Core Component 4-c

Carl Sandburg College assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

“This community (College district) used to have a high demand for leather workers due to the livery stable business, but no more. It is our duty as providers of education that we stay current on business trends and up-to-date on technology so we provide our students with the best education possible.”

--President Tom Schmidt, Administrative Staff meeting 2003

Assessment of Curricula

4.c.1 Process: Every five years each academic department is reviewed extensively using procedures required by ICCB. These reports are opportunities to recognize where weaknesses may exist and to provide improvements.

<table>
<thead>
<tr>
<th>Year</th>
<th>General Education Assessment Area</th>
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<tbody>
<tr>
<td>2006-2007</td>
<td>Written &amp; Oral Communications</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Mathematics</td>
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<tr>
<td>2008-2009</td>
<td>Physical &amp; Life Sciences</td>
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<tr>
<td>2009-2010</td>
<td>Humanities &amp; Fine Arts</td>
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<tr>
<td>2010-2011</td>
<td>Social &amp; Behavioral Sciences</td>
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Outcomes: Carl Sandburg College’s most recent program review, Principle Assessment Methods Used in Quality Assurance (PQP), was completed in 2009. POP reports are the vehicle by which academic programs at Carl Sandburg College are reviewed every five years. Housed in the vice president of academic services office, these reports are approved by the Curriculum Committee and kept indefinitely.
Most recent departments evaluated:

<table>
<thead>
<tr>
<th>Departments Reviewed</th>
<th>Outcome</th>
</tr>
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<tbody>
<tr>
<td>Physical and Life Science</td>
<td>Staff Changes, Purchase of Major Resources, Position Changes</td>
</tr>
<tr>
<td>Remedial/Developmental Program</td>
<td>Computer Resources Purchased, Curriculum Changes</td>
</tr>
<tr>
<td>Library</td>
<td>Electronic Catalog Changes, Increase in Teaching Information, Literacy</td>
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</tbody>
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Evaluation: *This process is required by the ICCB and has been very effective in identifying strengths in each department and establishing needs and goals for the future.*

4.c.2 Process: An extensive review is conducted every five years of each Career and Technical Education (CTE) program and Allied Health programs using procedures required by ICCB to identify program strengths and weaknesses. This report is conducted by the dean of occupational programs in cooperation with faculty coordinators in specific program areas.

Outcome: The five year review of CTE programs utilizes measures of performance outlined by the Illinois Community College Board to conduct a comprehensive review of the viability of the program(s) being reviewed with the expectation of a recommendation from the institution relative to continuation
of the program. The areas of focus include: program objectives, need for the program, quality of the program, cost to operate the program, and recommendation for continuation.

**Most recent programs evaluated:**

<table>
<thead>
<tr>
<th>CTE Program Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Program</strong></td>
</tr>
<tr>
<td>Mortuary Science</td>
</tr>
<tr>
<td>Industrial Technology: Machine Drafting and Design</td>
</tr>
<tr>
<td>Radiologic Technology</td>
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<tr>
<td>Limited Radiography</td>
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<tr>
<td>Accounting</td>
</tr>
<tr>
<td>Industrial Technology: Computer Aided Drafting and Design</td>
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<tr>
<td>Welding</td>
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<tr>
<td>Numerical Control</td>
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<tr>
<td>Machine Tool</td>
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<tr>
<td>Computed Tomography</td>
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<tr>
<td>Magnetic Resonance Imaging</td>
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<tr>
<td>Diagnostic Medical Sonography</td>
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<tr>
<td>Emergency Medical Technician</td>
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<tr>
<td>Nuclear Medicine Technology</td>
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</tbody>
</table>

**Evaluation:** *Continue with this process.*
4.c.3 Process: The **Occupational Program Graduate Survey** began in 1994 to provide the College with feedback from CSC graduates about their current employment status and past academic experience at the College. It is conducted to gather current labor market information for prospective students, current students, faculty, staff, and administration. The annual survey can be a useful tool for career planning, academic advising, and curriculum and services modifications.

**Outcome:** The response rate from 2000-2008 has averaged around 38 percent. Although no global curriculum changes have been made based on the surveys, the results provides quantitative data of student satisfaction of the education they received at CSC.

**Evaluation:** *Continue with process. It is required by ICCB.*

4.c.4 Process: **Field Experience Evaluations** (student clinicals, internships, practicums, etc.) are invaluable in keeping Career and Technical Education (CTE) programs current and effective. Site supervisors evaluate the student regarding skills and knowledge.

**Outcome:** Every student in the **Allied Health Department** participates in some form of field experience and is evaluated during that experience. Changes to programs revolve around what is occurring in the “field” or “real world” of the respective profession. It is imperative to keep up with current knowledge so students are not only prepared to participate in field experiences but are also prepared to be entry-level health care professionals in their respective fields.

In the **Career and Technical Education (CTE) Programs Department**, 11 out of 25 degree and certificate programs utilize a formal clinical, internship, or work experience class as part of the required curriculum or as a directed elective. The remaining programs typically use laboratory activities in various classes within the curriculum designed to apply knowledge and skills in simulated work experiences.
Below is a specific example of how programs modify their curriculums based on clinical experiences:

- In evaluating the clinical outcomes of dental hygiene students in 2003, it was determined more clinical evaluations needed to focus on plaque removal, gum disease, and patient care within the curriculum.
- In 2007 the Welding program instructor added course content on layout procedures to address student ability to transfer and layout designs from blueprints to metal stock to be cut and fabricated into subcomponents and finished products. Follow up communication with site supervisors have been positive because of this change.
- In 2008 the Electrical Control Technology program work experience changed based on input from a site supervisor regarding a student's lack of attendance and communication. The instructor has since significantly increased expectations and the impact on the overall grade earned by the student relative to attendance and communication with the work site supervisor.
- In the Computer Information Systems Specialist (CIS) program, input from internship supervisors indicated student interns possessed excellent technical skills, but did not know how to communicate with clients. In response, a mandatory customer service course was added to the program as well as more communication skills building activities in appropriate CIS classes. Also, because intern site supervisors reported students were deficient in troubleshooting skills so lab activities were added that featured situations where components fail and the students have to determine the cause and correct the problem.

4.c.5 Process: The Carl Sandburg College Instructor Practicum (CIP) was developed to encourage instructors to step outside of the classroom and theory side of their discipline and experience the application side. Instructors were able to go to a business in their field and work for a short period of time. These mini-internships helped instructors evaluate their course requirements in making sure they were providing students with necessary information in the field.

The instructor practicums in the spring of 2008 were sponsored and funded by the Tech Prep Supplemental Grant. The Tech Prep Committee, with the
guidance of the dean of occupational programs, decides how this money is to be spent within the guidelines of the grant.

**Outcomes:** In the fall of 2008, the Tech Prep Committee became the Partnership for College and Career Success (PCCS). Sponsoring instructor practicums was a project of the PCCS committee. Nine instructors participated in practicums and were reimbursed $100 per day, funded through PCCS. The instructor practicums were completed during spring break or time off between semesters. Five faculty members participated in the Instructor Practicum in 2009. Over the 2007-08 and 2008-09 school years, the Instructor Practicum was funded through a Tech Prep Support Grant provided by the Illinois Community College Board with 17 CSC faculty members having participated in 75 days of practicum experiences. These experiences proved to be valuable to these faculty members in learning about current practices and applications being done in area employers' businesses, as evidenced by the sample comments from the following participating faculty:

> I observed [the graphic designer] throughout many projects and participated in setting up, printing a proof, and producing films as well. The pre-press process takes a lot of thought as to the initial setup... All of these items will be wonderful tips for my students in the classroom and give them an edge when creating a portfolio and working on a job.
>
> Diana N. – practicum at Tucker Printing

> This was an incredible eye-opening experience for me observing the training of Customer Service Representatives (CSR), day-to-day operations, and ongoing training of CSRs in a call center.
>
> Vickie C. – practicum at Ameren Call Center

> Through my experience I was able to observe many real-life interactions that can be brought into the classroom to expand my knowledge in the subject areas I teach. I believe the students and I both will benefit from this experience.
>
> Kelli M. – practicum at Lee Enterprises

> Officer Horton also provided me with some great insights into the challenges of being a small town officer as well as being a new female officer.
>
These experiences will allow me to pass on this information to students. Through connections with the Illinois Department of Natural Resources (IDNR), I can arrange for speakers to come into the classroom and meet with the students to describe their jobs.

Carla M. – practicum at IL Dept. of Natural Resources Field Station

I feel I am now more informed on current technologies used in the field of veterinary medicine and can now give students more accurate information.

Carla M. – practicum at Northview Animal Hospital

**Evaluation:** Based upon funding, it is unlikely the PCCS will sponsor instructor practicums in 2010-2011.

4.c.6 Process: Due to the confidence CSC has in its educational program quality, the Board of Trustees adopted a **Program Guarantee policy**.

Outcome: The Program Guarantee is outlined in the College Catalog under the Academic Information section. There have never been any cases to date where a student has challenged the articulation or mastery of concepts/skills based on this guarantee. This speaks very strongly of the College’s ability to provide current and relevant curriculum to students.

**Evaluation:** Continue with this process.

**Global/Diverse Community**

4.c.7.i Process: Carl Sandburg College is a member of the **Illinois Consortium of International Studies and Programs**. Each year a faculty member or administrator can take part in a two-week professional exchange with a foreign colleague. The College budgets $2,500 a year to cover travel, meals, and other miscellaneous expenses. This program provides faculty with a new global perspective on their subject matter and the educational process.

Outcome: In the last ten years there have been nine who have taken advantage of this opportunity. Anecdotal support from participants

*The international exchange program is a very valuable tool in world peace and understanding. Our institution/curricula benefits from exposure to other*
professionals from other countries with innovative ideas. On a personal level one is enriched with a new knowledge of the customs, ideas, and culture of the exchange country. Personally, I have made lifelong friends with my Finnish family.

Gayla Holmes, GED Instructor/Faculty Coordinator

The value of the two-week faculty exchange to the participants is enormous. First of all, I learned how the educational system in the Netherlands is a lot like our system, but in some aspects very different.... The exchange program opens one’s eyes to an international view you would not experience without the two-week exchange program.

Michael E. Walters, Dean of the Library

As a participant in the international exchange program, I gained valuable insight into how another country implements educational techniques. I found in the Netherlands, they test their children at age 12 to determine which ‘path’ they are better suited for. They then adjust their education accordingly. They decide if a student is ‘university’ or ‘vocational’ oriented. The vocational school I observed offers hands-on experience and on-the-job training to prepare students to enter the business world. I also teach the Cisco Network Academy curriculum here. I found it is also taught exactly the same in the Netherlands and throughout the world. This is a point of interest to my students. What they are learning in Galesburg, Illinois, is the same throughout the world.

Syndi Johnson, Computer Information Systems Coordinator/Instructor

**Evaluation:** Continue with this process.

**4.c.7.ii Process:** Due to the hiring of a full-time foreign language instructor in the fall of 2009, new initiatives have begun to promote study abroad. The College works in conjunction with the Illinois Consortium for International Studies and Programs (ICISP) and other Illinois community colleges in order to provide semester study abroad programs for its students. Recruitment methods have included information tables, class visits, the creation of a study abroad
bulletin board, poster and brochure distribution, Facebook videos, and International Education Week activities.

**Outcome:** Between 1987 and 2001, six students from Carl Sandburg College studied abroad. Due to new initiatives implemented in the fall of 2009, the College will have one student studying abroad in Costa Rica. Upon her return, she will complete an exit survey and participate in a study abroad recruitment video.

**Evaluation:** *The vice president of academics, associate dean of humanities/fine arts, and the foreign language instructor will evaluate recruitment strategies and explore other methods to increase student participation in the program. There will be upcoming dialogue with The Foundation regarding sponsoring scholarships to help students offset participation costs. The College also needs to explore offering foreign language options other than Spanish. The current plan is to offer French beginning in fall of 2011.*

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**Technologically Current**

**4.c.8 Process:** In spring 2008, the Allied Health Department purchased **VitaSim**, which is a computerized mannequin that produces heart, lung, and bowel sounds. It is used to simulate taking blood pressure and can also be programmed for EKG tracings.

**Outcome:** Lisa Whan, nursing lab assistant, provides anecdotal support for the benefits of using VitaSim:

*I use the VitaSim in the nursing lab for both practice and test outs (competency tests). I can use it like any of the mannequins for procedures such as catheters, trach care, ng tubes and dressing changes. It has parts that can be changed such as male and female anatomies as well as ostomies that I can put in and take out. The thing I can do with the VitaSim that I can't do with the other mannequins is the vital signs and heart and lung sounds.*

*You can program the mannequin with different numbers to assess the student’s technique at taking blood pressure, and you can adjust the volumes of all the above to make it more challenging or to ensure it is distinctly heard. I like to use it for lung and heart sounds to give the students a basic understanding of what they are listening for. I don't think the lung sounds are*
exactly like what they will hear on real people, but it is a good starting place to help them learn.

Students had this to say about using VitaSim:

_The VitaSim was beneficial for the lung sounds, to learn the different sounds._

_The VitaSim urinated which gave a more real effect when placing the catheter and it even had changeable anatomy. It was also great for practicing blood pressures._

**Evaluation:** _Continue with this process._

**4.c.9 Process:** _Instructional Technology Initiatives_ have provided many systems, software, hardware, etc. that support Faculty instructional methods and student learning. These include:

- Blackboard Learning System
- Articulate
- Pinnacle Studio
- Microsoft Movie Maker
- Respondus
- Studymate
- Camtasia Studio
- Snag It
- Impatica
- Microsoft Office
- Safe Assign
- **Smart Boards**
- Sympodiums
- Digital Cameras
- Video Cameras
- Podcasting Lab
- iTunes University Partnership
- Dragon Naturally Speaking
- Screen Flow

**Outcome:** Although it is difficult to quantify without setting up a controlled study, over 65 percent of faculty surveyed believed _Smart Boards_ and sympodiums are beneficial to students. Using different information delivery
systems helps to keep students engaged and also creates a visual representation of concepts that appeals to a variety of learning needs.

**Evaluation:** The Instructional Technology Committee has funds for members to visit other colleges and attend conferences to discover more ways in which technology can be used to enhance the teaching/learning process. The College also needs to provide training and assistance to faculty to utilize these initiatives.