Core Component 4-d

Carl Sandburg College provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The ability to acquire, discover and apply knowledge is allowed through a variety of endeavors.

Faculty and Staff

4.d.1 Process: In 2007, the administration implemented an Institutional Review Board (IRB) to facilitate faculty and administrative research. The Institutional Review Board protects human subjects used in research, and those who are conducting the research by making sure the methodology falls within ethical guidelines of institutional research.

Outcome: So far five exempt research proposals have been submitted and approved at this time. By establishing an Institutional Review Board, students have been able to participate in research projects that help them prepare for future research-based course work. This also gives them a working knowledge of how information in certain fields is gathered, analyzed, and reported. Having an IRB encourages faculty to participate in research and scholarship.

Evaluation: Continue with this process. The College is now well positioned to develop research courses to further promote discovery and application of knowledge.

4.d.2 Process: Ethical Fitness Seminar offered at the spring semester faculty workshop in April 2004 allowed faculty to increase awareness about ethical/unethical behaviors, feel comfortable discussing issues, acquire experience in negotiating values; reflecting common ethical ground, and gain practical tools used in dealing with difficult dilemmas.
**Outcome:** The Ethical Fitness Seminar was presented, by the director of business services and the dean of allied health to interested faculty members at the spring semester workshop in 2004. These two facilitators had participated in a program to be certified to teach the material. The content contained case study problems dealing with ethical dilemmas. Feedback to the workshop director about this session was positive. The only suggestion was more time was needed on this topic, and it needed to be offered again to other audiences such as administrators or staff.

**Evaluation:** *This should be offered again and to a wider audience.*

**4.d.4 Process:** The [Copyright of Materials](#) policy deals with the proper guidelines in copying materials for class use. It provides guidance for faculty and staff to stay within legal parameters pertaining to copyright laws and applying knowledge responsibly. In 2008 the College sponsored a [Copyright Laws Workshop](#) for faculty during their spring workshop.

**Outcome:** Each copier on all campuses has a copy of the federal law posted. The Copyright Laws Workshop covered print and non-print materials and it covered the [TEACH](#) act concerning online instruction and copyrighted issues.

**Evaluation:** *Continue with this policy.*

**4.d.5 Process:** [College Cheating 101](#) workshop was provided for faculty to alert them to common cheating methods.

**Outcome:** A summary of the items discussed at the spring 2005 Workshop include:

- Cheating occurs for a variety of reasons, most not attached to academic abilities.
- Students may view their relationship to the professor as adversarial in nature before class even begins.
- Cheating is evident across classes, races and genders.
- Cheating is more likely to occur in institutions where the consequences are uncertain.
• Faculty are sued for attempting to enforce policies on academic dishonesty and for unclear or arbitrary application of policies.
• Colleges and faculty should maintain a unified front.
• Cheating is a symptom, not the problem itself, though it undoubtedly creates problems.

While no data was gathered as to how many professors made changes to their syllabi or courses, the assessment coordinator had a number of faculty report they did make adjustments. The assistant professor of child development/psychology made substantive changes, and the dean of allied health programs invited the assessment coordinator to address instructors from around the state at the November 2006 Dental Hygiene Conference held on the Galesburg campus.

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

### Students

**4.d.6 Process:** Included in the curriculum at Carl Sandburg College are two ethics related courses: *PHL 102 Ethics* and *PHL 103 Biomedical Ethics.*

**Outcome:**

<table>
<thead>
<tr>
<th>Ethics Courses</th>
<th>Year</th>
<th>Enrolled</th>
<th>Retention</th>
<th>Year</th>
<th>Enrolled</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 102 Ethics</td>
<td>2006-2007</td>
<td>27</td>
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<td>2006-2007</td>
<td>105</td>
<td>91%</td>
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<tr>
<td></td>
<td>2007-2008</td>
<td>31</td>
<td>77%</td>
<td>2007-2008</td>
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<td>88%</td>
</tr>
<tr>
<td></td>
<td>2008-2009</td>
<td>57</td>
<td>88%</td>
<td>2008-2009</td>
<td>165</td>
<td>83%</td>
</tr>
<tr>
<td>PHL 103 Biomedical Ethics</td>
<td>2006-2007</td>
<td>105</td>
<td>91%</td>
<td>2006-2007</td>
<td>105</td>
<td>91%</td>
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<td>2007-2008</td>
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<td>2008-2009</td>
<td>165</td>
<td>83%</td>
<td>2008-2009</td>
<td>165</td>
<td>83%</td>
</tr>
</tbody>
</table>

Students in the Radiologic Technology Program and those pursuing an Associate Degree in Nursing are required to take PHL 103 Biomedical Ethics to graduate. Ethical maturity, as a result of taking this course, is evident in student evaluations of case studies.

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

**4.d.7 Process:** CSC has a well-defined *Academic Dishonesty Policy* that addresses cheating, fabrication, facilitating academic dishonesty, and plagiarism. A procedure on *reporting academic dishonesty* was devised in 2006.
Outcome: Although the College Academic Dishonesty Policy is well defined and publicized there still are cases of academic dishonesty. Reports from May 2007 to December 2009 indicate there were 19 cases of plagiarism and 11 cases of cheating reviewed. One of the students was a dual credit student while others were solely Galesburg Campus students. Granted these are just reports and faculty are not necessarily formally reporting all cases or even catching all cases, but when compared to a population of approximately 2,661 students this is less than one percent of the students.

Evaluation: Continue with this policy.

4.d.8 Process: The HIPPA Procedures Policy found in Allied Health program manuals provides health care students reference when dealing with the issues of confidentiality relating to patients’ personal and medical information.

Outcome: One hundred percent of allied health students with HIPPA Procedures Policy contained in their respective program handbook must acknowledge they have read the handbook and are responsible for the content, policies and procedures contained within. This is documented with a student signature page that is submitted after the students have had time to familiarize themselves with the handbook. Students are not tested on the content of the policy but are held accountable for following the policy when relating with patient documents.

Evaluation: Continue with process.

4.d.9 Process: “Turn It In” and “SafeAssign” are two plagiarism detection programs the College has access to use.

Outcome: Those faculty who have used “SafeAssign” believe they have cut down on plagiarism considerably. Many times if a student knows there is a detection program in place they will be less likely to submit plagiarized papers.

Evaluation: Continue with plagiarism detection programs and provide more training to all faculty on the use of “SafeAssign.”