Core Component 5-a

Carl Sandburg College learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

The College has developed a number of methods to gather information from external entities. Whether by using surveys, implementing advisory board recommendations, or attending district high school board meetings, the College is confident it is meeting the needs of a diverse and widespread district.

Quantitative Methods

5.a.1 Process: The College Student Inventory Survey (CSI) results will help the College identify the strengths and needs of incoming students early in the semester. Fall semester 2009 was the first attempt to administer the survey instrument to all new students at all campuses.

Outcome: Eighteen CSC employees made up the intervention team and met with students to connect them to services and resources coinciding with their measured or perceived weaknesses. Some instructors serving on the team commented the students who needed the most help did not keep their appointments; however, a number of student meetings resulted in timely interventions, referrals to support services and in modifications to the student academic schedules. A few members of the intervention team commented that only the students who were academically prepared and committed came to the scheduled meetings.

Evaluation: Due to staffing issues and other department priorities, efforts to intervene with all new students have been discontinued; however, the CSI will be used in future semesters exclusively with student athletes.
5.a.2 Process: Periodically Carl Sandburg College *surveys area employers* to obtain input regarding the workforce demand for Career and Technical Education (CTE) programs. For example, in 2006 a survey of employers was conducted to determine the need for Computer-Aided Drafters and the preferred CAD software program.

Outcome: Fifty-one employers from throughout the College district were surveyed with a response rate of 20 percent. The results of this survey indicated the College was on course with the CAD platform in use; however, respondents believed more of the advanced features of the CAD software should be included in the program curriculum. The survey also queried employers on future employment needs for CAD graduates. The responses indicated minimal needs for the future. These results coupled with dwindling enrollments in this program led the College to put the Computer Aided Drafting program for the 2008-09 school year on inactive status.

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

5.a.3 Process: *Labor Market Information* is used in deciding whether to continue or develop Career and Technical Education (CTE) programs based on the state and local workforce employment projections.

Outcome: Two programs, Computer Aided Drafting and EMT, have not been offered since 2008 due to declining labor market needs; however, the decision not to offer those programs was based upon institutional data in addition to labor market data. A *revenue/cost report* examines fiscal performance, enrollment trends, labor market data, and input from the advisory committees before a program is eliminated or made inactive.

**Evaluation:** *Continue to evaluate labor market needs to assess viability of occupational programs.*
5.a.4 Process: In 2002 the College worked with CCBenefits, ICCB and other community colleges in the state on an Economic Impact Study. This study showcased the economic impact Carl Sandburg College has on its district in terms of its presence as an employer as well as the economic impact the College graduates have in the district.

Outcome: No decisions were made based on this study; however this report does provide data to the College and the Trustees about the relative economic impact the College has on its district.

Evaluation: Nothing to continue at this time.

5.a.5 Process: In the Summer of 2008 a Use of Facility Survey was implemented as a way to gather information about who uses the College and whether CSC met their needs.

Outcome: The data from the Use of Facility Survey show groups using CSC facilities agreed or strongly agreed the facilities were clean, the employees were friendly, and the rooms were large enough to meet their needs. The outside agencies that used the College also believed the College is committed to helping the community, is responsive to their needs, and is valued by the community. Since the results were positive, no changes were made.

Evaluation: Continue with administration and evaluation of the Use of Facility Survey. This provides valuable data regarding perception of the campus. Although this was originally used on the Galesburg campus, with the addition of the Carl Sandburg College Auditorium in Carthage, the College would like to implement a similar survey at The Branch Campus location as well. The data will be updated and maintained by the Business Services staff. The director of business services is exploring ideas to increase the survey response rate from the outside agencies.
5.a.6 Process: Outreach Program Evaluations are used to assess the effectiveness of meeting district needs.

Outcome: General Outreach Program benefits:

<table>
<thead>
<tr>
<th>Community Outreach</th>
<th>Benefits</th>
<th>Number Served</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kids on Campus</strong></td>
<td>- Variety of educational topics -Inspiration for continued learning</td>
<td>Since 2003, 2,883 students have participated and have taken a total of 8,023 classes.</td>
</tr>
<tr>
<td><strong>College for Seniors</strong></td>
<td>-Lifelong learning -Social interaction -Learning opportunities at local, regional, and state levels</td>
<td>Since 2000, there have been 9,739 seniors participating in classes and trips. This would be an average of 974 per year.</td>
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<tr>
<td><strong>Driver Improvement</strong></td>
<td>-Participation allows the violation to be expunged -Personal insurance rates will likely not increase</td>
<td>Since 1993, approximately 5,000 students have taken the course with an average of a little over 300 people per year.</td>
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<tr>
<td><strong>CSC Children's School</strong></td>
<td>-Provides child care services for CSC students, faculty, staff, and the community -Offers clinical lab for CSC students</td>
<td>65-70 families are enrolled for child care services at any given time</td>
</tr>
<tr>
<td><strong>Galesburg Area Vocational Center (GAVC)</strong></td>
<td>-Encourages economical use of expensive equipment -Combined registration ensures sufficient numbers of students for courses to run cost effectively</td>
<td>Average enrollment over the last three years has been 45 students each semester. It is important to note that fall 2009 shows a 50% decrease in enrollment from fall 2008 because GAVC dropped vocational welding.</td>
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<tr>
<td><strong>Illinois State University Motorcycle Safety Course</strong></td>
<td>-Promotes motorcycle safety -Provides training to area residents -Allows course completers to earn their motorcycle driver's license</td>
<td>Each training season runs April to October and typically offers 28 classes per year with a maximum of 12 students per class.</td>
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Evaluation: In regard to Galesburg Area Vocational Center (GAVC) and welding, the College has no influence on the number of occupational students sent from area high schools. The GAVC has decided they want only dual credit programs at this time. The dean of occupational programs and dean of allied health now meet with the GAVC Director on an annual basis to review dual credit and vocational program offerings and determine what
options are viable for GAVC student participation the following school year. Courses are then offered based on actual enrollments as agreed upon by both parties.

Qualitative Methods

5.a.7 Process: In April 2007 President Schmidt invited all program advisory committee members to a Joint Program Advisory Committee Meeting. This provided an opportunity to discuss challenges confronting the College. Topics included: trends facing the College, the future of higher education in the United States, occupational program follow-up study, and partnerships with K-12 schools.

Outcome: There were changes made to most of the curricula as a result.

Evaluation: The Program Advisory Committee process is valuable, but is also cumbersome due to the large number of committees, and it is difficult to schedule meetings to get good participation by industry leaders. In 2008 the College adopted the career cluster model and consolidated the advisory committees into clusters. This has reduced the number of meetings and has the advisory committees reviewing programs within an entire career cluster. Continue with new process.

5.a.8 Process: The Envoy Program began in 2004. Each CSC administrator is assigned a public high school where its students are residents of the CSC District #518 and required to attend their board of education meetings. CSC administrators also attend four Regional Office of Education meetings.

Outcomes: The College has been able to:
- Gather first-hand knowledge of the issues area K-12 schools are facing.
- Address concerns or questions right away, such as technology questions relating to EduNet, dual credit, details about an event such as College Night or Campus Visit Days, etc.
• Share information with each school board by delivering the printed monthly Envoy Report.
• Strengthen the operating relationships with public schools as evidenced by the number of schools (15) that have joined EduNet, as well as partnering with CSC for disaster recovery services and to cost effectively access Skyward, a software product targeted toward public schools for operational planning and report generation.
• Strengthen relationships with regional superintendents.
• Broaden the involvement from the community in its most recent Strategic Planning Process (February 2007).
• Develop other partnerships through connections established by the Envoy Program. The Carl Sandburg College Foundation implemented an ‘Advisory Committee’ structure resulting in three new community/locally based fund-raising committees for Carthage, Bushnell, and Monmouth. These three committees are now successfully raising money on a localized basis to support dual credit students in each of these three communities.

**Evaluation:** The Envoy Program has been valuable to the College by enhancing the relationship with the district’s K-12 partners. However, the Envoy program uses a considerable amount of human and financial resources. Further evaluation of this program is warranted going forward for possible adjustments.

**5.a.9 Process:** Student Focus Groups were conducted by Noel-Levitz, Inc. using the Institutional Imaging Competitive Positioning Analysis (IICPA). The questions were designed to identify the market strengths and weaknesses of Carl Sandburg College.

**Outcome:** From the focus group sessions two questionnaires were developed: one for traditional-aged prospective students and one for adult prospective students. Adult and traditional aged students were surveyed via telephone, while a mailed questionnaire was administered to high school guidance counselors.
In addition to the focus groups, a secret shopper campaign was conducted at CSC and surrounding colleges with an email inquiry from a prospective student. This campaign revealed opportunities to improve market position through segmenting communication flows; increasing consistency and personalization in response; and creating efficiencies through development of several lower cost companion pieces designed to “keep the communication going” to prospective students.

The findings prompted the development of the Active Admissions Project—the new Web site that went live September 30, 2009. Because the findings reported the College’s “brand promises” were earnest and trustworthy but not consistent, it was recommended the College partner with a full-service advertising agency. During fall 2009, the Marketing Office contracted with Simantel, Inc. advertising agency from Peoria, Ill. to develop two advertising campaigns, one targeting traditional-aged transfer students and a second targeting adult students. Campaigns and messaging were developed in November 2009, which were intended to affect the spring 2010 and fall enrollment.

Evaluation: This process will be repeated regularly to be sure the College's marketing and recruiting efforts are competitive and comparable in the market place.

5.a.10 Process: Galesburg Visioning process, also called Galesburg Advantage forums, is a City of Galesburg activity. It consisted of six meetings held in the Student Center last summer. The meetings were a way to discuss ideas on how to improve Galesburg. The director of the business & technology center assisted the Galesburg city manager in summarizing the distribution of the results from these planning sessions to a wide range of persons involved in all aspects of economic development. The director of the business & technology center also worked with the CSC president and the city manager in the planning and promotion of the event.
Outcome: From those meetings the city decided to focus on six themes: “Tourism, infrastructure, education, business development, historic district, and neighborhood development.” So far one workshop was implemented as a result of Galesburg Visioning. Currently the project rests at the Galesburg City Council level which has not formally embraced or implemented the program.

Evaluation: Should the opportunity arise again to assist the city the College would be willing.