Technology](#) program centering around bio fuel production.
- The addition of a **Small Business Management Certificate** as well as the retooling of two AAS degrees into one business management degree with focus options in marketing and management were implemented based on input from the business management advisory committee in 2008.
- The Criminal Justice advisory committee approved the addition of a **Private Security Certificate** in 2008 to address this growing field.
- The creation of a **Basic Network Security Certificate** was recommended by the Computer Information Systems advisory committee and subsequently implemented to provide training for opportunities in cyber security industries.
- An **Automotive Customization Certificate** was introduced and implemented in 2007 in response to a perceived growth in the customizing field.
- The **Industrial Welding Technology AAS degree** was added in 2007 in response to Welding advisory committee input on the need for enhanced supervisory and management skills for welders who have the capacity to move into roles as lead welders, supervisors, and managers in manufacturing and construction industries.

The Adult Education department utilizes an **Area Planning Council (APC)**, which is made up of governmental and social service agency representatives. Currently, there are 27 active members. The **Area Planning Council** coordinates adult education activities within its boundaries and creates a plan for the coming year. The APC meets four times a year, with each year’s plan due to ICCB by the end of January. Adult Education funding is partially determined by the submitted plan.
Evaluation: Continue with this process.

3.d.15 Process: The West Central Illinois Partnership for College and Career Success (WCPCCS) consortium is a partnership between Carl Sandburg College, Spoon River College, Western Illinois University, Western Area Career System, Delabar CTE System, and all of the high schools within the two community college districts. Some businesses have also committed to the partnership. The partnership vision is to provide innovative and practical ways of delivering school-based learning, work-based learning, and transitional services. Career and technical education students will have advanced technical, academic, and workplace skills required for successful employment in technical occupations and life-long learning.

Outcomes: WCIPCCS has telephone conferences once a month and usually meets in person twice a year.

Evaluation: In spring of 2010 CSC hosted a “Programs of Study” workshop attended by 19 secondary CTE teachers and nine CSC faculty. The workshop’s purpose was to initiate work on reviewing curricula for alignment with nationally recognized career cluster knowledge and skill statements and lay groundwork for creating programs of study for a secondary to post-secondary course sequence. This could then be communicated to high school students to provide them with a planning tool when they choose a career path. Workshops of this nature and subsequent activities are planned on an ongoing basis to expand on this work.

3.d.16 Process: The Carl Sandburg College Foundation provides mini grants for new approaches in education and/or new services in departments.

Outcomes: Since 2000, when the mini-grant program started, the Foundation has distributed over $112,912 to various College departments and programs.

Projects funded include the following:

- Laptop computers for the TRiO lending program
- IV pumps for the ADN program
- Welding equipment for welding lab expansion
- Updates for the Library at The Extension Center in Bushnell
- Computer and equipment for the assistive technology lab and the math/writing lab for Academic Support Services
- Computer for the dental hygiene program
- Stream table for the ESC100 class for the Math/Science department
- Emergency crash cart for the nursing lab
- Tabletop off-set press for occupational programs

**Evaluation:** *Increase the amounts funded for mini-grants if possible. With the decreased financial resources from the state of Illinois the foundation can provide an increased source of funding for classroom equipment purchased and departmental program initiatives.*

**3.d.17 Process:** Carl Sandburg College provides *tutoring* free of charge to students who are receiving a grade of “D” or an “F.” This service is provided by the Academic Support Services office housed in the Student Success Center. The College also financially invests in a *Math and Writing labs* for students to use on a walk-in basis regardless of their current course grade.

**Outcomes:** CSC had over 500 students (math and writing labs) and 133 one-on-one students for a total of 650 students served for 2008 fall semester, 2009 spring semester, and 2009 summer. Academic Support Services records the grades of all students receiving tutoring and compiles percentages to evaluate success rates. To receive one-on-one tutoring, students must be scoring below a “C” grade in their class, have a GPA below a 2.0, or have a disability. The math and writing labs are open to all students attending CSC.

<table>
<thead>
<tr>
<th>Math Lab</th>
<th>Writing Lab</th>
<th>One-on-One Tutoring</th>
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<tbody>
<tr>
<td>C or Better</td>
<td>Withdrew</td>
<td>C or Better</td>
</tr>
<tr>
<td>74%</td>
<td>13%</td>
<td>78%</td>
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</table>

In Bushnell and Carthage, tutoring for students is also available for those students who are not succeeding. To address needs for students who are successful in their courses but need specific help with any academic issue, the Academic Help Desk was developed. Students can make requests in the main offices or libraries at the Bushnell and Carthage facilities, and they are subsequently paired up with tutors or tutoring groups to address their specific issue.

**Evaluation:** *Continue with tutoring services to improve student success and reduce withdrawals.*
3.d.18 Process: *Teacher Education Partners Group* consists of teacher education faculty from area community colleges and Western Illinois University (WIU) Education faculty. The following are objectives of the Teacher Education Partners Group:

- Provide an active network for community college teacher education faculty;
- Gain assistance with programs from the state, for example the Associate of Arts in Teaching (AAT) program;
- Develop a relationship with WIU so the transfer procedure is as seamless as possible.

**Outcomes:** The only financial cost incurred with this group is when the College hosts the meeting, which results in lunch for 12 to 15 people. Otherwise, activities are done on a zero funding basis. Lately participation has been low, so it has been primarily CSC, Spoon River College, and WIU.

The benefits from belonging to this group are as follows:

- Direct line of communication for questions about transfer/university studies courses;
- Aides in staying current with state education regulations;
- Exchange of syllabi so community college education instructors have the option of developing syllabi and curricula based on upper level institutions;
- Increase in education instructors’ knowledge of specialized programs offered at WIU;
- Participation by counselors from each institution, which helps streamline the transfer process.

The education department sees overwhelming benefit to the students when the College is up-to-date on major requirements at the most common transfer schools.

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

3.d.19 Process: The education professor at CSC has created and maintained partnerships with several agencies in and out of the College district to provide field experience opportunities for EDU 101 students. Although the College does not provide release time or funding for these partnerships, the professor believes this to be an essential and highly valuable experience for students.
Outcomes: The following field experience opportunities have been established:

- Galesburg District 205
- Other K-12 districts schools within the CSC District (Abingdon, for example)
- Upward Bound
- CSC GED
- CSC Literacy
- CSC College Faculty (Art Department)
- Knox County YMCA
- Open Tutoring
- CHOICES

Because of these opportunities, CSC students experientially learn effective strategies for mentoring and tutoring high school students. These strategies can be used at all grade levels. This is just one indication of how support for community partners in learning happens on a multitude of levels, not just administrative.

Evaluation: Continue with these partnerships.