Self-Study 2000

Submitted to the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools
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Introduction

The College

Carl Sandburg College (CSC) was established by authority of the Illinois Community College Act of 1965 and was approved by voters in a September 1966 referendum. One year later, in September 1967, classes began at various locations in Galesburg, including the former Brown’s Business College and Central Congregational Church. Enrollment was approximately 350 students. In 1969, most of the school’s operations were moved to temporary buildings on its newly selected campus site at Lake Storey, north of Galesburg.

Carl Sandburg College is named for poet and Lincoln biographer Carl Sandburg, who was born and raised in Galesburg. Carl Sandburg and his mentor, Professor Philip Green Wright of Lombard College, also located in Galesburg, envisioned the establishment of “a People’s Industrial College, where people of all ages would be taught, in addition to literature, philosophy, sociology, science, music, and art, something about industry and farming, such as agriculture, horticulture, bee culture, cabinet-making, metalworking, pottery, architecture, printing and publishing, and bookbinding.” (From Margaret Sandburg’s unpublished manuscript Biography of Carl Sandburg.) Though Sandburg died in 1967, the college’s ties with its namesake remain strong.

The Carl Sandburg College district is approximately 3,000 square miles, and covers all or part of Fulton, Hancock, Henderson, Henry, Knox, McDonough, Mercer, Schuyler, Stark, and Warren counties. Population in the district is approximately 118,000. The main campus is located in Galesburg, Illinois, which is in Knox County and has a population of approximately 33,000 people. The college also has The Branch Campus, which is located in Carthage, Illinois and The Extension Center in Bushnell, Illinois. The Branch Campus is approximately 90 miles from the main campus and the Extension Center is approximately 42 miles from the main campus. The sheer geographical size of the Carl Sandburg College district has always been somewhat of a problem in ensuring that the college adequately meets the needs of its residents. Because of the size, the college has developed cooperative agreements with Southeastern Community College in Iowa and Spoon River College in Illinois (both neighboring districts) to allow students from the Carl Sandburg College district to attend classes at these other schools, which in many cases are closer geographically to the students’ homes, and yet still pay the Carl Sandburg College tuition rate. These cooperative agreements have succeeded in allowing the college to better serve its residents and make college programs more readily available for students who live on the fringes of the Carl Sandburg College district.
Economically, the college district is largely manufacturing, service, and agricultural. Thus, in the 1980s this area was hit particularly hard with the farm crisis and many long-time farmers in this area lost their family farms. Since 1982, Knox County has lost approximately 30 percent of its farmers. In addition to the farm crisis, manufacturing in the 1980s also took a turn downward when Outboard Marine Company (OMC), a major employer in Galesburg, left and moved south to take advantage of cheaper labor. The total labor force in Knox County declined for twelve years, from 1980 – 1992. In January 1985, Galesburg, Illinois had a 22 percent unemployment rate (Galesburg City Clerk).

Since the 1980s Galesburg has seen the emergence of the service sector. However, that emergence has brought a reduction in wages in the area to a level that is significantly below national and state averages. Many residents still today remain underemployed. Currently in Galesburg, 50 percent of the households earn $25,000 per year or less (1990 Census).

The ramifications of the turbulent 1980s are still being felt by the college in the reduction of assessed valuations of property. The college receives approximately 31 percent of its funding from real estate taxes. Because of the significant economic downturn of the 1980s, property values plummeted. Carl Sandburg College was number one in the state for losses in assessed valuations. The college has suffered losses of over 28 percent in its assessed valuations (see Appendix A, Fig. 6). In tax year 1998, the college finally recovered only to tax year 1982 levels. The assessed valuation of the district for the tax year of 1998 was $1,083,613,429. This is an increase of only $ 70,406,561 from the previous high in tax year 1982 of $1,013,206,868.

Enrollment at Carl Sandburg College has been on the rise for the last 10 years. Headcount in 1990 was 4,513 and in 1999 was 6,389, for an increase of 42 percent (Illinois Community College Board, Student Enrollments and Completions, Table A-1). Much of this growth has occurred in higher enrollments of transfer students and through the cooperative agreements. Specifically, the CIS programs have had significant increases, as well as a large expansion of the Allied Health Division to include Sonography, EMT, and Mortuary Science, which is a statewide program.

Accreditation History

Carl Sandburg College first became affiliated with the North Central Association of Colleges and Schools’ Commission on Institutions of Higher Education in November 1967, when Federal Fund Eligibility approval was granted. In March 1972, the college was granted Recognized Candidate for Accreditation status. In July 1973, the college became a Candidate for Accreditation under the new policy of NCA and was visited by an evaluation team in December 1973. NCA granted accreditation to the institution and placed it on a five-year review cycle for newly accepted institutions in March 1974.

The second full self-study was conducted in 1979, with the evaluation team visit in October. At this time, the team recommended that accreditation be continued at the associate degree granting level with a focused visit scheduled in fall 1982 to monitor and study the institution's financial status and curriculum review. The focused visitation team found that the concerns of the previous team relating to curriculum had been addressed and that conditions were significantly improved. A tax rate referendum in February 1980 resulted in improvement in the financial
condition of the institution, and the team concluded that resources would be adequate to support the mission of the college.

A third full self-study was completed in November 1985, with the evaluation team visit in February 1986. The college was found to be accomplishing its stated purposes, and the organization, staffing, support, and quality of instruction and service were expected to continue at that level or higher. Accreditation was continued for the institution, and the next comprehensive evaluation was scheduled for five years later.

The next full self-study was completed for a full team evaluation conducted in April 1991. The team recommended that the accreditation of Carl Sandburg College be continued at the associate degree granting level. The team further recommended follow-up reports be filed by the college in July 1991 and July 1992 to include and address the current approved budget for each year, plans to address any decrease in revenues and level of expenditures, and a plan to eliminate deficit spending. The team also recommended a focused evaluation in fall 1993 on the elimination of deficit spending through improved financial condition, and the implementation of an integrated data collection system. Further, the NCA team recommended the next comprehensive visit for Carl Sandburg College be in the academic year 2000-2001.

Purposes and Audiences for the Report

This self-study was conducted as part of the requirements for continued accreditation with the North Central Association of Colleges and Schools. In addition, the college recognizes the importance of self-study for the continued growth and improvement of the institution. A college undergoing significant change, such as Carl Sandburg has in recent years, is well served by the opportunity to see the results of change, identify areas of strength and opportunities for improvement, and to use that knowledge for strategic planning.

This self-study is addressed to the North Central evaluation team, all college employees, students, and patrons, and the general public and neighbors of Community College District 518, and has the following purposes:

- to give evidence to support the ability of the college to meet the North Central Association's General Institutional Requirements and Criteria for continuing accreditation;
- to document institutional progress made since the last accreditation visit in 1991 and the focus visit in 1993;
- to provide the data, documentation, and self-evaluation necessary to receive reaffirmation of accreditation;
- to acquaint everyone with the college's new Mission Statement and Educational Purposes, and to provide an understanding of how the college fulfills them;
to provide an accurate and comprehensive description of the college to help everyone realize the scope of changes and improvements over the last several years;

to emphasize our commitment to student assessment and our dedication to making it work and become an integral part of what we do and how we do it;

to affirm the value of self-evaluation and criticism for identifying strengths and areas for improvement; and

to be a comprehensive document with data and direction for future planning.

Organization of the Self-Study

From the beginning of preparations for the visiting team’s arrival, the chapters of the report were to be organized around the five Criteria for Accreditation. Among those chosen for the Steering Committee were two administrators and three faculty members, each given responsibility for organizing a chapter around one of the Criteria. Over the next two years, these five organized the efforts of various committees and individuals to do the necessary work. At the conclusion of this stage of the process, this introductory section (a combination statement of purpose, history, and short version of what is to be found in the document) was written in pieces by members of the Steering Committee and others. Added at the end were the GIR Addendum, the Federal Compliance Addendum, and the conclusion.

The chapter on Criterion 1 identifies the new Mission Statement and the seven Educational Purposes derived from it. It describes the perceived need for, development of, and implementation of Mission Statement and Purposes in the institutional planning process, quoting from the plan itself and its derived goals, and connects them to an emphasis on educational excellence and freedom of inquiry.

The chapter on Criterion 2 is divided into four sections: human resources and their organization, financial resources, physical resources, and various support services.

The chapter on Criterion 3 is organized around the college’s seven Educational Purposes, with a first section on the first three, a second section on the fourth and sixth, a third section on the fifth, and a fourth section on the seventh.

The chapter on Criterion 4 is organized around a survey of the confidence that board, administration, and faculty have in the college’s ability to reach its goals, a recapitulation of the institution’s resources, the college’s plans for the immediate future, and the planning mechanisms it has in place to help it respond to change.

The chapter on Criterion 5 begins with general Board policies and procedures and the college’s adherence to them, moves to student policies and practices, and then in succession talks about financial policies and practices, collaborative efforts, and compliance with civil laws.
Basic Institutional Components

- The Mission Statement and the seven Educational Purposes are discussed under Criterion 1 and referred to throughout.

- The governance structure is discussed in the first section of Criterion 2, and the work of various faculty and institutional committees is discussed at appropriate points under Criteria 2 and 3.

- Financial resources and management are discussed in the second section under Criterion 2, and, from a different perspective, under the third section of Criterion 5.

- Facilities are discussed under the third section of Criterion 2 and under the first and second sections of Criterion 3.

- General administrative organization and functioning are discussed in the first section of Criterion 2; functions and offices reporting to the Vice President of Business Services are discussed in the second and fourth sections under Criterion 2. Functions and positions reporting to the Vice President of Instruction are discussed in the first section of Criterion 3, except for those associated with the Dean of Learning Resources, which are discussed under the fourth section of Criterion 2. Those associated with the Dean of Community and Extension Services are split between the first and second sections of Criterion 3. Functions and offices reporting to the Vice President of Student Services are discussed under the third section of Criterion 3 and again under the second section of Criterion 5.

- Faculty are discussed under the first section of Criterion 2, and again under the first two sections of Criterion 3.

- Conditions of professional service and contract negotiations are discussed under the first section of Criterion 2.

- The curriculum is discussed primarily under the first two sections of Criterion 3.

- Student Services is discussed primarily under the third section of Criterion 3.

- The Learning Resources Center is discussed in the fourth section of Criterion 2.

- Telecommunications is discussed under the third section of Criterion 2 and under the first section of Criterion 3.

- Student assessment is discussed under the first section of Criterion 3.

- Community extension and outreach is discussed under the first two sections of Criterion 3.
Self-Study Process

The self-study process was initiated in spring 1998 with the appointment of the Self-Study Coordinator by President Crist and Vice President Benne. A tentative decision was made to organize the document according to the Criteria for Accreditation, and Criteria chairs were suggested for appointment. After the college President and the Self-Study Coordinator attended the North Central Association Pre-Conference Workshop on Self-Study, the decision to arrange the study by Criteria was affirmed and the Criteria chairs were invited to serve. Four different committee members attended NCA Self-Study Workshops during the process, some more than once. Assignments to the Steering Committee and to the subcommittees were made taking into account the need for broad representation across the college community and to include those having familiarity with the issues and functions under consideration.

Criteria chairs arranged subcommittees as needed according to the complexity of the areas to be covered and compiled their reports into first drafts. The Steering Committee reviewed the early drafts and made recommendations on where to cover overlapping areas. There were several editing stages. The Resource Room will include all of the subcommittee reports.

Once the introduction and Criteria chapters were in fair shape the document was published on the college intranet and distributed in hard copy to all campuses, division offices, and the LRC with a broadcast invitation for staff comments, corrections, and suggestions. This process was repeated when the document neared its final form. This wide distribution brought both the active committee members and as many others as possible into the process while providing a check on the accuracy and objectivity of the reports. Therefore, we believe the self-study has benefited from extensive staff participation and that it represents a complete, realistic view of the college.

During the entire process the campus community was kept informed and involved in the process through requests for information, involvement in subcommittees, reports at faculty and other meetings, and updates at all-campus gatherings. The final document will be published on the college web site and distributed to every permanent employee of the institution.

Response to Last Team Evaluation Concerns

Since students are able to earn the Associate in Arts and Associate in Science degrees at the Carthage Center, they need to be assured of the same quality of instructional support services as students attending the main campus. The lack of assistance by professional staff is more of a concern than the absence of certain materials or pieces of equipment that can be coordinated by the Learning Resources Center on the main campus.

Since the last NCA visit, Carl Sandburg College has added the full-time position of Student Services Generalist. An academic advisor for currently enrolled students, an admissions counselor for prospective students, and a financial aid advisor, this person spends four days per week at The Branch Campus in Carthage and one day per week at The Extension Center in Bushnell.

The division chairs have now assumed district-wide responsibility for instructional quality. The chairpersons attend the Fall Faculty Orientation in Carthage and meet by divisions to plan for the
academic year. Throughout the remainder of the year, the Chairs visit the two satellite campuses on an as-needed basis. The interactive compressed video system is used frequently to include all locations in Instructional Team meetings and other meetings when appropriate. That system has also allowed significant exchange of instructional expertise between campuses that can originate from any of the three sites.

With recent staff turnover, the Learning Resources Center now has a Carthage attendant who readily asks for help from the main campus and is also willing to attend training to increase her own expertise. We have a new Dean of Learning Resource Services who makes more frequent visits to The Branch Campus, and a person with an MLS in the LRC Assistant position who spends days in Carthage on a scheduled and on-demand basis. This is a new arrangement and will be refined over time.

The Carthage Center staff must develop systematic procedures to evaluate faculty performance, to assess program needs, and maintain current and complete personnel records. In addition, guidelines must be developed to assist faculty in developing course syllabi to be articulated with the main campus and distributed to students.

There are many references in the current self-study that refer to “the college.” This inclusive reference to all sites as a unity is true in both theory and practice. As discussed above, division chairs accepted district-wide responsibilities for each of their divisions in 1994. The division chair responsibilities include hiring and evaluating staff and assessing program needs. All course and program needs at all sites are coordinated through the appropriate division chair. These responsibilities are coordinated and many times shared with the site director, but the ultimate responsibility rests with the division chair as the instructional expert. This, along with the site directors from both Carthage and Bushnell being assigned to the Instructional Team, is what has made the three sites more truly one college. The instructional philosophy at CSC is that upon graduation the diploma says Carl Sandburg College, and not Carl Sandburg College at Carthage or Carl Sandburg College at Galesburg. Henry C. Hill Correctional Center is different in that the Department of Correction articulates the statewide corrections curriculum.

All personnel records are officially kept in the central personnel office, which originated in 1991 and is located at the Galesburg campus. All personnel requests and processes are routed through this personnel office.

After completing a degree or certificate program, students have the right to expect assistance in job placement commensurate with that degree or certificate. Therefore, it is a concern that there is no placement office currently operative at Carl Sandburg College.

The college opened its Employment Resources Office in 1991, and there is now a full-time Coordinator of Employment Resources. The coordinator posts job listings for full-time, part-time, summer, and part-time work, a job-matching system is in operation, a job fair that has grown in size every year is held in the spring, and on other occasions employers are invited to set up tables on campus. Additionally, this office works with the Financial Aid Office in placing student employees in campus jobs through the college work-study program.
In addition, the coordinator offers job-seeking skills workshops on all three campuses, conducts a graduate job survey for the vocational areas, and is involved in vocational counseling, classroom presentations, and community presentations. More detail can be found under the Criterion 3 section of this report (Section D, #7).

The financial stability of Carl Sandburg College continues to be weakened by the declining district Equalized Assessed Valuation (EAV), reduced state appropriations, and continued reliance on the working cash fund to address immediate cash flow problems.

The decline in the dollar value of the district’s equalized assessed valuation (EAV) finally bottomed out in tax year 1991 (FY-1993) at an all time low of $727,954,842. Beginning with tax year 1992 (FY-1994), the tax base has grown in dollar value by $447,765,728, or approximately 7.69 percent per year, to a projected $1,175,720,570 for tax year 1999 (FY-2001). Long-range financial plans are predicated on a more moderate (2.5 - 3.0 percent) growth rate.

The historical drop in the district’s EAV was in large measure due to the poor farm economy in the late 1980s, coupled with changes made by the State of Illinois in the formula used to assess farmland.

A comparison of the composition of the district’s EAV (farm versus non-farm) between tax years 1982 (previous high of $1,013,206,868) and 1998 ($1,083,613,429) reflects a lower dependence on farmland for future property tax revenue:

<table>
<thead>
<tr>
<th>TAX YEAR</th>
<th>EAV Composition</th>
<th>Farmland</th>
<th>Non-Farmland</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td>49.3%</td>
<td>50.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>1998</td>
<td>37.8%</td>
<td>62.2%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

While the average state aid rate per credit hour paid to the college has remained relatively flat ($28.53 for FY-1991 to $30.84 for FY-2001), the commutative amount of base state aid will rise from $1,486,998 to $1,980,808 over this same period of time. This $493,810 increase of approximately 3.3 percent per year is due almost exclusively to the increase in credit hours produced by the college. 50,528 credit hours were produced in FY-1991, compared to a projected 58,426 for FY-2001. The portions of the college’s funds contributed by the state would have shown very little increase if generated hours had remained relatively stable however, it cannot be stressed enough that the increase in this section of the college’s revenues is primarily a result of the college’s decision to grow its way out of its troubles. This demonstrates the commitment made by the institution to address its way out of its fiscal problems while limiting increases in fixed costs.

The college’s Working Cash fund has been strategically increased by the issuance of bonds on two (2) occasions. The initial fund of $1,300,000 established in 1988 was increased by $650,000 in 1995 and $1,430,000 in 1999. The total fund principal of $3,380,000 has been expanded to its
statutory maximum, which affords the college additional, discretionary interest income. In other words, from a situation where the working cash fund was at a minimum level and being relied on to address immediate cash flow problems, it is now at its statutory maximum and providing income for other activities.

*The viability of the college resides in the faculty, staff, and administration. However, this viability is not supported by systematic integrated data collection on students, student academic achievement, financial resources and transactions, and personnel records. These data are crucial to support college initiatives and maintain the viability of this institution.*

The college has significantly enhanced its data collection capability through the acquisition and implementation of a comprehensive administrative software package known as Triton. The complete package of modules was acquired in 1993, with the Financial modules (accounting, budgetary, personnel, payroll) implemented during the fall semester. During the spring semester of 1994, the Student Services modules (admission, registration and records) were implemented.

During the spring of 2000, the college acquired/installed a touch-tone registration system scheduled to become operational for the fall 2000 semester. The web-based registration component of this system is scheduled for implementation effective with the spring 2001 semester.

All authorized, functional workstations are now afforded online access to these software products over the college’s local and wide area network (LAN/WAN).

In support of these software enhancements, the college’s mainframe computing hardware has also been improved, beginning in 1992, at which time the college upgraded its UNYSIS system to the A-4 series. Again in 1993, this platform was upgraded to the A-6 series and more recently; the UNYSIS Y2K compliant CLEAR PATH platform was installed in August of 1998.

Combined with the district-wide fiber-optic backbone and LAN/WAN system, the college now offers an integrated data collection system to capture and report information on our students, financial transactions and human resource records.

*Most of the vocational/technical programs culminating in the Associate in Applied Science degree do not meet the Illinois Community College Board or NCA mandated requirement on general education. Transfer courses are not automatically equivalent to general education.*

Carl Sandburg College reviews each of its AAS degree offerings through advisory committees on an annual basis to review all the course offerings, Technical and General Education. It is believed the college meets and/or exceeds the Illinois Community College Board and the North Central Association’s requirements for General Education. The college does not make the assumption that transfer courses are automatically General Education. The General Education courses are chosen by the program faculty and verified by advisory committees for specific program applications for general education toward the goals of that program.
Objectives for the Associate in General Studies and the Associate in Applied Science degrees need to be developed. In addition, faculty need to be more explicit about how the Associate in Arts degree and Associate in Science degree objectives are supported by the curriculum.

The objective of the Associate in Arts, Associate in Science, and Associate in Fine Arts degrees is to provide the general education courses essential to the completion of a bachelor’s degree as well as introductory courses in a student’s specified academic major. These degrees are in full compliance with the standards set forth by the Illinois Community College Board and the Illinois Board of Higher Education. As the result of the Illinois Articulation Initiative, a cooperative agreement between these two boards, the general education component of these degrees is very specific. All courses are reviewed and approved by general education panels in the areas of communications, humanities, life sciences, physical sciences, social science, and mathematics, and must meet general education standards as defined by the Illinois Articulation Initiative. Students who satisfactorily complete the core general education curriculum of the AA, AS, or AFA degrees at Carl Sandburg College, and then transfer to a four-year institution in Illinois, generally are granted credit at the receiving institution’s all-campus, lower-division general education requirements for a bachelor’s degree.

The Associate in General Education degree is a two-year degree tailored to the specific needs of the individual student. The objective of this degree is to provide for the student’s personal growth and development. This degree includes both baccalaureate and vocational courses that allow a student to be introduced to traditional general education courses in the areas of communications, humanities, science, mathematics, and social science, as well as vocational courses in areas of personal interest to the student.

The objective of the Associate in Applied Science degrees is to provide specialized education to students to prepare them to enter the workforce with highly marketable skills and background. Additionally the AAS degrees provide some general education courses, particularly in the areas of communications and social sciences, to enhance the students’ opportunities for future success as technical employees. Most of the vocational courses in AAS degree programs are incorporated as a result of recommendations from professionals and employers in specific occupational fields.

Response to Focused Evaluation

Elimination of deficit spending through improved financial conditions.

In response to the NCA focused evaluation in the fall of 1993, the college has fully complied with a request to submit a one-page summary of revenues and expenditures by September 15 for each of the fiscal years 1993-94, 1994-95 and 1995-96.

These submissions have resulted in NCA Staff Analysis of Institutional Report(s) which document NCA accepting the college’s reports focused on updated summaries as stipulated.

Implementation of integrated data collection system that is systematic in collecting data on students, student academic achievement, financial resources and transactions, and personnel records.
Response on this issue is fully documented under the responses to previous areas of concern on page 9, regarding the viability of the college depending on the systematic integration of data collection.

Response to Assessment Plan Reviewers’ Comments

Carl Sandburg College's Student Academic Assessment Plan was developed during 1994-95 by a committee of five faculty members, the Vice President of Instruction, and the Coordinator of the Assessment Center. The plan was designed to be responsive to the diverse needs of faculty and programs, and was built to accommodate the many pieces and levels of assessment already taking place throughout the college. It was submitted to NCA in June 1995 in response to the Commission's new emphasis on assessment, and the Consultant-Evaluators' reviews were received in February 1996. The plan met the Commission's expectations at that time, and the college has continued to refine and implement it since.

Reviewer One

...the college needs to be vigilant in seeing to it that departments follow the process over the next several years. The college's planners also need to maintain flexibility with the forms, since faculty will inevitably discover that they need to tailor the process more specifically to their own programs.

Adaptation [of successful activities] is unlikely to occur ...unless proponents of a strategy are aggressive in the ways they share and market it among colleagues.

...it may not be realistic to expect that evaluation of all programs can be completed in three years. It may be helpful if consideration is given to initially assessing programs and classes at the time they go through the ICCB five-year cycle of program review.

Reviewer Two

This data will have little meaning unless the college also incorporates a mechanism to feed these results into a process that affects the allocation of human and fiscal resources of the institution. A stronger link to resource allocation processes would give improved evidence that this effort would support overall institutional improvement.

In terms of the 'administration' of the program, it would have been helpful to see a budget in support of the assessment effort. The committee membership appears to be dominated by administrators. To ensure faculty ownership of this process, the college should consider expanding the committee membership so that it is dominated by faculty (preferably, instructional faculty).

The Student Assessment Committee, a Faculty Assembly Committee of which the Vice President of Instruction, the Assessment Coordinator, and the Director of Institutional Research are ex-officio members, and to which student government may appoint two representatives, began to oversee the assessment process. Summaries of the results of the placement exam taken by entering students (ASSET), transfer reports, and graduate surveys were collected and reviewed by the committee. The Committee began the process of encouraging faculty to begin
filing reports on programs and individual courses, and to learn to use forms A and B for this purpose.

Reported on the forms were existing assessment methods (advisory committee, professional exams, etc.), including those arrived at in anticipation of the assessment program (the Freshman Composition Exit Exam). The most significant new method of assessment encouraged by the forms and used by a number of the faculty for the first time as a result of the process was the pre and posttest format.

For three years the program continued in this way, but although many faculty filed many forms and conducted many assessment activities, the requirement to fill out a form for every course every semester was too burdensome. Subsequently, much assessment that was done was never reported on the forms to the committee.

In 1999 the Student Assessment Committee’s reports were made part of the Institutional Planning Process. Three other changes were made in the spring of 1999. The first was to require the reports on a five-year cycle, to match the program evaluation cycle set by the state, as had been suggested by one of the consultant evaluators who had reviewed the program at the time of its approval. Another was to adopt Thomas A. Angelo and K. Patricia Cross’s book, Classroom Assessment Techniques: A Handbook for College Teachers, as a model for course-embedded assessment that would eventually involve all faculty. The third was to drop forms A and B in favor of a single Course/Program Assessment sheet, reports on which would form the basis of the division chair’s reports to the committee. To fill any gaps left from the previous method, in the fall of 1999 faculty did reports on each program and subject area in the college for the self-study, discussing the size of each area, changes in it since the last self-study, assessment methods used, and plans for future assessment. These special reports and file assessment forms will be in the division offices, copies of the special reports will also be in the resource room for team inspection.

In fall of 1999 assessment was formally made one of the responsibilities of the division chair position, it was added to their assigned duties, and compensation was assigned. It was also realized during the 1999-2000 school year that faculty were still unclear on what Angelo and Cross recommended, so 25 copies of the book were purchased, a workshop on the method was presented in fall 2000, and a further revision of the Course/Program Assessment sheet was planned.

The assessment program at the college is a vital one, and it continues to grow and change its shape.

Major Developments Since the Last Accreditation Visit

There have been numerous improvements and developments at the college since the last NCA visit. Many of these developments will be more fully discussed in the body of this document. At the end of each item listed below, the Criterion under which the item is further discussed will be listed in parenthesis, with, where appropriate, the section of that Criterion in which it is most fully discussed [ex.: (III 2)].
General Institutional

- A mission statement and the educational purposes derived from it that are more particularly suited to the college were adopted in 1997 (I).

- There is a revised and updated three-year planning cycle based on the Mission Statement which incorporates the budget process, action plans by standing committees, the assessment plan, a community survey, and an environmental scan. The strategic plan involves institutional focal points and objectives that direct unit planning. Yearly institution-wide reviews are conducted to determine annual progress (IV).

- Administration, faculty, and staff have all increased in number; the percentage of full-time faculty as opposed to adjunct faculty has also increased (II 1, III 1).

- In 1993 the staff joined the faculty in what became the IEA affiliated Sandburg Education Association (II 1).

- Following three labor strikes in nine years, the college has entered a period of labor peace with the advent of Interest Based Bargaining in 1996, and a rolling multi-year labor contract (II 1)

Financial

- Since the last visit, a much weakened EAV has begun to recover, only recently reaching its 1980 level, but making strong gains the last two years.

- A three-year tuition rate plan was adopted, beginning with fiscal year 1999 (II 2).

- The college began to use its bonding capacity to grow its way out of financial difficulty, while remaining well within its legal limit of indebtedness (II 2).

- In 1996 the first full-time Director of Institutional Research/Grant Writing was hired, and the college began to use grants to expand and grow (II 2).

- In 1991 the Risk Management Committee was established, allowing the college to issue five million dollars in Insurance Reserve Fund bonds (II 2).

- Beginning with FY-1993, the college committed itself to adopting a balanced budget, and in FY-1999, a new and streamlined budget process was built into the institution’s three-year planning cycle (II 2).

Personnel

- At the time of the last Accreditation visit, there were 56 full-time faculty; now there are 74 (II 1, III 1).
At the time of the last accreditation visit, there were 57 staff in three classifications (mid-management, secretarial, and physical plant); there are now 113 staff, in four classifications (technical has been added).

There are currently 24 administrators, an increase from the last accreditation visit. (II 1).

The Dean of Technology Services position was added in 1999 (II 1).

In 1993 the position of Dean of Vocational/Technical Education was eliminated (III 1).

The Director of The Extension Center was named when the Center opened in 1995 (III 1).

The Manager of the Center for Manufacturing Excellence also became the Director of the Business and Technology Center when the CME opened in 1999 (III 1).

The Director of the Adult Learning Center/Academic Skills Center position was created in 1995 through combining several areas (III 2).

At the time of the last self-study there was one half-time vocational recruiter; now there is one full-time recruiter and one full-time vocational recruiter (III 3).

The Coordinator of Public Information position in Student Services at the time of the last self-study was changed in 1993 to a Director of Marketing and Public Relations position that reports directly to the President, and the office includes a full-time secretary, two full-time employees, and one half-time employee working out of Carthage (III 3).

An Assessment Coordinator has been hired to run the new Assessment Center (III 3).

A full-time Coordinator of Academic Support Services has been hired (III 3).

At the time of the last self-study, there was no Placement Officer at the college; a full-time Coordinator of Employment Resources was hired in 1991 (III 3).

In the fall of 1997, a full-time Coordinator of Student Life was hired (III 3).

The position of full-time Student Services Generalist was created in 1996 to serve The Branch Campus and The Extension Center (III 3).

From a position of cashier/payroll clerk at the time of the last self-study, the college has moved to a full-time position of Coordinator of Personnel Services in 1991, assisted by a Personnel Assistant.
Programs

- The college began to offer the Associate in Fine Arts (Music) Degree in 1997 (III 1).
- The Human Services Assistant Program was added in the early 1990s (III 1).
- The Desktop Publishing Program was added at The Branch Campus in 1993-1994 (III 1).
- The Nail Technology Program was added in 1999 (III 1).
- The Mortuary Science Program was added in 1994 (III 1).
- The EMT/Paramedic Program was added in 1994 (III 1).
- The Limited Radiography Program was added at The Branch Campus in 1992 (III 1).
- The Psychological Rehabilitation Certificate Program will begin in the near future (III 1).
- Diagnostic Medical Sonography was added in the spring semester of 2000 (III 1).
- Other allied health programs to be added in the near future include Computed Tomography, Magnetic Resonance Imaging, and Dental Hygiene (III 1).
- The Computer Information Systems Specialist has experienced tremendous growth, now specializing in the IBM/AS 400 program, which began in 1993, and a Cisco Certified Network Associate Elective series (III 1).

Other Curriculum and Delivery

- The Illinois Articulation Initiative is a statewide articulation agreement between two-year and four-year colleges. The college’s participation in its activities is ongoing (III 1).
- Numerous student assessment activities have taken place at the college, including the development of the assessment plan in 1995. Under the supervision of the Student Assessment Committee, major changes have taken place since that time (III 1).
- Internet instruction began when the first instructor added web supplements to his course during the spring of 1998; the first two web courses were offered in the fall of 1998. The college became a Partner in the Illinois Virtual Campus (III 1).
- Courses over interactive TV/compressed video began in the fall of 1995, and their number has expanded ever since.
- In 1995, the college expanded its agreement with Southeastern Community College to include part-time students (III 1).
• In 1997, CSC and Spoon River Community College signed a reciprocal agreement allowing students home district privileges at each other’s campuses (III 1).

• CSC and Spoon River Community College were awarded a Federal School to Work Act grant to develop plans in three market areas (III 1).

Facilities

• Most of the funding (75 percent) for a new Computing/Student Services building to be erected on the main campus was awarded by the Capital Development Board of the State of Illinois, with the remaining 25 percent of the funding supplied by the college. The groundbreaking ceremony took place on August 28, 2000, with completion of the project expected in August of 2002.

• The Center for Manufacturing Excellence (CME), a 30,000 square-foot building on the eastern end of the campus representing a collaboration of state government, local industry, the Business and Technology Center (BTC), and the college, opened in June 1999.

• The Educational Technology Center (ETC), a unique partnership between Carl Sandburg College, Knox College, and Galesburg Public School District #205, opened in downtown Galesburg in 1996 (III 2).

• The rented building that housed The Branch Campus in Carthage was purchased by the college in 1994, and extensively renovated (III 1).

• The Education Commons, a second building of 11,250 feet in Carthage, a joint project of the college and Carthage Unit School District #338, was opened in 1999 (III 1).

• The Extension Center in Bushnell, an effort to serve the southeastern part of the district, opened in 1995 (III 1).

• Adult Education classes are now offered in cooperation with various agencies at many sites throughout the district (III 1).

• Laboratories, especially computer laboratories, have been created and upgraded throughout the district. Areas include the Academic Skills Center, the Adult Learning Center, the ETC/Center for Agriculture, Business, and Industry (CABI), computer information specialist, secretarial science, accounting, auto body, agriculture, industrial electricity, welding, machine tool, and drafting/CAD. (II 3, III 1 and 2).

• Faculty and staff have been provided with computers connected by a local and wide area network (LAN/WAN), and a considerable number of computers have been provided for student use both in classrooms and open labs (II 3).

• In 1996, the college’s phone system was replaced with a digital system, complete with voice mail (II 3).
- Interactive TV/compressed video capacity began in 1995, and has expanded ever since (III 1).

- The college gained access to the Internet for its computers in 1997 (III 1).

- The interior of the Learning Resources Center (the LRC) was completely remodeled and redecorated in 1999 (II 3).

- A host of repair projects, including re-roofing, ADA improvements, paving of parking surfaces, and emergency phones, have been accomplished. (II, 3, and Appendix A, Fig. 16).
I. Criterion 1—Carl Sandburg College has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

A. College Mission

1. Mission Statement

   The mission of Carl Sandburg College is to provide accessible, quality education in a caring environment by keeping the learner's needs at the center of decision making and by working in partnership with communities of the College district.

2. Educational Purposes

   In its efforts to be a premier learning and teaching institution, Carl Sandburg College is dedicated to fulfilling the following major functions:

   1) Provide associate degree-level education consisting of liberal arts, sciences, and pre-professional fields designed to prepare students for transfer to baccalaureate-granting institutions;

   2) Provide business, technical, and professional education that offers associate degrees, certificates, courses, workshops, and seminars designed for career, entry-level employment, retraining, and/or upgrading of skills to meet current and emerging employment needs and trends;

   3) Provide courses and programs designed to assist academically underprepared students to be successful in their next level of education;

   4) Provide activities designed to meet the lifelong educational needs and interests of individuals throughout the district;

   5) Provide services designed to meet the needs of the student population including recruitment, admissions, registration, assessment, counseling, tutoring, career planning, academic advisement, financial aid, job placement, co-curricular activities and inter-collegiate athletics;

   6) Provide programs and services designed to meet the customized continuing education and technical assistance needs of individuals, businesses, industries, and community organizations;

   7) Serve as a center for cultural and intellectual development.

B. Mission Development

1. Impetus
For the first 30 years of its history, CSC had a lengthy philosophy statement and a detailed list of educational purposes, but no concisely stated mission. By 1997 it had become difficult to link strategic planning to the statements. They hadn’t been reconsidered since adoption when the college was established, having been written to resemble the rest of the Illinois community colleges in the new state system. It was time to have a useful and concise statement that reflected our own identity as a comprehensive community college.

2. Process

The college Planning Committee appointed an ad hoc committee in the spring of 1997, consisting of a Board member, the President, the Vice President of Business Services, the Director of Institutional Research, a division chair, and a faculty member.

The committee started by looking at mission statements from other Illinois community colleges, especially those that had been rewritten since their founding to be more progressive. An environmental scan of the college was done to identify who we are now and what we do.

With information and models to work from, the committee had several discussion meetings and wrote several drafts before making their proposal in the spring of 1998. The new Mission and Educational Purposes Statement were discussed and adopted by the Faculty Council on March 16, the Faculty Assembly on March 24, and the Board of Trustees on April 2, 1998.

3. Implementation

Having adopted a concise mission statement and educational purposes specific to its higher education niche, the college determined to make them visible. Every effort has been made to make sure that the statements are understood by college personnel and known to the public. In addition to serving as the guideposts to the planning process described immediately below, the Student Academic Assessment Plan requires faculty to relate courses to the appropriate educational purposes. The Mission Statement has been prominently posted near main entrances in buildings on all campuses and added to college business cards and letterhead. The Mission Statement and the Educational Purposes are in the catalog and on the web site, and, where space permits, one or more of the Educational Purposes are to be found in program brochures, handbooks, and other student publications.

The statements are the guidelines for the college strategic planning process. The Planning Committee works with the President’s Cabinet and Board of Trustees to identify institutional focal points and goals for a three-year cycle to support the Mission and fulfill the Educational Purposes. The focus teams and planning units then develop their own short-term and long-term goals and action plans tied to the institutional cycle. Annual progress reports are gathered and disseminated. The Mission Statement and Purposes will also be reviewed each three-year cycle. The planning process is outlined in Appendix A, Fig. 25.
C. Application

1. The Plan

Carl Sandburg College is in the second year of a three-year planning cycle. Current Institutional Focal Points and Goals are as follows:

I. Learning
   A. Promote and support assessment of student learning at the classroom, program, and school levels to improve student learning.
   B. Provide and maintain resources that enable and enhance student learning.
   C. Promote and support local research on the learning process.

II. Caring Environment
   A. Shape an environment that recognizes the need for diversity.
   B. Create opportunities for all within the College community to interact with understanding, tolerance, and respect for others.
   C. Promote sensitivity to individual needs and aspirations of those throughout the College community.
   D. Promote organizational development as a long-range effort to improve the College’s problem-solving and renewal process.

III. Technology
   A. Establish and maintain effective technology in academic programs and support functions.
   B. Upgrade employee skills in the use of technology.

IV. Cooperative Alliances
   A. Develop programs in cooperation with neighboring institutions.
   B. Maintain and expand alliances within and beyond the College district.

V. Stability
   A. Establish/maintain an operating fund balance equal to five to six percent of the previous year’s adopted budget.
   B. Develop institutional shape/make-up that best addresses long-range fiscal concerns.
   C. Enhance the college comprehensive Risk Management Program. Maintain a competitive compensation program to enable the college to attract and retain quality workforce.
   D. Promote program efficiencies.
   E. Promote the development of human resources.

Learning reflects the Mission Statement’s “quality education” and “learner’s needs.” Caring Environment is a direct restatement. Technology is a means of “providing access,” filling “learner’s needs” and a tool to aid in “decision making.” “Cooperative Alliances” reflects “partnership with communities” and Stability builds the foundation for all services and activities.
2. The Action

The following examples from the Fiscal Year 1999 End-of-Year Goal Review show implementation of the planning process at the basic unit level. All goals are followed by the focal point and goal designations that they support.

- The Office of the President has a short-term goal to “provide leadership in the implementation and continual evaluation of the institutional strategic plan (I, II, III, IV, V).” The President guided the change from a one- and five-year cycle to a three-year cycle, and there are semi-annual planning meetings to keep the process focused and moving.

- The Risk Management Committee goal to “effectively label, sign and stripe all parking facilities (II-B, V-C)” resulted in the stripes being painted in summer 1999 and no sign complaints brought to any fall 1999 monthly meetings.

- The plan of the Vice President of Instruction to “make recommendations regarding the need, utilization, and assignment of instructional human resources (I-B & C, IV-B)” resulted in additional full-time faculty this year.

- The goal of the Academic Skills Center to “secure space and resources for a writing clinic (I-A)” has not made progress owing to lack of space.

- The Radiologic Technology/Limited Radiography program goal to “encourage advanced placement admission of Limited Radiography program graduates into the A.A.S. curriculum (I-B, V-E)” resulted in five of last year’s class being admitted to the second year of the A.A.S. curriculum this year.

3. Support

The planning cycle precedes the budgeting cycle, and budget requests must also be tied to focal points and goals.

D. Excellence

1. Teaching and Learning

The centrality of excellence in teaching and learning is evidenced in the emphasis on “quality education” in the Mission Statement and on “learning” in the strategic plan, in the college’s faculty evaluation and development efforts, in the Student Academic Assessment Plan, and indeed throughout most of what will be said under the remaining Criteria.

2. Inquiry

Academic freedom and freedom of inquiry is essential to academic excellence and is guaranteed for faculty and students alike under Article 15 of the Professional Negotiations Agreement between the CSC Board of Trustees and the Sandburg Education Association. This article states that for faculty, “No arbitrary limits shall be placed on study,
investigation, presentation, and interpretation of facts and ideas concerning man, society, the physical and biological world, and other branches of learning. The Board recognizes its responsibility to assist the faculty member in striving for academic freedom.” For the protection of students, it enjoins faculty “to protect and encourage the search for knowledge and its dissemination,” reminds them that they “have both the right and obligation to adequately investigate and to present to their students available information related to their subject as it relates to the education of their students,” and adjures them to “show respect for the opinion of others, identify their own persuasion on controversial issues, and where appropriate, indicate that they are not institutional spokespersons.” The general atmosphere of the college certainly supports this article of the contract, which has never been used as the focus of a grievance or a basis for discipline.

E. Challenge and Recommendation

The Mission Statement is prominently displayed on campus and appears in numerous publications; nevertheless, both it and in some cases the Educational Purposes could be featured in more publications and locations. The Director of Marketing and Public Relations plans to incorporate the Mission Statement, and, where room permits, the Purposes, in as many publications as possible.

F. Strengths

The college has developed a concrete Mission Statement (more suited to its contemporary identity than the previous one) which reflects what it is as an institution of higher learning, the support it intends to provide for its students, and its community involvement. The seven Educational Purposes are well suited as definitions of the areas in which the college’s mission is carried out.

The college has developed a comprehensive planning mechanism that keeps all parts of the institution focused on the common mission and provides a mechanism for changing mission or purposes if necessary.

The college has published the Mission and Purposes, and has plans to publish them even more widely.

G. Conclusion

Carl Sandburg College has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.
II. Criterion 2—Carl Sandburg College has effectively organized the human, financial and physical resources necessary to accomplish its purposes.

A. Governance and Administration/Organization of Human Resources

1. Board of Trustees

Carl Sandburg Community College is a public institution of higher education and is a part of the Illinois state system of colleges and universities coordinated by the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE). Constituents of the district elect a governing board of seven members. Board terms are for six years, and Board duties are outlined in the Board policy manual. The students elect a student Board member, as required in the Illinois Public Community College Act. The student Board member may attend executive sessions, make and second motions, and vote. The Board invites a faculty representative to participate in its deliberations and cast an unofficial vote on all action items. In 1985, a staff representative was also invited to participate on the same basis as the faculty representative. The Board serves as the policy-making agency for the district.

Although Board members are elected at large throughout the district, the current Board is fairly well distributed geographically. There are four representatives from Galesburg and one each from the north, south and middle part of the district. There are two women and five men on the current Board. Motivations for running for the Board vary considerably, including a general sense of responsibility to community, a desire to repay the college for opportunities provided to self or family, advocacy for students as consumers, and a commitment to provide quality educational opportunity to district residents.

2. Administration

The President is the chief executive officer of the college and is responsible to the Board of Trustees. A key responsibility of the President is to maintain and strengthen existing ties to the community while exploring new options for partnerships at the local, state, national and international levels. The Vice President of Instructional Services, Business Services, and Student Services, comprising the President’s Cabinet, report directly to the President, as do the Director of Marketing and Public Relations, the Director of the Carl Sandburg College Foundation, and the Director of Institutional Research. The Cabinet plans and administratively approves decisions where needed. At the time of this report, white males fill these four positions. One of the four men has an Ed.D., one has an Ed.S. degree, and the other two have master’s degrees.

The Vice President of Instructional Services is the chief academic officer of the college. The chairs of the six academic divisions and the Dean of Learning Resource Services, the Dean of Community and Extension Services, and the
Director of Education at Henry C. Hill Correctional Center report directly to the Vice President of Instructional Services.

The Vice President of Business Services is the chief financial officer of the college and supervises accounting services, budget and analysis, business and auxiliary services, facilities and risk management, personnel and information services.

The Vice President of Student Services has primary responsibility for admissions, retention, testing, career planning and placement, college publications, counseling, student development and veterans’ assistance, educational support services, financial aid, registration and student records, student activities, and the College’s Upward Bound Program.

The administrative staff consists of all administrative personnel, including the President, vice presidents, deans, and directors. The administrative staff serves as a coordinating body and as an information forum. The policies and procedures which apply to the administrative staff are developed and modified through administrative staff meetings in which each person is given many opportunities to offer input. Many day-to-day decisions are handled in the staff meetings or in one-on-one conferences among members of the administrative staff. Ad hoc committees may be created by members of the administrative staff if further direction is desired.

The Organizational Chart (Appendix A, Fig. 1) illustrates the comprehensive, formal governance of the college.

3. Faculty

a. Currently there are 74 full-time contractual faculty. Fifty-two percent of the faculty are males and 48 percent are females; the average age is 47 years. Four percent of the faculty have doctorate degrees; 65 percent have master’s or specialist’s degrees; 14 percent have bachelor’s degrees; 17 percent have less than a bachelor’s degree. Those with less than a bachelor’s degree teach non-transfer vocational/technical courses. ICCB regulations require that anyone teaching with less than a bachelor’s degree have 2,000 hours of work experience, and the college’s faculty with less than a bachelor’s degree meet this requirement. Fifty-one percent of full-time faculty teach in baccalaureate/transfer programs; 39 percent teach in vocational/technical programs; 3 percent teach in developmental programs; 7 percent serve in non-teaching capacities, such as counseling.

b. Shared governance characterizes the system of governing and decision making at CSC. Faculty, administrators, support staff, and students each may initiate new policies or procedures for consideration, recommend revisions to existing practices, and provide input on pending decisions. Board of Trustees
Policy #1.2: Governance, provides for a decision-making process which involves employee consultation. Faculty involvement is further articulated in Regulation #1.2.1, which stipulates that their participation in the decision-making process will occur primarily through the Faculty Assembly and its committees.

At the heart of the shared governance structure is the Faculty Assembly, which includes all full-time faculty. The assembly meets monthly to hear and vote on various measures from the Faculty Council, the Assembly’s six other standing committees (Curriculum, Faculty Development, Student Services, Tenure Commission, Faculty Assessment and Growth, Student Assessment), and the six institutional committees (Risk Management, Marketing, College Welfare/Wellness, Instructional Technology, Carthage/Bushnell Advisory, and the Advisory Committee on Sexual Harassment). Senior administrators attend assembly meetings, and the committees have ex-officio administrative members; most also have provision for student members. Committees report both to the assembly and individual administrators. The assembly can appoint various ad hoc committees to deal with special concerns or large tasks too time consuming for a standing committee. The Assembly also exists as an open forum to discuss ideas and concerns of interest to the college. The executive arm of the Assembly is the Faculty Council, consisting of seven elected faculty members who meet monthly with the Vice President of Instructional Services to discuss educational and institutional concerns. One member of the Faculty Council serves as the faculty non-voting member on the Board of Trustees for one year.

The Faculty Assembly and its committees serve a purely advisory function, but attributable to the cooperation and political skill of board, administration, and faculty alike is the fact that in the last ten years it is difficult to think of any occasion on which a recommendation passed by the assembly has been rejected by administration or board.

c. Faculty members also participate on the Strategic Long-Range Planning Committee. This college-wide group meets to study and devise the institution’s Focal Points and Goals which, in turn, are used to drive the development of our one and three year planning cycle.

d. Faculty concerns are expressed within the Instructional Team, which consists of division chairpersons, deans, a representative from counseling, the Director of the Academic Skills Center/Adult Learning Center, and the Directors of Institutional Research, The Extension Center, Henry C. Hill, and The Branch Campus, as well as through conferences between division chairpersons and appropriate deans and vice presidents.

e. The faculty had been represented by the Sandburg Faculty Association (NEA-IEA) since 1974 in the matter of contractual negotiations with the Board of
Trustees. In 1993 classified employees became part of the Association, which was renamed the Sandburg Education Association (SEA). The SEA can influence policy, although it is not part of the official organization and governance structure of the institution.

f. There are currently 153 adjunct faculty teaching at the college. Adjunct faculty have some influence through the Part-Time Faculty Advisory Committee chaired by the Dean of Learning Resource Services and through discussions with their immediate supervisors. In addition, they frequently interact with full-time faculty and have a representative to the Faculty Assembly.

4. Staff

a. There are currently 113 staff personnel, divided into mid-management, technical, secretarial, and physical plant/security categories. Eleven people are part-time staff, and 36 more are hourly. Mid-management personnel report to the appropriate administrator, technical and secretarial personnel report to their immediate supervisors, physical plant personnel (maintenance) report to the Coordinator of Maintenance Services, and security personnel report to the Coordinator of Environmental Services.

b. Staff have a non-voting representative on the CSC Board of Trustees, as do the faculty. There is also limited representation in the governance structure through membership on several of the faculty and institutional committees. Before 1991 there was a Staff Advisory Committee with two members from each staff area, but during the time staff unionization was in dispute, legal advice that administrators meeting with staff in this setting might be considered unethical caused the discontinuation of that committee.

c. As of 1993, the staff and the faculty are both represented by the Sandburg Education Association, an IEA/NEA affiliate. There are elements common to both groups and elements specific to each in the contract between the SEA and the Board.

d. As are faculty, staff are also represented on the Strategic Long-Range Planning Committee, the college-wide group that meets to study and devise the institution’s Focal Points and Goals, which, in turn, are used to drive the development of our one- and three-year planning cycle.

5. Students

a. In the fall of 1998, 59.6 percent of the 3,900 students were female, 61.3 percent were part-time, 37 percent were 17-20 years old, 39 percent were between 20 and 40 years old, and 92.8 percent were white, non-Hispanic. (See Appendix A, Fig. 18-20.)
b. Students are represented by the Student Government Association (SGA), members of whom are elected by the students and advised by the Coordinator of Student Life. The student elected to the CSC Board, unlike the faculty and staff representatives, has full voting rights. There is provision within the governance structure for the SGA to appoint representatives to most of the Faculty Assembly and institutional committees; the SGA also has a considerable budget ($24,000) to spend. Student Government representatives also meet on the first Monday of each month with the President’s Cabinet to discuss issues of concern to them.

6. Selected Related Organizations

a. The Carl Sandburg College Foundation was founded in 1971 to oversee funds donated by concerned citizens who wished to promote the growth of the college and help students obtain a quality education. The Foundation assists the college in developing private sector investors—both individuals and corporations—to support educational innovation and access through scholarships. The Foundation is governed by a separate Board of Directors and is incorporated as a nonprofit organization exempt from federal income tax under Section 501 (c)(3).

Since the hiring of the full-time director of the Foundation in November of 1997, the following programs and fund-raising activities have been established: ongoing appeals (business/community, employees/retirees, and alumni), annual fund raiser (scholarship dinner, auction), planned and deferred giving, and individual support of scholarship and special programs.

The college currently has 36 endowments. Since 1971, more than 7,675 students have received financial assistance to attend Carl Sandburg College. At the conclusion of fiscal year 1998-99, the market value of the CSC Foundation fund balance stood at $1,842,871.

b. As a community college, Carl Sandburg College operates in cooperation with the Illinois Board of Higher Education and the Illinois Community College Board.

1. The Illinois Board of Higher Education (IBHE) coordinates higher education in Illinois. The Board sets statewide priorities, examines the needs of the state and its citizens, and works with colleges and universities to achieve them. The Board has responsibility to approve new programs and review existing programs at all public and same private colleges and universities; to administer grant programs; to maintain and distribute information about Illinois higher education; and to annually recommend higher education’s budget to the Governor and General Assembly.
2. The Illinois Community College Board (ICCB) is the state coordinating board for community colleges. Its mission is to administer the Public Community College Act in a way that maximizes the ability of the 39 community college districts (48 colleges) to serve their communities, promotes cooperation within the system, and accommodates those State of Illinois initiatives that are appropriate for community colleges. The Board consists of 11 members appointed by the Governor and confirmed by the Senate for six-year terms. The ICCB Student Advisory Committee selects one student member for a one-year term. The Governor selects the Board Chair.

The Illinois Community College Board utilizes the advice and counsel of all constituent groups of the community college system in establishing policies necessary to implement state statutes. Four organizations representing various community college constituents in the state have been designated as official advisory groups to the Illinois Community College Board. These four organizations are the Illinois Presidents Council, the Illinois Community College Trustees Association, the Illinois Community College Faculty Association, and the ICCB Student Advisory Committee.

7. Organizational Communications

Many channels of communication operate within divisions and departments as well as across the college. Considerable communication takes place at regularly scheduled meetings, for example, between vice presidents and deans and chairpersons, chairpersons and faculty, and directors and coordinators. In addition, several campus publications serve as channels for communications. The CSC Newsletter is published weekly and includes a variety of information: staff development announcements, dates of special events, informational items from campus groups, notifications of board meetings, and position openings are some examples. Copies of news release are routinely shared with all administrators. The quarterly student newspaper, The Charger, is published in cooperation with Galesburg’s primary daily newspaper, the Galesburg Register-Mail.

In addition, monthly meetings of the Administrative Staff, Faculty Council, Faculty Assembly, Instructional Team, Instructional Technology Committee and all standing committees of the faculty assembly serve as forums for communication.

Other channels of communication include broadcast e-mail/voice messaging, internal list servers, monthly meetings between the President’s Cabinet and student government leaders, and the distribution of summary minutes following each regular meeting of the Board of Trustees.
8. **Publication of Policies and Procedures**

a. The *Board Policy and Regulations Manual of Carl Sandburg College* is a compilation of all policies, procedures and regulations applied throughout the college in matters related to the Board, administration and academic services. The President is responsible for its maintenance. This manual is kept up to date as amendments and/or additions are incorporated upon their approval by the CSC Board of Trustees and/or the administration.

b. The *Professional Negotiations Agreement* outlines general provisions applicable to all affected positions as well as more detailed information that applies to faculty only and to classified members only. Historically, this document is made available to all employees and their supervisors, and efforts are now under way to provide this online for easier access.

c. The *Student Handbook* includes a description of support and personal services available to students and a brief history of college clubs, organizations and activities. It also includes college policies and procedures related to student records, student conduct, student rights, and student responsibilities. It is distributed free of charge at student orientation sessions and throughout the year upon request.

d. The *Faculty Information Guide* is available and contains the policies and procedures that relate to teaching faculty. The Vice President of Instructional Services is responsible for maintaining this guide. These materials are also being made available on the college’s Intranet, as well as the various forms used by the college.

e. Upon employment, new employees schedule a day to spend with the college’s Personnel Department for the purpose of participating in an orientation program. A checklist is reviewed to ensure that comprehensive and consistent information is shared with all new employees and culminates in the employee’s signature being kept on file to document his/her completion of this program.

9. **Hiring and Retention**

a. The college is firmly committed to providing equal opportunity for qualified employees and applicants for employment. Open positions are announced internally in the weekly newsletter, via e-mail and posted in the Personnel Office. They are advertised to the community in local newspapers, and copies of postings are sent to relevant local agencies, community colleges and universities. Some positions are advertised at the regional and national level, to reach minorities, members of professional groups, and/or experienced faculty/staff. Position vacancies are also linked to the college’s web page via the Internet as well as to the college Intranet. The college’s Coordinator of
Personnel Services works with screening committees to ensure their awareness of recruiting guidelines.

Division chairpersons, working with the Vice President of Instructional Services and other faculty, typically coordinate the interview and selection process for full-time faculty. While it is sometimes difficult to provide the rigor desired in the hiring of adjunct faculty, the policy’s process nevertheless ensures the involvement of faculty.

Practices related to recruitment, selection, and hiring of non-faculty employees are consistently applied, but are not documented in formal policies. The Office of Personnel Services facilitates the process for full-time support and professional staff. The hiring managers form screening committees.

b. The retention rate at the college has been high, as the table (Fig. 2-A) below shows. Several factors have contributed to this stability. In many cases, compensation and benefits have been improved. Developmental opportunities have increased due to growth of the institution and grant funding. In addition, the local economy has been strong, making job change less necessary. Finally, most employees and many community members say that the college is a good place to work

**Fig. 2-A: Full-Time Employee Attrition, FY 1996 through FY 1999**

<table>
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<th>Fiscal Year</th>
<th>Faculty</th>
<th>Adm/Prof</th>
<th>Staff</th>
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<td>6.1%</td>
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<td>14.2%</td>
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</tbody>
</table>

FY-1999 (7/1/98-6/30/99) saw a significant number of employees achieve eligibility for and take advantage of the college’s Supplemental Retirement Plan (SRP). It is worth noting that particularly among faculty, the wave of retirements expected in an Illinois Community College system founded in the 1960s has begun and can be expected to continue, meaning that a high percentage of the faculty has either just arrived or may be counting on retiring before too long: almost one-third of the faculty (32 percent) have been at the college for five years or less, and another one-fifth (20 percent) have been here for 21 years or more, with another 16 percent having worked at the college between 16 and 20 years.
The college has maintained approximately the same percent of full-time minority employees in the period between 1989 and 1999, as shown in Figure 2-B below:

**Fig. 2-B: Full-time minority employee percentages, Fall 1989 vs. Fall 1999.**

<table>
<thead>
<tr>
<th>Employee Category</th>
<th>Fall 1989</th>
<th>Fall 1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Admin/Prof</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Support</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>6%</td>
<td>5%</td>
</tr>
</tbody>
</table>

These totals, while low, must be seen against a student population that is only 7 percent minority, and, in what is really the explanation of all these figures, a ten-county district population that is only 4 percent minority (Appendix A, Fig. 21). The college’s full-time employees have grown in number from 161 to 207, or by 29 percent, so although the percentage of minority employees remains low, at least the actual number has increased.

10. **Compensation and Benefits**

   a. In support of the college’s Mission Statement and Institutional Focal Points, one of its expressed goals is to “maintain a competitive compensation program to enable the college to attract and retain a quality work force.”

   b. In 1993, the college successfully completed the process of negotiating the inclusion of all bargaining unit eligible support staff into what has become the Sandburg Education Association (SEA).

   c. Compensation and labor negotiations were then placed on a more secure basis by the rolling contract and the Interest-Based or Mutual Gains Bargaining process. Settlements reached will continue to be influenced by the expected rate of employee turnover in the next few years and the need to compete for qualified personnel. Maintaining internal equity through a faculty salary schedule based on educational credits and years of experience and a staff schedule based on classification as mid-management, technical, secretarial, or physical plant, and on four levels in each classification will continue to be a principle applied to compensation. As the Interest-Based Bargaining Handbook used at the college reveals, specific settlements for faculty will also continue to be guided by comparisons with peer institutions (Appendix A, Fig. 2 and Fig. 3); an effort is being made to keep salaries for support staff competitive with local businesses (Appendix A, Fig. 4).
d. Faculty are eligible for additional pay for overload (more than 15 semester hours per term), summer term pay, student internships, compressed video teaching, and released time to address other needs of the institution. For staff, part-time and hourly pay rates are the same as for their full-time counterparts.

e. The college provides a competitive and comprehensive benefit package involving health, dental, and life insurance; an Employee Assistance Program (EAP); paid time off; retirement under the State University Retirement System; tuition waiver and reimbursements; and a Health Emergency Leave Program (HELP) commonly referred to as a sick day bank. The package is comparable to and competitive with those of other two-year colleges in the state.

f. Eligible employees may take advantage of the Family and Medical Leave Act of 1993. Faculty are afforded opportunities for sabbatical leaves, while administrators and support staff are provided with a range of vacation leaves. Part-time employees who are regularly scheduled to work between 20-29 hours per week, year around, are eligible for paid leaves of absence, holiday and vacation time on a prorated basis. Eligible employees also enjoy eight paid holidays per year. In addition the college closes on the Friday after Thanksgiving as well as the period from Christmas Eve through New Year’s Day. These days are provided in the form of compensated time.

In addition, the Board of Trustees considers a recommendation each April from the administration to implement a summer work schedule for the full-time (benefited) employees that extends from the middle of May through the first week in August. This allows the employees to work a 37½-hour work week, versus the regular 40 hours, with no reduction in pay.

g. Recognition programs at the college focus on length of full-time service (at five-year intervals) during beginning of fall semester and winter dinners, retirement, innovation (with a Bright Ideas incentive program), and excellence in instruction (with the Illinois Community College Trustees Association Outstanding Faculty Member Award).

h. The Wellness/Welfare committee of the Faculty Assembly has provided employees access to tests (e.g., blood pressure, mammography, etc.) information (e.g., substance abuse, mental health, stress management, nutrition and fitness), vaccinations (flu shots), and smoking cessation and weight management challenges. Employees also have access to the college’s Fitness Center. The Employee Assistance programs (EAPs) round out services available to promote wellness and fitness among employees.
11. **Performance Evaluation**

   a. In accordance with Illinois law, any full-time CSC faculty member (engaged in teaching or academic support) who has been employed for three consecutive years, on at least a three-quarter-time basis, shall enter upon tenure unless dismissed. The statute provides that a board may, at its option, extend such period for one additional school year. The tenure process is discussed under “Quality/Assessment” in the Criterion 3 section, as is the procedure for adjunct faculty.

   b. Support staff position descriptions provide the primary basis for annual planning and evaluation. Evaluations are to be conducted twice a year, taking into account the employee’s contributions to the college’s Risk Management Program.

   Reclassification of support staff refers to a change of status of a position by raising it to a higher level or moving it to another job title on the basis of substantial changes in the kinds of tasks performed. Generally increases in job responsibilities will be the criterion for the upward reclassification. The four factors considered include responsibility for work performed, responsibility for work of others (supervisory duties), public or interdepartmental contact, and working with confidential information. Requests for reclassification are considered during the budget development process so as to ensure adequacy of funding.

   c. Each June managerial goals for the ensuing year are to be established between individual managers and their respective supervisors. Each administrator also has specific duties as defined by his job description and the organizational charge that relates to his duties. Each December and May, supervisors are to conduct a performance review with managers under their supervision. The performance review shall consist of a written progress report on the accomplishment of management goals and job responsibilities to date. Any adjustments to the goals should be made at this time. During this performance review, the supervisor should reinforce the strengths of the manager and discuss areas for improvement.

   d. Twice each year, the CSC Board of Trustees holds a retreat off campus that affords them the opportunity to provide the President with their evaluation of his performance. Conducted within the framework of their adopted Institution Focal Points and Goals, these sessions have proven to be very effective.

12. **Training and Development**

   a. The college annually commits approximately two percent of its total operating budget to activities related to employee training and development
(conference/meeting expense). About 1.7 percent of the operating budget has been allocated for this purpose from FY-1990 through FY-2000, with 2.2 percent during the more recent years of FY-1998 through FY-2000.

b. Faculty development, including the activities of the Faculty Development Committee, various self and other assessment activities, tuition reimbursement, fall and spring workshop, and various kinds of leaves are discussed under Criterion 3, “quality/assessment.”

c. Funding for staff development activities of the support staff are budgeted in a central institutional account in the amount of $150 per person. In addition, each department manager may seek funding during budget development process for professional travel and meeting expenses pertinent to his/her areas of responsibility.

d. In addition to funds provided for attendance at professional workshops and associations, administrators typically attend in-house workshops coordinated by the President to address topics of concern that cut across the institution.

e. In addition, tuition at Carl Sandburg College is waived for all full-time employees, including the spouse and their dependent children. This benefit is also extended to the regular part-time employees on a prorated basis.

13. Quality Workplace

Carl Sandburg College has committed itself to fostering a caring environment in Institutional Focal Point and Goals II (see Criterion 1).

14. Major Developments since 1991

   a. Dr. Jack Fuller stepped down as President, effective July 1, 1991. Dr. Donald G. Crist, who had been serving as Vice President of Instructional Services, became the new President.

   b. The college has added a new dean’s position: Dean of Technology Services (1999). Other new key positions are the Coordinator for Personnel Services, Director of the Center for Manufacturing Excellence, Director of the Educational Technology Center, Director of the Foundation, and Director of Institutional Research.

   c. Administration, staff, and full-time faculty have all increased in numbers over the past ten years, as has enrollment. The college suffered two labor strikes, one in the fall of 1991 for two weeks, the other, during the fall of 1993, lasting from the beginning of the semester through the month of September. After long dispute and followed by an Illinois Appellate court ruling and subsequent elections in December 1993, the faculty and support
staff of the college voted to become one (wall-to-wall) bargaining unit. As an outgrowth of these experiences, there emerged a willingness, on the part of both the employees and the Board of Trustees, to consider a fresh approach to its collective bargaining process.

During the spring of 1996, both sides embraced Interest-Based Bargaining (IBB). To facilitate this process, the first edition of the *Carl Sandburg College Interest Based/Mutual Gains Bargaining Handbook* was prepared. Updated annually, this handbook is intended to serve as a resource in support of the underlying concepts of interest-based bargaining.

Prior to each negotiating season, both teams participate in a joint orientation program to review the principles of IBB, review case studies and conduct sample negotiation sessions. Outside facilitators of these workshops have included a professor of Labor Management Relations from Northwestern University, a regional representative from the Illinois Education Association (IEA), the Galesburg, Illinois, Chamber of Commerce, and the Peoria Area Labor Management (PALM) Council.

The college has now achieved a unique rolling contract covering fiscal years 2001, 2002, 2003 and 2004. The next scheduled (informal) bargaining season will take place between September 15 and December 15, 2001, at which time efforts will be made to extend the contract through fiscal years 2005 and 2006.

d. Of note among the new policies, regulations and procedures that have been developed or significantly revised since 1991 are the following: Non-Faculty Classifications, Equal Opportunity and Affirmative Action, Substance Abuse/Alcohol, Americans with Disabilities Act, Tobacco-Free Campus, Computer and Internet Acceptable Use, Campus Security, State Gift Ban Act, Admissions, Degrees and Certificates, Program Guarantees, Copyright, Faculty Participation in Decision Making, Fringe Benefits, Overtime, Travel/Meeting Expense, Faculty Evaluation for Reappointment and Tenure, Sexual Harassment, Bidding/Purchasing, Student Records, Student Call to Military Duty, Employee Request for Reclassification, Evaluation of Support Staff, Employment of Support Staff, and Investment of Funds.

In particular, in 1991 the college reclassified the college’s cashier/payroll clerk into a full-time Personnel Assistant. This position was subsequently upgraded to Coordinator of Personnel Services. At the same time, the college established a consolidated system of personnel records within the Coordinator’s office. In 1994 the college adopted a Tobacco-Free Campus Policy and commissioned a Department of Labor (DOL) audit to insure compliance with all applicable procedures; in 1995 the college adopted a Sexual Harassment Policy and appointed the Coordinator of Personnel Services as the district EEO officer. Also in 1994, the college installed new
TRITON (mainframe) software for the integrated collection, storage and retrieval of data related to all personnel records and functions.

In 1999 a new, full-time Personnel Assistant position was created in response to the growth of centralized functions. Evidence of the productivity of the college’s personnel function is demonstrated by having effectively administered the processing of 5,738 applications for employment in response to 349 advertised positions during the period of time covering FY-1993 through FY-1999. The Coordinator now monitors/implements systematic procedures for vacancy announcements, processing applications, interview selection and documentation, as well as reference checks.

In addition, all employees of the district now operate under the auspice of a written position description, which is reviewed annually by employees and their supervisors. The college periodically reviews these procedures on an as-needed basis through administrative staff meetings as well as meetings of the Instructional Team to ensure that they are consistently applied to all employees throughout the district.

New policies have been developed, implemented, and communicated in compliance with new and revised laws, i.e., FMLA, ADA, HIPAA and COBRA.

e. Prior to FY-1997, a growing percentage (40 percent plus) of faculty were off the salary schedule, meaning the college had to track their annual base salaries individually. Commencing with FY-1997, the CSC Board of Trustees and the SEA were able to integrate all faculty into the schedule.

The college has been able to grant a base salary increase in each of the last ten years. It has also developed a comprehensive administrative salary schedule that is now updated by the Board of Trustees as needed.

The college implemented a self-insured program for health and dental coverages in July of 1991 in response to previous premium rate increases averaging 20 percent per year during the late 1980s. The college pays 100 percent for the employee and, through its cafeteria plan, enables employees to pay for their dependent care coverage, qualified child care costs, and unreimbursed medical expenses using pre-tax dollars. In 1994, the college established a PPO agreement, allowing employees to reduce out of pocket expenses from an 80-20 split to a 90-10 split.

In 1997, the college began a revised Supplemental Retirement Incentive Program (SRIP) which has since been extended through FY-2004. Other benefits include an employee benefits fair and Employee Technology Loan Fund.
During its annual retreats the Board of Trustees now conducts its own self-evaluation, using an instrument provided by the Illinois Community College Trustees Association (ICCTA). This process provides the board members with constructive feedback regarding their performance both individually and as a whole.

During FY-1998 and in order to aid the training of its personnel in technology, the college included Center for Agriculture, Business and Industry (CABI) courses as those whose tuition costs would be waived for full-time employees. During the spring of 1998, a CSC online training facility was established for the express purpose of providing hands-on training for faculty interested in developing a growing number of online/web-based courses.

Efforts are being made to overcome the effect of the growing size and separated locations of the college. In the fall of 1996, the college completed installation of the new Meridian phone system that includes voice messaging. At the same time, the district-wide Local and Wide Area Network (LAN/WAN), featuring fiber-optic cabling, was completed, thus tying all district work sites together and enabling employees to e-mail one another and access the Internet.

The CSC Board of Trustees now rotates its regular monthly meetings. During October and July, the board meets at The Branch Campus in Carthage; it holds its regular April meeting at The Extension Center in Bushnell.

In the spring of 1997, the College commissioned a marketing report from the educational consulting firm of E. E. Gibson and Associates to determine how cultural diversity could be promoted in the district. As a result several initiatives have been developed such as in August of 1997, the college established the new position of Supervisor of Student Life with an eye towards enhancing student sponsorship of events that celebrate diversity within our student body. February is now Black History Month, featuring guest speakers and special events on an annual basis. Similarly, the month of March is designated to celebrate women and their contributions to society.

In June of 1998, Carl Sandburg College participated in a pilot project with the Illinois Community College board and four other Illinois Community Colleges (College of DuPage, Illinois Central College, Parkland College and the City Colleges of Chicago) to develop a Higher Education Cooperation Act (HECA) program proposal which was submitted to the Illinois Board of Higher Education (IBHE) for funding consideration. The project comprises two components with the first one being a two-to-four-week exchange program designed to acquaint faculty with the diverse cultures and campus climates of the five participating colleges. The second component is a
sustained effort to recruit/retain minority faculty through internships and residency experience at community colleges by working closely with IBHE’s advisory groups to the Illinois Minority Graduate Incentive program (IMGIP) and the Illinois Consortium for Educational Opportunity program (ICEOP). In the fall of 1997, upon the conclusion of the interest-based bargaining process, a Memorandum of Agreement was entered into wherein the Board of Trustees and the Sandburg Education Association agreed to review options to improve communications and college-wide morale on an ongoing basis. As a contribution to the quality of our workplace, this provided a backdrop against which employees initiate potluck lunches and/or refreshments to celebrate birthdays and other personal milestones. The College now also schedules an informal Friday each month on which employees are allowed/encouraged to wear informal and designated apparel, i.e., college sweatshirts or themed clothing items.

Finally, considerable effort has been made to improve the physical plant operations and attributes of the district’s facilities. Improvements include the establishment of an institutional color pallet to ensure consistency across the district; a complete re-lamping (inside and outside) of all light fixtures; an aggressive energy conservation campaign; the re-roofing of all buildings at the Galesburg campus; the implementation of a comprehensive campus security program, including emergency phones inside and outside of our buildings; the expansion of paved parking surfaces; a comprehensive ADA improvement campaign; an annual appropriation of funds to replace workstations (desks, chairs, etc.) to proactively confront/avoid problems associated with carpal tunnel syndrome; and the refurbishing of interior surfaces (walls, ceilings, floors) on an ongoing basis.

B. Financial Resources

1. **Focused Visit**

The last North Central comprehensive visit resulted in the scheduling of a focused visit in November of 1993, one of the purposes of which was to encourage “the elimination of deficit spending through improved financial conditions.” This visit led to a recommendation that the college submit to NCA by September 15 of each year a one-page summary of the revenues and expenditures for the ending of the fiscal years of 1993-94, 1994-95 and 1995-96. February 11, 1997, a Staff Analysis of Institutional Report was issued by NCA indicating that no further reports would be required.

2. **Revenues**

   a. There are three primary sources of operating revenue for the college: local tax support, state aid/apportionment, and student revenues (including tuition and fees). Appendix A, Figure 5 shows that between 1990 and 2000 Carl
Sandburg College has operated closely within the state’s original concept of each partner contributing approximately one-third of the revenues. Significant is the relative reversal in the comparative contributions of local revenues versus student revenues from FY-1990 through FY-2000, with the local contributions dropping from 37 percent to 27.4 percent, while the students went from 23.8 percent to 35.2 percent.

b. This shift is continuing evidence of one of the most serious developments in the college's financial history. Between tax year 1982 and 1991 (the year of the college’s last comprehensive NCA visit), the assessed value of the district’s local tax base dropped from its previous peak of $1,013,206,868 to a low of $727,954,842. This amounted to an erosion of $285,252,026, or 28.15 percent of the College’s tax base. Carl Sandburg College suffered the largest loss of any public community college in Illinois, due to a change in the state’s formula used to assess farmland in a district with essentially flat population growth. The dramatic loss in operating revenue (Education Fund and Operating & Maintenance Fund combined), with an accumulated loss of $3,749,926, is shown in Appendix A, Figure 6. Low tax rates in the education and maintenance funds (Appendix A, Figure 7 shows a comparison of Carl Sandburg College’s tax rates with those of their currently defined peer institutions, as well as their FY2000 tuition rates) aggravated the problem, and the defeat of two tax referendums thwarted the college’s effort to deal with the problem directly. Although EAV then began to rise, slowly, not until tax year 1998 (fiscal year 2000) did the tax base of the college surpass its previous peak, with an assessed value of $1,083,613,429. Appendix A, Figure 8 reflects a shift in the composition of the college’s tax base, which should contribute to its continued stabilization and moderate growth. The last two years have been hopeful, with the largest dollar and percentage increases in years, and while farm land assessments continue to be a large component (37.8 percent in tax year 1998), it is no longer the single largest, which would hopefully buffer the college from any future efforts of the state to provide tax relief targeted specifically at the farming community.

c. State revenues might seem to have been more stable, with a slight decline in contributions from 36.5 percent to 34.1 percent over the same period of time. This is somewhat misleading however, as the average credit hour grant rate received by the college has gone from $28.53 per credit hour in FY-1991 to only $30.27 in FY-2000. This represents a total increase of just $1.74 or 6.09 percent for this entire period, with an annual growth of 0.67 percent per year. The apparent stability of the State of Illinois as a funding partner is due to the growth in the number of credit hours produced by Carl Sandburg College rather than the increase in the reimbursement rate received from the state.

d. Tuition was the one of the three areas under the college’s control; the college has one of the higher community college tuition rates in the state, but Illinois state statute allows the community college tuition rate to be no more than one-
third (33 percent) of per capita costs. From FY-1980 through FY-1996, during which the Board of Trustees was asked to consider its tuition rate on an annual basis, tuition rate increases fluctuated from a $1.00 to $5.00 per credit hour. This resulted in a FY-1996 rate of $45.00 per credit hour, with a cumulative, actual tuition total of $23,958,584. Alternate approaches to adjusting tuition rates $1 per credit hour, and $2 per credit hour each year starting in FY-1981, show that if the $2 per year approach had been taken over the years, the resulting tuition rate would have been $46 per credit hour, only $1 more than the actual rate. However, the college would have accumulated an additional $2,511,152 more than its actual total ($26,469,736 = $23,958,584 + $2,511,152). In August 1995, the Board of Trustees held a special planning meeting at The Branch Campus in Carthage to develop a longer-term perspective with respect to future changes in the tuition rate. One of the outcomes of this planning meeting was the implementation of a three-year tuition rate adjustment plan. Effective with FY-1999, the Board of Trustees approved a recommendation to increase the tuition rate by 3 percent rounded to the nearest $.50 for FY-1999, FY-2000 and FY-2001.

e. Other sources of revenue include the Foundation, (discussed above), grants, and college investments. The college Controller investigates investment options as each current one matures and executes new investments on a competitive basis to ensure an effective balance between their security (collateralization) and maximum rate of return. The Controller meets with the President’s Cabinet on a quarterly basis (at least once) to review the status of existing investments as well as upcoming opportunities. In addition, an investment report is included in each month’s budget status report submitted to the Board of Trustees.

3. Expenditures

a. The mix of expenditures has remained fairly constant from the last self-study until now (Appendix A, Fig. 5). Instructional expenditures remained largest, averaging 52.3 percent for the period of FY-1990 through FY-2000 and 54.8 percent over the last three years. Operations & Maintenance expenditures averaged 13.4 percent over this same 11-year period despite the expansion of square footage owned and operated by the district, i.e., The Extension Center in Bushnell and the Education Commons facility in Carthage. Salaries and fringe benefits together averaged 70.4 percent of expenditures, while utilities accounted for only 4.9 percent, reflecting the concerted effort the district has made to conserve energy.

Actual non-capital costs per credit hour (per capita cost) have increased from $221.43 per credit hour in FY-1994 to $281.97 in FY-1999, or an average annual increase of 4.56 percent (Appendix A, Fig. 9). When adjusted to exclude the S.U.R.S. on-behalf payments made by the State of Illinois, the increase has been only 3.68 percent per year.
b. The reasons for increased expenses have included a maturing work force compensated at the higher ends of the salary schedules; peer group equity adjustments made to achieve a competitive compensation program; and the recent, significant and initial installations of technological infrastructures made by the college beginning in the fall of 1996 (new phone system, fiber optic cabling, Local & Wide Area Network (LAN/WAN), access to the Inter and Intranets, and provision of computers for all district employees). The start-up capital expended to initiate new academic programs and increase district facilities also occurred during this period of time.

4. **Long-Term Strategies**

a. Confronted with increasing need for growth and decreasing tax revenues, the college decided in 1991 to grow its way out of financial difficulty. Central to this effort was the identification of either new or underused revenue sources.

b. Upon review of the college’s financial situation, it was recognized that the college retained one dormant financial strength. Based on projections that the college’s tax base would recover from its decline and begin to grow, the institution embarked on a prudent use of its bonding capacity as a means of growth. Bonded indebtedness has been entered into for such purposes as:


- Establishment of a $5,000,000 Insurance Reserve Fund as part of the college’s comprehensive Risk Management Program.

- Issuance of $550,000 to make proactive ADA improvements to all district facilities in accordance with the ADA audit previously commissioned by the college.

- Issuance of $1,500,000 to install a district wide LAN/WAN (including fiber-optic cabling) and replace all district phone systems.

As Appendix A, Figure 10 makes clear the college is well within its limit of bonded indebtedness. The bond levy collected for the college and turned over to a paying agent is used to pay on both interest and principle for the bonds.

c. Restricted Purposes (grant) fund expenditures were identified as another source of growth. In 1996, the first full-time Director of Institutional Research/Grant Writing was hired, and in 1997 reclassified as administrative. Since its inception the overall gain from grant writing has been approximately three million dollars, with a potential for another two million this year.

d. In July of 1991, the Board of Trustees approved the recommendation of the
administration to establish a comprehensive Risk Management Program and a standing Risk Management Committee with the Vice President of Business Services Chair. This allowed the college to issue $5,000,000 in Insurance Reserve Fund bonds for the purpose of creating a reserve for the payment of any cost, liability, or loss against which a district may protect itself or self-insure. At the time, this meant the interest could be used for other purposes, and the college pledged this interest income for the principal and interest payments to purchase and renovate The Branch Campus in Carthage and construct The Extension Center in Bushnell. Portions of this income are now used to fund the college’s Risk management Program.

The Risk Management Committee reviews facilities for potential safety issues, among which are outside lighting, pedestrian safety, stairwells, parking sites, emergency procedures, security protection, risk management and insurance, safety/emergency communications, and safety rules. The committee reviews such documents as the Blood Borne Pathogens Action Plan and the college’s Sexual Harassment Policy (an outline of required support for the plan can be found in all college position descriptions), the Employee Performance Evaluation Form, and the Professional Negotiations Agreement. Along with Spoon River and South Suburban community colleges, CSC jointly commissioned development of its administrative software, which gives the college disaster recovery capability and allows a portion of the costs to be paid by the Risk Management budget.

e. The success of the college’s efforts to replace losses in the education and operations and maintenance funds with gains in the bond and levy and Liability, Protection and Settlement (LPS) funds is shown in Appendix A, Figure 11.

f. Improvements in the college's total compensation program, upgrades to the district's technological infrastructure, expansion in the number of instructional delivery sites, and incorporation of the latest technologies into our classrooms have all been accomplished, or enhanced, by the use of non-traditional sources of revenue. The district has strategically utilized non-operating revenue to expand our capacity to accommodate growth in credit hour production, resulting in a net increase in operating revenues such as tuition and state aid.

g. The college has now implemented a program of competitive request for proposals (RFP) as a means of ensuring the cost effectiveness of all business and professional relationships. The selection of Phillips Swager Associates (PSA) as our Architecture/Engineering firm has resulted in their coordination of all our facility enhancements; selecting the college’s bank on the basis of competitive service specifications every three years has broadened and automated our banking functions, as well as stabilizing our financial charges. A similar arrangement is in place for the college’s external auditing firm.
In early 1991, the college was equipped with one antiquated offset press and nine copiers. Of these, eight were different brands. An RFP resulted in lower costs for consumable supplies, uniformity in employee product knowledge, one-stop customer services, and now, a cost-per-copy program featuring full use of the district’s LAN/WAN and a digital archiving capability. An RFP for office supplies has resulted in delivery across the district to the employee’s desktop with one central invoice being processed through Accounts Payable. This program has also eliminated the need for a central stores inventory, thus freeing up cash flow and eliminating shrinkage. One RFP for property and liability coverages and one for the Third Party Administrator of the self-insurance program are in place, as is one for the college’s financial advisor, Harris Bank of Chicago.

5. Budget Management

a. The Vice President of Business Services has operational responsibility for financial management at the college and serves as Treasurer on behalf of the Board of Trustees. Working with the Vice President and handling other financial management functions are the Coordinator of Accounting Services and the Controller, who are directly responsible for investments, general accounting, bursar, budget development, payroll, and financial reporting. The financial management personnel all hold appropriate degrees including CPA designation and have had significant work experience in accounting and/or auditing in a variety of profit and non-profit settings.

b. Beginning with FY-1993, the college has committed itself to adopting a balanced or surplus budget. Part of this process is the effort to predict revenues. Local revenues prove to be predictable due to cooperation of ten county clerks, though moderate growth (3-4 percent) predicted for the period through FY-2004 revenues may be affected by potential tax caps and/or erosion of farmland assessments due to fluctuating market conditions. State aid proves to be predictable through its basis in historical (2 years old) enrollment data, and moderate growth has taken place over the last nine years. Current year student revenues continue to be more difficult to predict. Longer-term labor agreements, tuition rate plans, and more stability in utility costs, fringe benefit expenditures, etc., make predicting expenses easier, and more sophisticated budget development techniques (i.e., percentage and formula-based components, inclusion of beginning budgets for all cost centers, etc.) should result in more accuracy.

c. Each January, the Board is asked to approve a budget development time line (Appendix A, Fig. 12) designed to culminate in the adoption of the new year’s final budget (effective July 1st) at their regular June meeting. Effective with development of the FY-1999 budget, a new approach was implemented to maximize the efficient use of the Cabinet’s time and streamline the process. It distinguishes between funds needed to maintain programs versus start-up
capital in support of new programs. The Personnel Office loads all known salaries centrally into the new year’s budget file. All non-salary line items are automatically impacted by a cost of living adjustment (COLA) factor approved by the Cabinet and rolled into the new budget. Essentially, budget managers are now provided with an initial budget for the new year, and are then asked to identify and defend only the incremental changes/increases being requested.

d. Upon its adoption, the budget status is reviewed each month with the Board and, in more detail, by the administration, following each enrollment period. Mid-year budget adjustments, if any, are accomplished within the framework of the Reallocation Program (Appendix A, Fig. 13) established by the college. Several passes are made through the budget with initial budget reductions targeted at capturing high dollar reallocation that have little or no impact i.e., unused adjunct faculty budgets or full-time positions that were budgeted for a full year, but not actually staffed until later in the year; then the college may implement percentage reductions across the board while, at the same time exempting budgets which reflect fixed commitments, i.e., full-time employees and/or contractual obligations. The Expenditure Budget Control Program (Appendix A, Fig. 14) graphically represents the college’s approach to monitoring the budget status on an ongoing basis, as well as the control and reporting procedures routinely employed by the Cabinet Officers.

The college continues to display an ability and willingness to respond to fiscal stress by amending the expenditure side of the budget.

C. Physical Resources

1. Buildings

The Galesburg campus is located northwest of the downtown district on a 116 acre site with 198,172 square feet of building space. The Branch Campus, located on the northern edge of Carthage, Illinois, consists of 14,220 square feet and the Education Commons building, located in town near the junior and senior high school buildings of Carthage CUSD #338, provides 7,874 square feet of space. The Extension Center provides 3,200 square feet of space in the downtown business district of Bushnell. District wide, the college owns 11 buildings covering 223,466 square feet, all of which is air conditioned, except for the maintenance building at the Galesburg campus.

In addition, CSC leases 10,100 square feet of space within the Bondi Building in downtown Galesburg to house the Cosmetology and Mortuary Science programs. The college is one of three partners in the Education Technology Center (ETC), which leases 5000 square feet in downtown Galesburg. The ETC is a joint venture between Carl Sandburg College, Galesburg CUSD #205 and Knox College featuring state-of-the-art computers, distance learning instruction,
meeting facilities and satellite teleconferencing. A summary of college-owned assignable square footage by type of space and location is given in Appendix A, Figure 15.

During the past ten years, Carl Sandburg College has accomplished an aggressive campaign of facility expansion and improvement projects, all of which have been financed with non-operating funds (not from the Education or Operations and Maintenance). Appendix A, Figure 16 provides a summary of these accomplishments, which have a total value of $10,472,127.

In addition, the college is now scheduled to benefit from a new 21,093-square-foot Instructional Computing & Student Center (ICSC) building, which is included in the state’s Capital Budget for fiscal year 2001 (July 1, 2000 - June 2001). The building is designed to centralize and improve the instructional computing resources at the Galesburg Campus. It will also contain the college bookstore, general classroom space, office space, and some student leadership and programming facilities. With a budget of $4,804,000, this project will be 77.2 percent funded by the State of Illinois ($3,708,000), and 22.8 percent funded locally ($1,096,000) by the college.

Approximately 20.8 percent, or $2,178,772 of these improvements has been part of an aggressive energy conservation campaign, resulting in the audited utility expenditures shown in Appendix A, Figure 17. To supplement these efforts to curtail/control the units of energy consumed, the college signed a five-year agreement with Illinois Power, effective January 1, 1999, to maintain the current rate structure during this transition into a recently deregulated market.

2. Equipment

a. Funding for capital equipment purchases comes from both the college and the state in the form of restricted grants. The college Cabinet determines the internal distribution of the funds received by the college. Other equipment is funded from the budgets of individual programs.

b. The college maintains an inventory of all items of movable equipment valued at more than $500. This inventory is required for insurance purposes and is also used to track equipment location and usage. Equipment is tagged with the college name and an identification number as it is placed into service. In 1996, the responsibility for maintaining the inventory was invested into a new position (Risk Management/Accounting Technician) created and assigned to the Business Office. Periodically, a full capital asset inventory is conducted. Ensuring that equipment is properly serviced is the responsibility of individual departments, except for the maintenance of computer equipment. This function is centralized through Information Technology Services (ITS). Problems are communicated by phone to the Help Desk. Employees who
staff the Help Desk diagnose the problem, determine the solution, and provide the necessary corrective services.

c. The college’s 1991 self-study raised concerns about the number and availability of computers for faculty, staff, and student use. Since then, faculty and staff have been provided computers that are connected via a local and wide area network (LAN/WAN). In addition, the college has acquired a considerable number of computers for student use both in classrooms and open labs. The continuing effort to upgrade computer systems at the college is coordinated by the Technology Committee. In response to Y2K, the college coordinated upgrades to all computing resources through a task force that formulated FY-2000 budget recommendations.

Under the supervision of the college’s new Dean of Technology Services, a PC-based help desk reporting system is now utilized to ensure the lowest total cost of ownership (TCO) for all computers. Effective in the spring of 2000, the college entered into a partnership with Dell Computer Corporation that enables Carl Sandburg College to access products and services over the Internet.

d. In 1996, the college’s phone system was replaced with a digital system that includes voice mail. A new copier system was installed in Central Staff Services in 1999. In addition to processing documents more quickly, the new system allows campus users to transmit documents as computer files directly to the duplicating center instead of submitting hard copy.

3. Maintenance

a. The Vice President of Business Services has overall responsibility for the planning, construction, and maintenance of the physical plant. Since a reorganization in 1995, the Coordinator of Maintenance Services (Capital Improvement Projects, Skilled Maintenance, Roads & Grounds, Energy Conservation) and Coordinator of Environmental Services (Housekeeping, Security, Blood Borne Pathogens and Hazardous Chemical handling) report to the Vice President. All seven maintenance personnel work first shift, unless exceptional circumstances arise, and report to the Coordinator of Maintenance Services. Physical plant personnel handle most routine skilled maintenance repair requests. Two custodians and one security person work first shift, two custodians and one security person work second shift, and seven custodians and one security person work third shift; all report to the Coordinator of Environmental Services. Student workers supplement some areas, such as groundskeeping and general maintenance, during the summers.

The college contracts externally for major preventative maintenance and renovation work. Outside contractors are used to supplement college personnel for special projects and to deal with the large geographic distance
covered by the district. Contracted personnel are used for elevator repair, maintenance of high voltage lines, care of HVAC units, and numerous test and inspection efforts.

b. In fall of 1997, a computerized work order control system was placed in use. This system tracks the status of a work request through to its resolution. The college has also taken advantage of improvements in technology to better manage its building perimeter security, heating, air conditioning, and ventilation systems. The new building Automation System (METASYS) allows a technician at a terminal to monitor the HVAC system and diagnose and sometimes fix problems from the terminal, thus conserving time and resources.

c. An environmental improvement program was initiated in 1997 with a status report provided at the November 17, 1998, Faculty Assembly meeting. In response to a faculty survey of facilities, a major renovation project for the upper and lower levels of the C building was completed in summer 2000.

d. The college implemented a Solid Waste Reduction and Recycling Plan in December 1994. The college now recycles office paper, cardboard, soda cans, glass and tin. Electric hand dryers have been installed in all district rest rooms. This included a state mandate to reduce solid waste going to landfills by 40 percent by the year 2000. An amended plan prepared in the spring of 2000 confirms accomplishment of this goal.

4. Safety

a. All college personnel share the responsibility for avoiding risks, reducing loss, and maintaining a safe and secure environment conducive to student learning. The campus itself has a fire-resistant building construction base. Fire extinguishers are visible in all buildings, as are emergency phones with direct lines to the campus switchboard and/or Security. College personnel are encouraged to lock doors and notify campus security about threatening individuals and potentially dangerous situations. Employees report hazardous conditions to maintenance and/or the college’s Risk Management Committee. The college has developed disaster plans that address what appropriate actions to take in the event of emergencies such as fire, severe weather, bomb threats, and power outages. Warnings about potential safety problems are disseminated to college employees. Incidences of crime are reported in compliance with the 1990 Crime Awareness Act.

b. The Risk Management Committee, discussed earlier, was established in 1991 to make the campus more secure. It continues to review existing and proposed facilities for safety issues. It monitors plans to control the storage and disposal of waste and to ensure regulatory compliance. It oversees practice each fall.
(fire) and spring (tornado) semester of emergency evacuation plans, and it annually updates the comprehensive Blood Borne Pathogens Standards Plan.

c. The college has improved outdoor lighting and pruned shrubbery along campus walkways to enhance safety on walkways and parking lots. An escort service is available 24 hours a day upon request.

d. During the 2000 spring break, support staff participated in orientation sessions on fire extinguishers, changing tires, and the college’s emergency phone system.

e. Two community-based task forces were established by the Board at its regular meeting held September 23, 1999 to provide a proactive response team in the event of a sexual assault taking place at a college facility.

f. The college is in the process of coordinating an Illinois OSHA inspection at our request. The college conducted an ADA audit in 1995. A substantial number of the discrepancies which the audit identified have been resolved; those remaining will be addressed in the future using LHS and/or grant funds.

D. Support Services

1. **Student Services**

   Student Services functions are discussed under Criterion 3 in the section on the college’s fifth educational purpose.

2. **Learning Resources Center**

   a. The Learning Resources Center (LRC) includes the Library and Audiovisual Services. The two primary functions of the LRC are service and instruction. Service involves the provision of whatever materials, equipment, assistance and guidance that are required by the user. Instruction is implemented through assisting the patron to inquire, to search, to discover, and find a commitment to make information available. The library on the Galesburg campus is open over 60 hours a week, with evening and Saturday hours during fall and spring semesters. Summer hours are 51 hours per week. Access to the LRC at The Branch Campus is available 65 hours a week during semesters.

   b. The Dean of Learning Resource Services is in overall charge of the LRC. The Dean also administers the faculty development program, is on the curriculum committee, works with the Illinois consortium for International Studies and Programs, and serves on the Technology and Risk Management committees. The Coordinator of LRC Instructional Services assists the Dean of the LRC in acquisitions, coordinates the instructional sessions, manages the automated
systems of the LRC, and does the original cataloging. The Coordinator of Audiovisual Services is responsible for operation of the compressed video classrooms throughout the district, and for providing media support to both the administrative and the instructional sides of the college. Support is delivered by both traditional and electronic means in order to provide hardware and non-print materials for day-to-day activities. There is a staff of five paraprofessionals and an audio-visual technician.

c. Comprising over 14,400 square feet, the LRC houses 41,000 volumes, 410 periodical subscriptions in print and microform, the non-print collection, and other resources. The Galesburg LRC houses the college Archives and was remodeled during the summer of 1999. Space usage was reorganized to better serve the patrons. A computer lab was built and a more attractive front seating area was added. It also has a variety of seating that can accommodate over 154 patrons. Study carrels and lounge chairs provide additional reading and study spaces.

d. The LRC has 12 online public access terminals and an open lab with 20 machines connected to the Internet in Galesburg. There are four OPAC terminals in Carthage and two in Bushnell. The college provides many of its databases online so students and staff can utilize the resources on the Internet. Our card catalog, CARL, is online. The ProQuest periodical database, along with the Electric Library, FirstSearch by OCLC, and the Virtual Illinois Catalog are available online for home use as well. In the past two years 10 classrooms have been converted to “technology rooms” with computers, computer projectors, and Internet connections.

e. Library services to The Branch Campus in Carthage and The Extension Center in Bushnell are connected online to a central online catalog and many full-text databases. Fax machines are used for document delivery. Services of a professional librarian are provided at the Carthage campus, albeit on a limited basis, to ensure that instructional support services, bibliographic instruction, ready reference, and instructional media services are available to the Carthage students.

f. The college is a member of the Alliance Library System (ALS) and the Online Computer Library Center (OCLC). OCLC provides support for the acquisition and cataloging of materials, the production of custom-printed shelf list cards, an Interlibrary Loan service, and FirstSearch databases.

g. Materials in the LRC are purchased primarily to support the instructional and institutional needs of the college. An emphasis is placed upon maintaining a collection that is current and reflects specific curricular needs. The Dean and the Coordinator use publications such as Library Journal, Choice, the New York Times Book Review, Magazines for Libraries, and professional journals, as well as recommendations from other LRC staff members, faculty, staff, and
students to make appropriate selections for various disciplines. Faculty input is sought on a regular basis through e-mails and memos. The Dean attends the Instructional Team meetings with division chairs and the Vice President of Instructional Services, where library suggestions and concerns can be addressed. Faculty Assembly is another opportunity for faculty input to the library staff.

h. The LRC budget is adequate to fund collection development and provide needed instructional materials.

3. Bookstore

a. The bookstore sells textbooks and scholastic supplies to college students and employees. Retail prices are maintained at a competitive level to complement the college’s tuition rate. The bookstore staff is expected to work closely with academic departments to ensure that textbooks are ordered in adequate supply. Textbook adoptions, purchasing information, and reports are managed on a PC-based inventory system. The bookstore has convenient hours of operation, including evenings, rush periods and special events, and provides ancillary items such as computer software, insignia, clothing, and office supplies.

b. The college awarded a five-year contract to Wallace Bookstores, Inc. of Lexington, Kentucky, effective July 1, 1997, to provide books and other items as needed in Galesburg, Carthage, and Bushnell.

c. In response to increased enrollment and new technology, the bookstore is now linked with the student accounts system for processing bookstore charges for students on financial aid.

d. Book buy-back is now available each semester. This provides students with a greater opportunity to sell their used books while increasing the supply of recycled books for purchase.

4. Food Service

a. The college awarded a five-year contract to Consolidated Management Services, Inc. of Des Moines, Iowa, effective August 4, 1997 to maintain our Galesburg cafeteria (the Loft), vending, and catering services. The cafeteria has a seating capacity that is adequate for employee size and student enrollment. The menus are varied, offering a wide selection, and the cafeteria is open five days a week. Catering services operate seven days a week as necessary. Prices are benchmarked annually. Vending areas are located throughout the campus and are maintained on an ongoing basis.

b. The Loft was renovated during the summer of 1998 to improve and brighten the environment and expand our central vending services. A salad bar has
been added as well as pizza and other products popular in the college market. A “punch-a-lunch” discount card program is now offered to patrons. A weekly menu of offerings is maintained and posted on the college Intranet.

5. **Accounting Services**

a. Accounting Services addresses these functions: general accounting, asset inventory, payroll and grant accounting, accounts payable, and bursar activities. Essential accounting activities performed for the college are maintenance of the general ledger and budgetary reporting system, financial reporting, disbursement of funds, restricted funds account, payroll services, cashiering services, and recording transactions related to financial aid disbursements and student funding by third party agencies and donors.

b. All departments have online access to the college’s information system through their PCs. PCs are used by the departments for billings, account reconciliations, spreadsheet analysis, word processing and e-mail.

c. Accounting Services staff are well trained and educated. The turnover rate has been very low. The college’s financial statements prepared by Accounting Services personnel are audited annually by a CPA firm under contract with the college; in addition, an internal control program is in place. The soundness of the college’s accounting controls and procedures has been affirmed each year for the past ten years by the absence of any significant or material audit findings by the independent auditors. A procedures manual is now in place to ensure consistency.

6. **Staff Services**

a. The purpose of Staff Services is to provide efficient, high-quality, and economical duplicating services. The staff consists of a supervisor and a staff services aide. Satellite office copiers are the responsibility of the Director of Staff Services. Office copiers are reviewed and replaced in accordance with the college’s Master Agreement with the Xerox Corporation.

b. The copy center out of which staff services works is also the mailroom, the central mail-handling facility for the college. All incoming, outgoing and inter/intra campus mail is processed and distributed from this location. The staff also provides information about U.S. Postal Service regulations to college employees as needed.

7. **Secretarial**

a. The college provides secretarial support for each instructional division and each administrative office within the institution. Secretarial support is provided to the instructional programs throughout the year in that the college
enjoys a large summer enrollment. Four full-time secretary and one part-time secretary support faculty directly on the main campus.

b. Secretarial support is provided at all sites, including The Branch Campus, the Education Commons, The Extension Center, the Educational Technology Center, the CME, the Cosmetology/Mortuary Science facility in downtown Galesburg, and at the main campus. In addition, secretarial support is provided at the switchboard on the main campus, and to the CSC Board of Trustees through the Administrative Assistant to the President. Nearly all secretarial positions also perform other duties as assigned.

8. Purchasing

a. The Controller is responsible for processing all purchase requisitions and preparing orders. The Vice President of Business Services is responsible for the competitive procurement of supplies, equipment, and services necessary for the operation of the college.

b. Purchase requisitions are initiated by the requesting department and checked for funding availability by the Accounting Services. Computerization over the past ten years has allowed some improvement in information access, but a point has not been reached where online processing of requisitions is possible. Future upgrades to the Financial Information System may make this possible.

9. Other Support Services

a. The college currently coordinates a variety of functions including shipping, receiving, fixed asset inventory, college motor vehicles, and surplus property. Shipping and receiving processes most material coming in and going out of the college. Incoming shipments are received, verified against a purchase order, visually inspected for damage, identified with a capital asset tag (if qualified), and delivered to the originating department. Appropriate paperwork is completed to notify accounts payable. Capital items costing in excess of $500 are tagged and entered into the fixed asset inventory.

b. The Vice President of Business Services serves as Fleet Manager for the college’s four passenger vans. Service of these vans is coordinated between the secretary to the Vice President of Business Services and the Coordinator of Maintenance Services.

10. Campus Security

a. Although the Campus Security Department is responsible for cooperating with local law enforcement and public safety officials and assists in the enforcement of campus rules and regulations, its purpose is the protection of college property, visitors, buildings, and personnel, as well as traffic and
parking control. Current staffing includes the Coordinator of Environmental Services, five full-time staff, and a pool of adjunct staff that are called upon as needed. Each year to comply with the Crime Awareness and Campus Security Act of 1990, the Coordinator distributes required crime statistics to students, faculty, and staff. These statistics are also made available to potential students and employees.

b. The Coordinator receives all incident/accident reports filed by any individual of the college community. When multiple incidents occur during the same time frame, reports and subsequent action by Campus Security Guards are handled in this order: 1) personal safety, 2) property crime, 3) services. Campus Security utilizes motor and foot patrol as well as two-way radio/telephone communications to monitor the premises both inside and out. Their primary function is to monitor and maintain the security of college assets and personnel by observing, reporting and then acting within the framework of established procedures. Carl Sandburg College resides within the city limits of the City of Galesburg and, therefore, refers all matters appropriate to their jurisdiction/authority to the Galesburg Police Department. Campus Security Guards are not authorized to carry or use weapons in the performance of their duties.

c. The college’s emergency telephone system is now in place at the Galesburg campus. The system consists of eight outside emergency telephones and eight inside emergency telephones. All emergency telephones on campus are connected to the college switchboard. Security personnel will respond to emergency calls when the switchboard is closed. If the caller is unable to respond verbally, the boxes have buttons that when pressed alert security to an emergency at their location. Every classroom has an in-house telephone that can be used to reach the Galesburg Public Safety Building by dialing 9-911.

d. The Galesburg campus is open from 7 a.m. to 10 p.m., Monday through Thursday; 7 a.m. to 5 p.m., Fridays; and from 8 a.m. to 1 p.m. Saturday, excluding declared holidays. During closed periods, all exterior doors are locked to prohibit unauthorized entry. Faculty and staff may enter after hours by using their authorized key cards.

E. Challenges and Recommendations

1. **Flat Population Growth**

   The flat population growth for this part of Illinois, with its corresponding lack of growth rates in high school graduates and in other areas, remains a challenge. The college should continue to grow and to serve additional district residents in more diverse ways.
2. **Tax Base**

The unpredictability and relatively low level of the EAV of the district’s tax base, with the added possibility of tax cap legislation, will continue to be a concern. Closely monitoring this factor and planning that takes it into account seems to be all that can be done.

3. **Personnel**

The college’s expansion in the technical area, its addition of new programs, and the wave of retirements now moving through Illinois community colleges means that the college will have to attract a number of new, quality employees, especially in faculty and technical areas. For the college to continue to do what it can in salaries and grant funding is one solution. To expand recruiting efforts, to maintain a technological infrastructure that will make it possible for people to function effectively, and to hope that the quality of its institutional life will also serve to attract people are other strategies.

4. **Technical Upgrades**

In spite of the tremendous technical upgrading the college has done since the last self-study, technological change proceeds at such a rate that more needs to be done. Funding this needed change is a problem for many colleges, and it will be for this one. A continued emphasis on grant funding and the coordination of the college’s technological growth by the Technology Committee seem the appropriate responses.

5. **Staff Representation**

During the time of staff unionization, the college was advised that its Staff Advisory Committee could be considered an attempt to influence staff, and meetings were discontinued. By the time the unionization dispute was over, the Staff Advisory Committee was a forgotten issue. It is true that staff now have noticeably less representation in the college’s governance system than the other groups, and it would seem appropriate that either the Staff Advisory Committee be revived or that staff be given some other form of representation.

6. **Cafeteria**

The lowest single rating in the Davison, Dietsch, McCarthy marketing survey conducted for the college concerned hours the cafeteria was open. The concern was especially strong for night classes, and this and other concerns may be addressed by the recent adding of the duties of Evening Administrator to the Dean of the Learning Resource Services position, which was accompanied by a mandate to improve conditions for evening students.
7. **Bookstore**

In the marketing survey and associated focus groups, considerable dissatisfaction was expressed with the bookstore, particularly in the area of having enough books available on the first day of classes. Since that time the company with which the college contracts for bookstore services, Wallace Bookstores, Inc., has had what it calls a change of managerial philosophy. Developments in this area are being monitored.

F. **Strengths**

1. **Finances**

The college has gone to a strategy of growth based on use of its bonding capacity, active pursuit of grant funding, and an active Risk Management Program. Most of what the college has done in the last ten years would not have been possible without this approach.

2. **Budget**

A centralized and streamlined budget that is tied to the institutional three-year planning cycle, together with the rolling labor contract and the tuition rate plan, makes expenses more predictable.

3. **Negotiations**

The college has entered an era of labor peace with its Interest-Based Bargaining and rolling labor contract.

4. **Personnel**

Administration, staff, and full-time faculty have all grown in number. New positions include a Dean of Technology, a Coordinator of Employment Resources, a Director of Institutional Research/Grant Writing, and a Coordinator of Personnel Services. Numerous full-time faculty positions have been added, so that full-time instructors now teach a much higher percentage of courses.

5. **Facilities**

The college has added The Extension Center in Bushnell, built the Education Commons in Carthage, and has through various kinds of partnerships greatly expanded the number of sites with which it is involved. There have also been extensive renovations and upgrades.
6. **Technology**

The college’s technological infrastructure has been significantly upgraded, with developments including the new digital phone system, the upgraded copier network, and the college’s LAN/WAN. Many programs have been fitted with new computer labs or other equipment.

7. **Governance**

The involvement of every element of the college community in the governance structure remains a source of its strength.

G. **Conclusions**

In the early 1990s the college was facing a financial crisis, was badly in need of technological upgrades that would include entry into the computer and Internet age, was in a time of conflict between union and administration/board, and had a declining full-time faculty component. Although financing will never be easy, the college adopted a strategy of growth that has now brought significant improvement; and it has entered an era of labor peace, with relations between board/administration and the union more amicable than perhaps they have ever been before. There is still need for ever more technological upgrading, particularly in the computer area, but the college is far better off now than it was 10 years ago, and both the percentage and the absolute number of full-time faculty is significantly higher. The shared governance system remains one of the college’s strengths. The college not only meets the standards for Criterion 2, but it meets them significantly better than it did 10 years ago.
III. Criterion 3—Carl Sandburg College is accomplishing its educational and other purposes.

A. Mission Statement, Philosophy, and Educational Purposes

The Mission Statement, Philosophy, and Educational Purposes listed on pages 12 and 13 of the 1999-2000 College Catalog and again under Criterion 1 of this self-study express the purposes of the college. In accomplishing the seven Educational Purposes in accordance with its philosophy, the college accomplishes its mission, serving its own students and working in partnership with the communities of its district.

B. Educational Purposes 1-3

1. The Purposes

The first listed purpose is to “provide associate degree-level education consisting of liberal arts, sciences, and pre-professional fields designed to prepare students for transfer to baccalaureate-granting institutions.” The second listed purpose is to “provide business, technical, and professional education that offers associate degrees, certificates, courses, workshops, and seminars designed for career, entry-level employment, retraining, and/or upgrading of skills to meet current and emerging employment needs and trends.” The third listed purpose is to “provide courses and programs designed to assist academically underprepared students to be successful in their next level of education.”

2. Administrative Organization

a. Office of the Vice President of Instruction

1. The Vice President of Instruction chairs the Instructional Team, which consists of division chairpersons, deans, a representative from counseling, the Director of the Academic Skills Center/Adult Learning Center, and the Directors of Institutional Research, the Extension Center, the Henry C. Hill college program, and The Branch Campus.

The Instructional Team meets monthly and is responsible for developing the master schedule, the college calendar, and the instructional budget. The team is responsible for management of instructional programming, and it also serves as a sounding board for various segments of the college.

Division Chairpersons (full time faculty members with release time for administrative duties) work with vocational advisory committees and monitor all curriculum development activity pertaining to their respective areas of responsibility. Division Chairpersons are responsible to the Vice President of Instruction.
The Vice President of Instruction also works with the Instructional Team in administering the course ratios based on enrollment to full-time faculty equivalent of 21 to 1 for transfer, 11 to 1 for vocational, and 10 to 1 for vocational retraining, developmental, and leisure activity courses on campus. An enrollment to full-time faculty equivalent ratio of 10 to 1 for transfer, 8.5 to 1 for vocational, and 10 to 1 for vocational retraining, developmental, and leisure activity courses is required for off campus offerings. An overall ratio of 14 to 1 is the college-wide goal.

2. All transfer courses are required by the Illinois Community College Board to be articulated either with a minimum of three state universities or through the Illinois Articulation Initiative (see below in this section). The Director of Admissions and Records is the designated transfer coordinator for Carl Sandburg College. There is articulation with Southeastern Community College, in Burlington and Keokuk, Iowa, for programs the two have, and there are a number of 2+2 and capstone programs between Carl Sandburg College and Western Illinois University, and Southern Illinois University. There is also an articulation agreement with the University of Illinois at Springfield for degrees in the Liberal Studies Program online.

3. Carl Sandburg College is involved with the LaMoine Valley and the Delabar Regional Delivery Systems. These systems are the providers for vocational education at the secondary level in the college district. Course articulation between the college and the regional systems occurs in two ways: the first is when a student is given permission by his or her high school to take a college course for credit, and the second is the newer and faster growing alternative of receiving both high school and college credit for the course.

4. The Office of Instruction administers the college program at the Henry C. Hill Correctional Center in Galesburg, Illinois. Vocational programs are offered in Computer Technology, Diesel Mechanics, Commercial Custodial Services, Electricity/Electronics, and Business Management. In addition, 25 baccalaureate courses are offered. The vocational programs are offered during the day and are taught by full-time CSC instructors. The baccalaureate courses are offered in the evening and are taught by adjunct instructors.

At Henry C. Hill there is a college program administrator who is responsible to the Vice President of Instruction. Also, there is a Youthful Offender Counselor and a secretary employed by the college who are responsible to the college program administrator.

A contract is negotiated with the Illinois Department of Corrections annually. The contract is program-specific and identifies general terms and conditions and supplementary conditions. The college has a policies, regulations, and procedures manual specific to the correctional center program. There is a
contractor’s handbook for the college for working with the Illinois Department of Corrections School District #428.

5. The Vice President of Instruction has the responsibility for monitoring all instructional budgets. Each purchase requisition is submitted for the division and department to the Vice President of Instruction to check that necessary funds are available. The purchase requisitions are then approved and forwarded to the Business Office for purchase orders to be initiated.

Since the last North Central Association visit, the following changes have occurred to improve the efficiency of this office and accommodate the college’s growth.

6. As an economic measure and in the interests of streamlining administration, the position of Dean of Vocational/Technical Education/Assistant to the Vice President of Instruction was eliminated when the current college president was named in 1993. Other administrators assimilated the duties of the position.

7. In 1994, the college assigned district-wide responsibilities to all division chairs and deans. To implement this effort, the method of compensation to the division chairs was changed. A formula approach (see Appendix A, Fig. 28) was adopted as a solution that would be both fair and encourage growth at the division level. This structure has worked well.

8. The Illinois Articulation Initiative is a state-wide articulation agreement that incorporates almost all public and private two-year and four-year post secondary colleges in the state of Illinois. It is monitored by joint two- and four-year college committees that include representatives from the Illinois Community College Board and the Illinois Board of Higher Education. Its purpose is to ensure that a student is able to transfer any approved course between institutions. As the designated transfer coordinator for the college, the Director of Admissions and Records keeps the IAI listing up to date as part of her charge to maintain articulation agreements with state universities.

9. When The Extension Center was opened in 1995, its director was added to the Instructional Team.

10. There has been a college-wide commitment to upgrade the laboratories that support the instructional programs, including computer laboratories. Laboratory upgrades include data processing; secretarial science; accounting; the Academic Skills Center; the Adult Learning Center; the Center for Agriculture, Business, and Industry; agriculture; and auto body. The industrial electricity, welding, machine tool, and drafting/CAD programs were moved into the Center for Manufacturing Excellence building, which opened in the summer of 1999. The welding program was provided with a
newly equipped laboratory, while the other three programs enjoy a significant improvement in facilities and equipment.

11. There is an agreement between CSC and Trinity College of Nursing in Moline that provides the opportunity for CSC nursing graduates to pursue a Bachelor of Nursing Degree from Trinity.

12. A number of agreements and developments have increased the populations served by the college (see “sites and delivery” below).

b. Dean of Community and Extension Services

1. Most of the college’s outreach services are administered by the Dean of Community and Extension Services. Areas primarily concerned with baccalaureate, vocational, and developmental education (the first three of the college’s educational purposes) are discussed here; the rest are discussed in “Administrative Organization” under Educational Purposes 4 and 6.

2. The mission of the Carl Sandburg College Adult Learning Center is to work in partnership with individuals, families, and staff to make available a comprehensive range of educational services to ensure that students who have less than a high school education have the opportunity to achieve their highest potential. The Adult Learning Center makes a concerted effort to provide services to students at community sites and to families in isolated parts of the district. Adult education services are established and monitored by the Area Planning Council #518, which is comprised of the regional superintendents of public schools within the Carl Sandburg College district, representatives of programs receiving funds from the Business and Family Partnership Division of ISBE, and representatives of social service agencies throughout the district. The Council is chaired by Carl Sandburg College’s Dean of Community and Extension Services and meets quarterly. The diverse representation of the Council assures that the adult education needs of all the district’s residents are equitably considered and that services are coordinated, not duplicated.

There are 101 courses approved by the ICCB for the Adult Learning Center. The most frequently offered courses fall into the following categories: ABE, pre-GED, GED, Computer Literacy, English as a Second Language, and Job Skills. The ALC courses are taught by one full-time and 20 adjunct teachers throughout the district. Regularly scheduled classes for ABE, GED, Computer Literacy, and Job Skills are held on all three campuses during three semesters per year. These students utilize state-of-the-art computer labs at each campus. Other classes are offered at flexible times throughout the year to meet the needs of community members.
The Academic Skills Center deals with the college’s developmental education courses and students. During the 1998-99 school year, 27.7 percent of the students who took the ASSET test placed into developmental writing classes; 52.5 percent placed into developmental reading classes; 45 percent of the students who took the numerical skills section of the ASSET test placed in the lowest developmental math course. Developmental classes generated 2,879 credit hours that year.

Developmental reading needs are addressed through three levels of reading courses: ENG 090 (Phonics), ENG 092 (Reading Comprehension) and ENG 096 (College Survival Skills). ENG 094 (English Fundamentals of Writing I) and ENG 098 (English Fundamentals of Writing II) address developmental writing needs. The highest enrollment in this area is in developmental math courses: MAT 090 (Arithmetic Fundamentals), MAT 093 (Fundamentals of Algebra), MAT 095 (Geometry and Trigonometry Review aimed at vocational students), MAT 097 (Geometry aimed at transfer students) and MAT 099 (Intermediate Algebra). MAT 090 and 093 are offered as both traditional lecture courses or as self-paced sections in the Academic Skills Center. The purpose of the self-paced lab is to allow students to progress at their own rate of speed and to receive individualized instruction. Tutors assist the instructor in the lab setting.

The Carl Sandburg College Literacy Coalition (formerly Heartland Literacy Coalition) receives Secretary of State grant funding to train and place each year approximately 100 volunteer tutors with approximately 100 adults who lack adequate literacy skills. Tutors work on a one-to-one basis or in small groups at over 20 tutoring sites throughout the district.

Since the last North Central visit the following changes have occurred to improve the efficiency of this office and accommodate the college’s growth.

In 1995, funds from a Title III Grant allowed for the purchase of equipment for a Macintosh Computer Lab for the Academic Skills Center in Galesburg. English 094 and 098 sections use this lab regularly so that every developmental writing student learns to use word processing as a tool for writing. Other developmental classes are scheduled in the lab on an as-needed basis. This computer lab is open and staffed for independent use 40 hours a week. Developmental courses are offered in the English labs at Carthage and Bushnell and their Business labs are available for independent use. A number of new sites and delivery methods have been added (see “Sites and Delivery Systems” below).

Telecourse administration was moved from the office of the Dean of Community and Extension Services to the Dean of Learning Resources/Evening Administrator in summer 2000.
3. **Sites and Delivery Systems**

   a. **Pre-1991 Self-Study**

   1. The college has been at its main campus in Galesburg since 1969. In the late 1980s the state Animal Disease Control Laboratory was added to the campus.

   2. The Branch Campus in Carthage, originally named the Carthage Attendance Center, has served the southern part of the district since 1974. The present building, with about 14,420 feet of space, was built in 1985 and rented by the college. The Director of The Branch Campus reports to the Dean of Community and Extension Services.

   3. The college has a contract with Southeastern Community College, located in Burlington and Keokuk, Iowa. Under this agreement, CSC district residents may enroll in a number of programs as students at Southeastern, and residents in Southeastern’s district may enroll as CSC students. More than 200 students a year take classes under this agreement.

   4. As described under “administrative organization” earlier, the college is involved with the LaMoine Valley and the Delabar Regional Delivery Systems. These systems are the providers for vocational education at the secondary level in the Sandburg district.

   5. The college began offering telecourses (videotape self-study courses) in 1983. Since that time, the number of telecourses has grown from two the first term to a total of ten different courses currently offered. During the 1999 calendar year, 473 students took one or more telecourses. Students can register at any of the three campuses for telecourses. Orientation sessions are typically facilitated by the instructors either on-site at each campus or via interactive video conferencing equipment. Some instructors have their sessions videotaped for later viewing by the students.

   b. **Post-1991 Self-Study**

   1. Funding for a new Computing/Student Services building has been approved by the Illinois Community College Board in FY 2001. It will be built on the main campus.

   2. The Center for Manufacturing Excellence (CME) opened on donated land on the eastern portion of the main campus in June 1999. The facility is designed to look like a new manufacturing plant and give the student the sense of going to work rather than of going to class. The 30,000 square foot facility houses the following: a 12-station drafting lab, a 12-station CAD/CAM lab, a 12-plus station electrical lab, a 3,400 square foot 16-station welding lab, a
tool room, a 10,000 square foot high bay machinery demonstration area, three classrooms accommodating 30 students each, and a 6,000 square foot BTC business incubator area occupied presently by several start-up manufacturing-related companies. Four full-time instructors provide courses in CAD/CAM, Machine Tool and CNC, Drafting, Welding and Electricity. Students include high school seniors from the Galesburg Area Vocational Center taking classes half-days for an entire academic year, apprentices from area industry receiving training, and workers in both customized training programs for local industry and short-term workshops and seminars sponsored by the Center for Agriculture, Business, and Industry.

Begun when local industry leaders approached the college, the CME is a not-for-profit $2,000,000 collaboration of state government, local industrial and economic interests, the college, and the Business and Technology Center. The CME was the first training facility certified by the Fabricators and Manufacturers Association International, the leading educational association serving the metal fabrication industry, and was honored with the Governor’s Hometown Award, presented by Illinois Lieutenant Governor Corinne Wood on July 19, 1999.

3. The Educational Technology Center (ETC) opened its doors in 1996 on Main Street in downtown Galesburg as a unique partnership between Carl Sandburg College, Knox College, and Galesburg Public School District #205. As its Director is also the Director of the Center for Agriculture, Business, and Industry and reports to the Dean of Community and Extension Services, it will be discussed more fully under the educational purposes four and six area of this criterion. The Educational Technology Center has won the following awards: the ICCCA Bright Ideas Award (1996), and the ICCB Workforce Development Award (1997). It was a finalist for the Futures Assembly Bellwether Award (1998).

4. In 1994, the college purchased the building housing The Branch Campus from the Carthage Diversified Developers, Inc. Many renovations have been made since that time, including accessibility alterations, the remodeling of the back part of the building from one shop into several smaller rooms and labs, the paving of the parking lot, and the landscaping of the grounds.

The Education Commons, a second building of about 11,250 square feet, was opened in 1999. It contains three computer labs, housing 45 computers: 10 in a lab open to both students and community, and 35 in the two classrooms; it also houses the Cosmetology program. The majority of the computer and word processing classes, CABI and Continuing Education classes, and Senior Program workshops/classes have also been moved to the Education Commons.
The Education Commons is a joint project between the college and Carthage Unit School District #338, the first such endeavor for a community college in Illinois. The Carthage School District leases the building three to four hours each day for middle school students. The combination of a building that is built and used by a college, leased to another school district, and open for public use (it has become a popular site for meetings and classes in Carthage) is unique to the state.

5. The Extension Center in Bushnell began operation in 1995 in an effort to serve the southeastern area of the college district. The first semester, 44 credit and non-credit courses were offered; in the fall of 1999, 141 courses, including transfer, vocational, developmental, and adult education offerings, were listed. The center has two computer labs, one business/open lab and one math/English/open lab, available for classes and individual work.

Both the building and the rooms are small, and a large number of the courses in the beginning were telecourse and interactive video; Internet courses have since been added. In addition, a lease agreement between the college and Bushnell Prairie City High School was recently initiated to alleviate the lack of specialized lab space; as a result, classes are now available in biology, chemistry, speech, weight training, voice, and piano.

6. Adult Education classes are offered in partnership with Community Unit School District #205 for the Even Start program, Knox County Housing Authority for residents of public housing, Cottonwood for residents of the mental health care facility, Illinois Employment and Training Center for job skills classes, and Plymouth Library for families enrolled in the family literacy program. All classes and materials are offered at no charge to the student. In 1998-99, there were 625 enrollees in 144.5 credits at the Galesburg campus; 237 enrollees in 49.5 credits at the Carthage site; 122 enrollees in 17.5 credits of adult education at the Bushnell site; 59 enrollees in 21 credits at the McKnight Housing site; 54 enrollees in 18 credits at Even Start; 34 enrollees in 12 credits at the Plymouth site; and 19 enrollees in 3 credits at the Cottonwood site.

7. In 1995, the college expanded its Cooperative Agreement with Southeastern Community College in Iowa (see above) to include part-time students.

8. In 1997, Carl Sandburg College and Spoon River College signed an agreement to allow students to attend either college at any site and to be able to graduate from their home college district in any common program. Over 300 students per year now take advantage of this option.

9. Carl Sandburg College and Spoon River College jointly submitted and were awarded a Federal School to Work Act Grant (Illinois Education to Careers).
The funds were awarded for the developing of plans in three market areas across the boundaries of both college districts.

10. Video interactive distance learning rooms in an increasing number of high schools (see immediately below) is making possible the offering of college courses to high school students for simultaneous college and high school credit (dual credit). The number of students who can access this option is expected to rise from students of four to five schools to students in most of the district’s schools.

11. Video interactive distance learning (two-way television) began in the fall semester of 1995. Carl Sandburg College is a member of the Western Illinois Education Consortium (WIEC), as are five other community colleges, Western Illinois University, and CONVOCOM, a not-for-profit educational television transmission coordinator for Western Illinois. The number of courses offered over the distance learning system has increased annually and has spread to almost every area of the college. The college, through Illinois Board of Higher Education Grants, has expanded distance learning classrooms from the original total of three to five at Carl Sandburg College, eight at area high schools, and one at Knox College, a four-year private college in Galesburg. Distance learning classes have run on the Galesburg campus and in Carthage and Bushnell since the program’s inception; in addition to offering classes on-site at libraries, pre-schools, health care facilities, housing sites and businesses, distance learning technology is also used to offer instruction by the Adult Learning Center.

12. The college began to study the feasibility of Internet course technology during fall of 1997, when the Internet was first up and running at CSC. During the Christmas 1997 break, the first faculty workshop on web-page development was offered. The first instructor incorporated web supplements into his course during the spring 1998 semester. The first two Internet courses were offered during the fall 1998 semester.

On December 30, 1998, the college became one of the first 15 community colleges to become a Partner institution in the new Illinois Virtual Campus (IVC). Partners were to provide outreach, instructional support, test proctoring, library access, technical support, access to computers, and initial advising. CSC also became a Provider institution at this time. The IVC is now a web-based listing of all Internet, telecourse and compressed video courses offered by any college in the state of Illinois, with forty community colleges (one from each community college district) and six other two or four year institutions as Student Support Centers (this term replaced “Partners”). Each institution provides support services to any student from one of the other colleges taking one of its courses.
In January of 1999 the college’s institutional web page went online, and for the first eight months it had sustained between 6,800 and 15,800 hits a month. In succeeding months a Dean of Technology position was created and filled, a Student Services counselor was appointed IVC counselor, a full-time faculty member was appointed online coordinator, and an IVC Technical Support/Institutional Help Desk position was added and filled. From a start with two Internet courses, the college in the Spring Semester of 1999 had grown to offering twenty-two courses in all six of the academic divisions and through the Academic Skills area. In addition, 10 video courses and 20 compressed video courses are offered. The Adult Learning Center, which for fiscal year 2000 secured grant funding to develop online tutor training and supplemental video instruction, is also included. Interactive video has been used since 1996 to offer literacy tutor training; online GED instruction is being explored for future development.

An NCA site visit took place in September 2000 to evaluate the ability of the WIEC consortium, with Carl Sandburg College as a member, to offer an online degree. The preliminary report recommended approval of the degree.

4. Quality/Assessment

a. Overall View

Assessment at Carl Sandburg College is best seen not by examining the formal assessment process alone, but in the context of all that the college does to assure the quality of its offerings and their acceptability to other educational institutions and employers, the preparedness and continued professional growth of its faculty, and the learning actually acquired by its students.

b. Curriculum

1. All course and program additions, deletions, and changes must go through the Curriculum Committee, a standing committee of the Faculty Assembly; from there these changes go to the Assembly, are approved by the Administration (and in the case of new programs, by the CSC Board), are sent for approval to the ICCB, and, in the case of transfer courses, either the Illinois Articulation Initiative or three state Universities (see “Administrative Organization”).

Most of the objections and problems are worked out by the time the program/course leaves the Curriculum Committee. Committee membership includes the Vice President of Instruction and the Dean of the Learning Resource Center, both ex officio, two student members selected by the Student Government Association, and faculty members serving two-year rotating terms, including a chairperson and a proofreader. Usually the division chair will have consulted the Vice President of Instruction on the intent of the administration to offer the course/program and on likely
acceptance by the ICCB and either industry or various transfer organizations. Typically, the committee will insist on being satisfied as to the need for the program/course/change, the ability of the institution to actually offer it, its coherence, and its appropriateness. It is not at all unusual for the committee to send the item back with requests for changes, or make acceptance conditional on the adoption of specified changes. Even so, the Faculty Assembly occasionally sends programs or courses back to committee and/or their authors for changes.

Although the Faculty Assembly and its committees are purely advisory in function, one thing that has not happened in the 10 years between self-studies is the adoption or dropping of a program or course against the advice of the committee or the Assembly. Any course or program adopted at the college therefore has the approval of faculty, administration, board, and eventually, the ICCB, and either industry or several four-year institutions.

2. Every program with a vocational/technical element has an advisory committee made up of graduates, employers, and other interested parties that meets at least once a year. These committees may and often do suggest changes in programs and courses, and also review changes to be made in the program. The Vice President of Instruction is more often than not present at these meetings and hears the input of their members. As representatives of the market for the college’s graduates, their opinion is taken seriously.

3. Each of the college’s programs must undergo ICCB mandated program review every five years. The results of these program reviews are sent to the Curriculum Committee for review.

4. Transfer institution reports from the state universities and some other colleges, when they are sent, are kept in Admissions and Records, and summaries are sent to the Student Assessment Committee. They allow comparison between CSC students who have transferred and the native student population. More often than not, CSC’s transfer students do as well as or better than students who began at the institution.

5. The Placement Office has done annual follow-up surveys of graduates and employers since 1994 for programs in the vocational/technical area. The surveys are kept in the Placement Office, but summaries are sent to the Student Assessment Committee.

6. Many new programs have been added since the 1991 NCA Self Study

- When in 1997 the Illinois Board of Higher Education approved the Associate of Fine Arts Degree in Education or Performance, CSC was one of three colleges in Illinois to approve the plan in both areas. There are currently 15 students pursuing an AFA degree in music.
The Human Services Assistant Program was added in the early 1990s at the request of local human services providers. Each semester one section each of five courses is offered, with 15-25 students in each section.

The Desktop Publishing Certificate Program was established in fiscal year 1993-1994 at The Branch Campus in Carthage, as a result of a Title III grant. During Fiscal Year 1998-1999 there were 25 full-and-part-time students enrolled.

The Nail Technology Program was added in 1999. Offered only in Galesburg, there were nine students in the program last spring.

The Mortuary Science Program was begun in 1994. Its classroom area is housed in a building downtown in Galesburg; it has an off-campus lab site with Central Illinois Mortuary services in Peoria. There are currently 32 students enrolled in the program.

The EMT/Paramedic programs at CSC began in 1994 at the request of local ambulance services and hospitals. EMT/Basic enrollment varies between 10 to 26 students, EMT/Intermediate varies from 5 to 15, and Paramedic varies from 9 to 15. Enrollment varies with local need, and off-campus sections of all classes have been held, again depending on need.

The Limited Radiography program was instituted in 1992 and operates only at The Branch Campus. It is the only state program that covers all four of the accreditation areas (chest, extremities, spine, and skull/sinuses). Required clinical experience is provided in Carthage, Macomb, and Galesburg. There are currently six students in the program; its enrollment has followed a roller-coaster pattern, but many such programs in the Midwest are experiencing a lack of qualified applicants.

Four new psychology courses are being added in the development of a Psychological Rehabilitation Certificate. This certificate is a cooperative initiative between the Illinois Department of Mental Health and Illinois community colleges to offer professional training for those employed in mental health agencies. The program will begin in the relatively near future.

Diagnostic Medical Sonography began with 15 students Spring Semester 2000; other health programs to be added as instructors are found include Computed Tomography, Magnetic Resonance Imaging, and Dental Hygiene.
A program in Respiratory Therapy is offered to CSC students at Southeastern Community College through CSC’s cooperative agreement.

As might be expected, few areas of the college have experienced as much growth and change as the Computer Information Specialist’s area. Both equipment and programming have changed dramatically since the last self-study. In the fall of 1991, about 50 total sections of different courses were offered; in the fall of 1999, 115 sections of various courses were offered, with a total of 708 students enrolled. In the mid-range specialty a strong IBM/AS 400 program was begun in 1993, and in 1998 CSC was able to offer a Cisco Certified Network Associate elective series of courses in the Microcomputer Applications specialty.

Programs offered formerly only in Galesburg and now offered at The Branch Campus include Practical Nursing, Cosmetology, and Child Development.

c. Faculty

1. Faculty degrees and statistics are discussed under Criterion 2 in this report. In this section the college’s effort to assure quality education through hiring, assessment, and development of its faculty are discussed.

2. At the time of the 1991 Self-Study, there were 56 full-time faculty and around 170 adjunct faculty teaching for the college (100 or so of the adjunct faculty were teaching adult education courses at various sites in the district). Since that time the wave of retirements that is sweeping the Illinois Community College System that began in the late 1960s has reached CSC, but in spite of the temptation to replace full-time instructors with adjunct instructors as a monetary savings, administration and board have retained their commitment to quality education by adding rather than reducing full-time positions, and at the time of the writing of this document there are 74 full-time faculty (seven at Henry C. Hill) and 153 adjunct faculty. Five full-time positions were added at The Branch Campus in Carthage alone; at the time of the last self-study, only one full-time faculty member was based in Carthage. Full-time positions have been added not only for new programs, but for established ones as well; for example, in the two crucial skills areas of math and English there are more full-time positions than there were in fall of 1990. In addition, although there are more sections of the basic English composition sequence and of transfer mathematics courses than there were in 1991 (in the case of math, more than twice as many), a slightly higher percentage of both were taught by full-time faculty in 1999.
3. Non-tenured faculty go through a tenure process that involves an annual self-evaluative report, unsigned student evaluations from each class taught for the first five semesters (excluding summer), two classroom visits by the faculty member’s division chair or other immediate supervisor for the first five semesters (excluding summer), an annual evaluation by the division chair or immediate supervisor, and voluntary peer evaluations by other faculty. The process is conducted by the Tenure Commission: three faculty members elected by the faculty at large to staggered three-year terms. By February 1 of each non-tenured faculty member’s third year, a conference committee made up of the Tenure Commission, the Vice President of Instruction, and one other administrator make a recommendation that tenure be granted, or denied, or that a fourth probationary year be given. The recommendation is taken to the President, who notifies the faculty member and takes the recommendation to the Board. By March 1 the Board of Trustees notifies the faculty member, and if a fourth probationary year is decided on, a corrective plan must be agreed on within 30 days.

4. Ordinarily, approximately one-fifth of the faculty are undergoing the self-evaluation policy supervised by the Faculty Assessment and Growth Commission, its members elected by the faculty at large to three-year staggered terms. This year-and-a-half long process involves the faculty member devising a growth plan in conjunction with his or her division chair or other chosen supervisor, implementing the plan, and filing progress and summary reports. The process typically involves student evaluations, peer assessments, and innovation attempts. At the present time, however, as a result of the wave of retirements mentioned above, there are seventeen faculty members in the tenure process and only eight undergoing the Assessment and Growth process. These 25 people who are in one process or the other do represent almost 40 percent of the full-time faculty.

5. A number of other faculty do student evaluations and other elements of the above processes on their own on a periodic basis.

6. Adjunct faculty are evaluated by student evaluations each semester of the first three years they teach and periodically thereafter; division chairs can also evaluate adjunct faculty through classroom visits.

7. The technological support available to faculty has increased tremendously since the previous self-study:
   - In 1993, the mainframe computer changed to Unisys ClearPath, and the adoption of the Triton software package gave more users access to student information; the number of users went from 55 to well over 100. Division chairs had access, and there was a station in the faculty workroom from which faculty could access the system.
The Technology Committee, consisting of administrators, faculty, and staff, was formed in 1993 to evaluate and oversee the future technological growth of the college.

By the fall of 1996, the telecommunications system had been re-done, with all campuses connected and voice mail and other upgraded services now available.

Although computers no longer used in various labs had begun finding their way into offices, it was in the spring of 1997 that planning done through the Technology Committee put either a new Macintosh or a new PC into every faculty office.

In the fall of 1997, the Internet was up and running; from that point on, faculty have had Internet access and e-mail.

From fall of 1997 on, support began for assisting faculty in the building of web pages; faculty members had the first two online courses ready by the fall of 1998.

8. Under the CSC contract with the Sandburg Education Association, full-time faculty are eligible for the following development opportunities:

- Up to two semesters of sabbatical leave at half pay for the purpose of study or research (after six years of service)

- Up to one year of professional leave of absence without pay for exchange teaching, study, travel, or other related professional experience

- Continuing education credits on the salary schedule for relevant occupational work experience, election to state office in the faculty member’s professional organization, seminars, workshops, and approved college courses

- Up to $500 (plus lab fees) a year tuition reimbursement for approved courses, workshops, and seminars

9. Other full-time faculty development is as follows:

- One fall and one spring faculty workshop are held each year, with presentations on professionally relevant topics that frequently feature outside speakers. In the fall, the President recognizes long-time employees for their years of service at an all-college lunch.
There are opportunities for faculty members to teach for a semester overseas, and for briefer exchanges with teachers at international institutions.

There is an exchange program for community colleges within Illinois.

There is a $6,000 Faculty Development fund, allocated by the Faculty Development Committee, grants from which are often combined with money set aside from divisional funds for each faculty member, and sometimes also with money from a small discretionary fund administered by the Vice President of Instruction, used primarily for travel and conference activities.

Two extended time grants are budgeted for each year to pay faculty to engage in program development or other special projects considered to be of benefit to the college.

10. Adjunct faculty are invited to participate in a dinner and workshop activities at the beginning of each fall semester. In addition, some adjunct instructors participate in appropriate division meetings, Faculty Assembly meetings, and other activities.

11. Because of the special learning needs of the students taking classes in the Adult Learning Center and because of the reliance on adjunct instructors in this area, staff development activities receive careful attention. A staff development plan is developed each year, and approximately 15 activities are available to the 31 full and adjunct staff and over 100 volunteers.

d. Student Assessment

1. The college’s Mission Statement calls for “quality education” in keeping with the “learner’s needs.” The seven educational purposes specify the areas where this will be done. The college Institutional Plan (see Criterion 4) reflects the emphasis on quality and learning in the Mission Statement by making “Learning” the first “Institutional Focal Point,” and the first “Institutional Goal” is the promotion and support of “assessment of student learning at the classroom, program, and school levels.” Every instructional and several administrative and other areas have goals related to this focal point and goal.

2. The college’s formal Student Academic Assessment Plan was completed in June of 1995 and approved by the North Central Commission on Institutions of Higher Education in February of 1996. The plan involved the establishment of the Student Assessment Committee, discussed below, reporting to the Vice President of Instruction, to oversee the plan. The plan allowed assessment by course or by program, establishing three required
areas for program assessment. It tied assessment to the educational purposes of the college, also requiring faculty to tie course or program objectives to those purposes. It also created Proposed Assessment Plan Form A and Form B (for programs and courses respectively), a Post Assessment Report form, and a Follow-up Report form. The plan was to phase in assessment of every program and course in the college over three years, so that eventually each course would be reported on every semester. For the next three years faculty followed this procedure with many courses and programs, but problems occurred, especially in two areas, both of which were somewhat anticipated by comments of one of the Consultant-Evaluators who reviewed the plan for the North Central Commission on Institutions of Higher Education. The Consultant-Evaluator anticipates one area when he or she comments on the need to “maintain flexibility with the forms, further suggesting adding ‘other’ to plan A and B under ‘measures to be used’ and ‘methods of evaluating results,’ since the items listed do not exhaust the methods available.” Without specific training or guidance in different means of assessment, faculty tended to adopt pre-and post-testing as a method, and although many found it productive, others became dissatisfied with this option.

The Consultant-Evaluator also suggested that “it may not be realistic to expect that evaluation of all programs can be completed in three years. It may be helpful if consideration is given to initially assessing programs and classes at the time they go through the ICCB five-year cycle of program review.” What has emerged over the last three years is that the workload involved for instructors, division chairs, and the Student Assessment Committee in reporting on assessment in every program and course every semester was prohibitive, sometimes to the point of being impossible. One example of this is the music area, where the one full-time instructor would have to work on the forms with the 19 adjunct instructors whose connection with the college may be limited to conducting one choral group or teaching lessons on one instrument. Simply put, this every-semester filing of forms did not always happen, even though the assessment itself had occurred.

Three changes were made in response to these difficulties in the spring of 1999. First, instead of filing reports every semester, assessment reports on programs and courses were put on a five-year cycle. Second, the decision was made to emphasize the course embedded assessment mentioned on page twelve of the assessment plan through use of the class assessment techniques described in Thomas A. Angelo and K. Patricia Cross’s Classroom Assessment Techniques: A Handbook for College Teachers (2nd ed. San Francisco: Jossey-Bass, 1993). In line with these two changes, the Proposed Assessment Plan and Post Assessment Report forms were dropped in favor of a single Course/Program Assessment sheet, to be filed with the division chair shortly following the semester in which it is done, and with other methods, to form the basis of the division chair’s fall report to the Student Assessment Committee. The division chairs thus became even more central to the
assessment process. Their duties and their compensation in the budget are now partly based on their role in assessment.

In addition, in order to make sure all areas had been covered and so that each academic area could assess where it stood, during the fall of 1999 faculty in their respective areas wrote a report on each of the college’s programs or academic areas, describing the size and extent of the area, changes in the last ten years, current assessment methods being used, and plans for future assessment. These reports will be placed with the Student Assessment Committee.

The changes made in the assessment procedure were based on the assumptions that assessment should be meaningful, and that more faculty time and effort should be invested in doing assessment than in the reporting of it. Adjustment of the procedure will be ongoing.

3. The Student Assessment Committee oversees student assessment at CSC. The committee’s faculty members serve two-year rotating terms; a faculty member is chosen by the faculty council to be its chair. The Student Government Association may appoint two student members to the committee. Ex-officio members are the Vice President of Instruction, the Assessment Center Coordinator, and the Director of Institutional Research. It gives summary reports of the data it collects to the Vice President of Instruction as input into the institutional planning process, and to the Faculty Assembly, particularly at its November meeting.

4. Moving from the process by which assessment results are collected and distributed to the assessment of student learning itself, the first area to be surveyed is pre-enrollment assessment. All incoming students, with the exception of those registering for various kinds of non-credit learning experiences, complete a formal application form and complete the required placement exam, the Assessment of Skills for Successful Entry and Transfer (ASSET), prior to meeting with a counselor to arrange a class schedule. Counseling provides student interest inventories and guidance in educational goals. Prospective students for limited enrollment programs also complete program-specific applications. Limited enrollment programs include Associate Degree Nursing, Practical Nursing, Radiologic Technology, Limited Radiography, Mortuary Science, Dental Hygiene, Diagnostic Imaging, and Paramedic. Objective criteria such as grades, class rank, and examination scores are used to determine admission. The ASSET test is the primary pre-enrollment assessment method, and summaries of its results are forwarded to the Student Assessment Committee.

5. Every course at the college has a course brief on file in the division office and with the Vice President of Instruction’s office. On this form are listed the course objectives, which are the goals for that course. Faculty are now
developing measurable objectives for these goals. Assessment for that course involves evaluating how well those goals are being met.

6. Certain key elements used in vocational/technical program review at the college have major importance in the assessment of student outcomes. There is clearly a major distinction between program review itself and student assessment. Dr. Cecilia Lopez, Associate Director of the North Central Association of Colleges: Commission on Institutions of Higher Education, observes on page eleven of her paper “A Decade of Student Learning: What Have We learned; What’s Next?” that “academic program review is typically resource-oriented and episodic, whereas a program to assess student learning, is outcomes-centered and ongoing” http://www.ncacihe.org/resources/assessment/index.html. This is a fair description of non-vocational program review at the college, but three of the standard elements reported in vocational program review are neither episodic nor resource oriented. Although each vocational program itself is reviewed only every five years, these three elements of the review are annual and ongoing.

The first, and in this area least, is the advisory committee, discussed above under “curriculum/program review.” Advisory committees meet at least annually, and though their main function is to recommend programmatic changes, they also provide anecdotal and general comments on the performance of the college’s graduates. Second and more direct are the graduate and employer satisfaction surveys done by the placement office. These provide direct reporting of student learning. Third, and most vital of all, every vocational/technical program has at least one, and often more than one, of the following: a certification/licensing/registration exam, a comprehensive evaluation in an extensive internship or practicum, or a teacher-designed comprehensive exam at graduation. These measures are examples of comprehensive exit evaluation.

These elements are not an entire assessment program; they do, however, represent major components of one.

7. A large number of other methods of assessing student outcomes beyond instructor-designed exams take place at the college. Many of them have been in existence long enough to be summarized in Appendix 1 of the Student Academic Assessment Plan dated June of 1995. These include various standardized and state exams for ABE, GED, and ESL students; juries for music students and portfolios for art and photography students; the American Red Cross Exam, fitness testing, and health and wellness self assessment in health courses; clinical performance evaluations in EMT, nursing, and radiologic technology programs; professional exams in programs ranging from Cosmetology to Real Estate, and internships and practicums in programs from Child Care and Criminal Justice to the health area and computer-based programs. In the skill areas of math and English, key transfer
math courses have uniform comprehensive final exams given across all sections of the course in all locations, and the basic English composition course has both a first-day writing sample about which instructors confer and a pass-fail writing exit exam near the end of the course in which student essays are evaluated by the English faculty as a whole. In addition to the usual course-specific means of assessment, all online courses use a special online student evaluation of the course, and there is a similar instrument for distance learning/instructional television. A recent survey indicates that despite the change in the school’s assessment policies, pre-and post-testing continues to be done in every division and in a vast majority of the college’s programs and subject areas. All of these activities occur regularly, some every semester and some annually, whether or not the course or program involved is reported on that semester.

8. The adoption of the Angelo and Cross approach mentioned above in this section was considered the best possible addition to the college’s assessment program for several reasons. First, its course-embedded nature provides needed variety, because much of the rest of the college’s assessment is entrance or exit assessment; second, its fifty carefully delineated techniques will supply the faculty with both a general approach and a sufficiently varied number of choices for classroom assessment; and thirdly, it will provide more feedback from students, as well as more involvement in and awareness of the assessment process. Full-scale faculty involvement with the Angelo and Cross process began with the faculty workshop in August of 2000, and all full-time and many part-time faculty will be implementing the techniques this fall. Later in the semester the faculty will meet to report and compare notes on Class Assessment Techniques. Angelo and Cross’s methods will hopefully become a part of each faculty member’s teaching, reported on annually.

C. Educational Purposes 4 and 6

1. The Purposes

The fourth educational purpose is to “provide activities designed to meet the lifelong educational needs and interests of individuals throughout the district;” the sixth educational purpose is to “provide programs and services designed to meet the customized continuing education and technical assistance needs of individuals, businesses, industries, and community organizations.”

2. Administrative Organization, Sites, and Delivery

The office of the Dean of Community and Extension services administers most of the college’s outreach services.

a. The Director of The Branch Campus in Carthage, the Director of the Extension Center in Bushnell, and the Director of the Academic Skills Center/Adult
Learning Center all report to the Dean of Community and Extension Services. Activities appropriate to purposes four and six occur in these areas, but their overall operation has been discussed in an earlier section of this report.

b. The CSC Literacy Coalition (formerly Heartland Literacy Coalition) receives Secretary of State grant funding to train and place each year approximately 100 volunteer tutors with approximately 100 adults who lack adequate literacy skills. Tutors work on a one-to-one basis or in small groups at over 20 tutoring sites throughout the district. In addition to the SOS Community Literacy funding, the CSC Literacy Coalition has received Secretary of State grant funding for Family Literacy for the past three years. This funding is used to provide programming for families in the Bushnell and Plymouth areas. Through partnerships with PACT Head Start, pre-K programs at the local schools, the local libraries, and the University of Illinois Extension Office, parents participate in adult education and parenting instruction while their children participate in developmentally appropriate child instruction. Both parents and children participate in regularly scheduled parent-child activities. In the rural areas, the family literacy approach has generated great interest, and each year more communities ask to become involved. To date, SOS-funded programming has been developed for Plymouth, Bushnell, Avon, Dallas City and LaHarpe.

Each year the CSC Literacy Coalition has sought and secured grant funding for special projects such as training in math manipulatives, cultural events for families, and computer training. Recent grants include funding from ALCOA, GTE, SOS, and Penny Severns. United Way of Knox County funds the Carl Sandburg College Literacy program each year to support Babies Need Books and SOAR (a volunteer program for junior high readers). The first longitudinal study of the SOAR program conducted in 1998 revealed that the majority of junior high school students who were trained as volunteer readers continued volunteer activities into adulthood.

c. In the early 1980s, Carl Sandburg College formed the Center for Agriculture, Business and Industry (CABI) to address the declining economic conditions in the area. Since that time, CABI has undergone many changes in programs, location, funding and structure. CABI continues to represent a regional approach to economic development and relies heavily on the cooperative involvement of private sector and public sector agencies.

CABI co-sponsors economic development efforts with the Center for Manufacturing Excellence (CME) and other agencies whenever possible. The ongoing coordination and interaction with area Chambers, Economic Development Councils, Job Service, BTC, Western Illinois University Small Business Development Center, and other community colleges enhance all economic development efforts to be more effective. In the last few years, adjunct CABI coordinators have been added at the Carthage Branch Campus and the Bushnell Extension Center.
In 1996, CABI moved to the Educational Technology Center (ETC) when it opened its doors on Main Street in downtown Galesburg as the result of a unique partnership described under educational purposes 1-3; the positions of Director of CABI and Director of the ETC were merged.

Area businesses and individuals contributed and/or pledged more than $400,000 to equip the ETC. A Main Street building in the heart of downtown Galesburg was renovated to house three large computer classrooms, three open computer labs, and an interactive video distance learning and teleconference room, all with Internet access. The facility support staff includes personnel from each of the three educational institutions, with CSC employees providing the general management and the majority of the oversight responsibilities. The ETC is open daily, including evenings and Saturdays. Students, faculty and staff of District #205, Sandburg and Knox may utilize the labs at any time free of charge. Other members of the public may also use the facilities for a nominal fee. The ETC is a Microsoft Solutions Provider and a Sylvan Prometric Testing Center.

The ETC offers CABI a 12 and a 25-station PC classroom, a 12-station Mac classroom, a 12-station mobile PC classroom, and a teleconference room with satellite and interactive video distance learning capabilities. The classrooms offer the business community short-term, comprehensive, hands-on computer training in a professional environment. Software training is offered each month on the most popular programs, and over 40 customized classes have been developed for specific companies on requested software packages. To date, various professional programs via satellite have been offered to the general business community, in addition to numerous tapings for specific groups. Along with the satellite use, CABI has offered several continuing education courses through the Western Illinois Educational Consortium (WIEC) via the interactive video distance learning system.

On-site training has been developed for many district companies on such topics as statistical process control, supervisory skills, team training, blueprint reading and various computer programs. CABI develops these programs to the specifications of the requesting company and offers them on-site at times convenient to the employees and the employer.

Whenever possible, grant programs are accessed for area companies to help defray the cost of training new employees and upgrading current employees on technological advancements. CABI works closely with the company to determine the best source of available training funds and coordinates with Education-to-Careers and Welfare-to-Work for additional on-the-job training dollars if appropriate.

d. The Job Training Partnership Act (JTPA) was established by Public Law 97-300 in 1982. This federally funded program is mandated to provide training
opportunities for individuals with employment barriers whose lack of job skills prohibit them from competing in the current labor market. This legislation will be replaced by the Workforce Investment Act (WIA) in July 2000. Carl Sandburg College has a variety of roles under the Job Training Partnership Act and will continue several roles under the new legislation. As a Grant Recipient/Substate Grantee, the college manages the annual allocation, assures compliance with state and federal laws, and acts as staff support to the Private Industry Council, its committees, and the Chief Elected Officials Consortium. As one of two Administrative Entities designated by the Private Industry Councils and Chief Executive Officers, CSC develops and implements programs to serve eligible individuals in five of the nine counties. As a member of the Workforce Investment Board, CSC represents the community college perspective in policy and planning issues. CSC is also the educational partner in the one-stop delivery system representing vocational training and adult education programs. As a training institution, CSC provides vocational training for JTPA-eligible individuals in 14 vocational areas under the Workforce Investment Act. As a service provider, CSC has successfully bid on competitive Requests for Proposals, issued by the Job Training Office, to provide a variety of short-term training programs.

e. A wide variety of non-credit programs are offered at each campus, as well as at numerous other locations throughout the district. Some courses are offered specifically for children or senior citizens. There are a few activities provided for the community in which individual registration is not convenient, and the totals for these events are not reflected in the over 1,400 registered people attending the college’s non-credit offerings during calendar year 1999.

f. Special programming for senior citizens was initially offered with a half-day Senior Sampler seminar in November 1993. The first course offerings were in the spring semester 1994. Only five courses were offered, with a total of 26 people over the age of 55 years attending. Since the hiring of the current part-time coordinator in 1996, the success of the program has dramatically improved; it served nearly 1,350 senior citizens throughout the district in 1999 in one or more of the 95 course offerings. Another part-time senior college coordinator was hired for the Carthage area in 1998, and the Bushnell campus director serves as coordinator for senior programming at that campus. The recent acquisition of a college van for the Carthage campus should enhance the opportunity of short day trips for the seniors in that portion of the district.

g. The Academic Challenge academic competition, sponsored by World Wide Youth in Science and Engineering, is held for the northern portion of the district on the Galesburg campus and on the Carthage campus for the southern portion of the district. Over 200 students participate annually from numerous high school districts. CSC’s Math/Science division has hosted the contests since 1982 and has served a total of nearly 4,400 students from as many as 21 different high
school districts. Students take timed examinations in academic subjects that include English, science and math.

The Children’s School and Bright Futures are operated through the Social Sciences division.

h. Bright Futures has become an umbrella for a number of grant-funded programs designed to support those who live and work with young children. Community Unit School District #205 annually applies for funding from the State of Illinois under the Early Childhood Block Grant. The district then subcontracts with the college to operate the following programs:

Partners in Parenting – a parental training project whose goal is to support parents as their child’s first and most influential teacher. This program is open to all families within the county with children birth to age five. Four part-time parent educators hold monthly parent-child activities at the elementary schools, host workshops and parent support groups, and do home visits with individual families.

Prevention Initiative targets low income families with support similar to Partners in Parenting. This parent educator holds her activities and support groups, on a weekly basis, in the community room of one of the public housing complexes. The services offered through this program emphasize the social, cognitive, and physical development and well being of each child. One part-time parent educator works in this new program.

The Parent-Teacher Resource Center and Toy Lending Library is open to anyone in West Central Illinois who works with young children ages birth to age of eight. Resources include over 5,000 books, periodicals, videos and articles for teachers and parents. Nearly 2,000 children’s toys and books are available for check out. Materials are available for the preparation of toys and games by parents, teachers, and child care providers.

The Resource Center also receives funding through Region III of the Illinois Child Care Resource and Referral System as a technical assistance center for childcare providers. Six part-time people staff the resource center, which is open 26 hours a week, including one night a week until 8 p.m.

i. The Children’s School opened in August 1977 as a comprehensive Early Childhood Lab School dedicated to providing children, parents and students with quality education and services. Specific purposes of the Center are to provide a comprehensive developmental program for children ages six weeks to five years and a supplemental program for elementary age children, to provide quality childcare services for children of students, staff, faculty, and community residents of the Carl Sandburg College District, and to provide an opportunity for
college students in the Child Development Program to observe and participate with young children in a group setting.

The program is licensed under the Illinois Department of Children and Family Services on a two-year basis. The current license allows the center to serve 76 children during the day and 54 during the evening hours. Average enrollment at any given time is approximately 100 children in the daytime program and 35 in the evening program. The Children’s School operates 12 months a year except for major holidays and a week between Christmas and New Year’s. Elementary age children are served full-time during the summer months and are able to use evening care during the weeks that college classes are in session. Children are offered a hot lunch and supper, plus a morning, afternoon and evening snack as part of the school’s participation in the Child and Adult Care Food Program.

The Children’s School employs at least 20 people to adequately staff its program. Classroom teachers hold a minimum of a two-year degree in child development and are encouraged to pursue a four-year degree. Current staff members include six (6) full-time positions, 14 part-time positions, and four (4) substitutes. Federal Work Study Dollars allow the program to hire college students as “Reading Buddies” each semester. These students visit classrooms each semester and do pre-reading activities with individuals and/or small groups. Child Development students are also required to spend lab time at the Children’s School each semester. Students use their time observing, interacting, and eventually planning and implementing activities. Both of these components add to the quality of the program and are supportive of the goal to provide low adult-child ratios.

D. Educational Purpose 5

1. The Purpose

The fifth educational purpose is to “provide services designed to meet the needs of the student population, including recruitment, admissions, registration, assessment, counseling, tutoring, career planning, academic advisement, financial aid, job placement, co-curricular activities, and intercollegiate athletics.”

2. Administrative Organization

All of the functions of the college discussed in this section report directly or indirectly to the Vice President of Student Services except for the Director of Marketing and Public Relations, discussed here under “recruitment” because of the close relationship of marketing and recruiting and because of the office’s responsibility for college publications.

3. Recruitment
a. Recruiters

At the time of the previous self-study, the college had one half-time recruiter/half-time academic advisor. CSC now has one full-time recruiter who represents all college sites and one full-time recruiter for vocational programs offered at all Illinois sites; both report to the Director of Admissions and Records. Recruiting activities include but are not limited to visits to all district high schools, college nights, and campus visits. The two recruiters maintain a database of prospective students, which they are currently working with Information Services to try to integrate into mainframe software, in order to more efficiently manage the tracking of students.

The recruiters target high school graduates and work closely with high school counselors, teachers, and club and activity advisors; the recruiters work with employers, service organizations, and agencies in order to recruit non-traditional students. The recruiters work closely with faculty, who are frequently asked to assist with campus visits as well as participate in off-campus visits.

b. Director of Marketing and Public Relations

At the time of the last self-study, there was a Coordinator of Public Information position in Student Services, working with the part-time recruiter. Since that time the importance of marketing the college has been emphasized in the altering of that position to that of the present Director of Marketing and Public Relations, who reports directly to the President. That office now includes the Director, a full-time secretary, a full-time communications specialist, a full-time publications specialist, and a half-time coordinator for marketing who serves The Branch Campus and the Extension Center; its duties include overseeing the institution’s publications, event coordination, and media relations, as well as recruitment. Its budget for all expenses excluding salaries and including printed literature, cyber communications (the college’s web site), radio, television, and all other media, was over $183,000, with an additional $15,000 for a thorough marketing research report recently done for the committee and the college by Davison Dietsch McCarthy, a firm out of Chicago. That report will be quoted from elsewhere in this document.

The recruiters coordinate their work with that of Marketing and Public Relations through the institution’s Marketing Committee, which has a membership of four administrators, the two recruiters, and four faculty members (one of them a counselor). The committee, chaired by the Director of Marketing and Public Relations, coordinates the marketing efforts of the institution and makes certain marketing is part of the planning process and becomes an integral part of institutional goals and objectives.
4. **Admissions and Registration**

The Admissions and Records Office (ARO) has two primary departments: Admissions and Records/Registration. The basic admissions policy for CSC is determined by the state legislature and the ICCB and is spelled out on page 22 of the 2000-2001 Catalog. All incoming students, except for those taking various kinds of non-credit learning experiences, complete a formal application form and the required placement examination, ASSET, prior to meeting with a counselor to arrange a class schedule. With the exception of new “walk in” students, all applicants receive written letters of admission to the college, along with instructions regarding the registration process. Prospective students for limited enrollment programs have additional program-specific admission requirements, application deadlines, and application screening processes. Applicants are admitted solely on objective criteria such as grades, class rank, and examination scores; these criteria are established by coordinators and division chairpersons, and they are evaluated annually by the admissions office and appropriate program staff to ensure that the college is using a relevant evaluation process. The Admissions and Records Office prepares Form I-20 for eligible international students and maintains international student records in compliance with standards set by the U.S. Immigration and Naturalization Service.

All academic records, which include transcripts, applications, and supporting admission documents such as test scores and letters of understanding, veterans’ certification papers, class lists, grade reports, graduation evaluations, transfer credit evaluations, and registration papers, are kept by the ARO in accordance with an established records retention policy. Transcripts, ACT scores, and ASSET scores are kept online. Some of this data is used for institutional reports and recorded in the college’s mainframe computer system.

In addition to registration and the resulting academic records, the ARO prepares the eligibility rosters for intercollegiate sports teams, in accordance with guidelines and timeframes provided by the NJCAA, certifies students using veterans’ assistance, and works in conjunction with the Financial Aid Office in certifying students who have received loans by using the National Student Loan Clearinghouse.

The college’s compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended protects the privacy of educational records, establishes the right of students to inspect and review their educational records, and provides guidelines for correction of inaccurate or misleading data through formal and informal hearings. The college makes it clear to students that they have a right to complain to the FERPA Office in Washington, D.C., concerning any alleged failures to comply with the act. To date, no such complaints have been filed. The ARO makes a concerted effort through workshops and other methods to inform all college employees of their responsibilities under the act.

Records and policies concerning the admission, retention, and graduation of students are frequently monitored to ensure compliance with governmental and institutional
regulations and mission. The ARO makes every effort to communicate its policies and procedures to students, faculty, and staff, in the catalog, the student handbook, other publications, posters, e-mail, and increasingly, through the college web site. The ARO is striving to become a paperless office, which may necessitate the revising of some of its policies, but may also provide better service to students and more sound data to the college.

5. Assessment, Counseling, and Academic Advising

a. Counseling Staff

Academic advising, testing, and counseling at the college are primarily handled by the counseling staff of Student Services. The staff consists of four full-time counselors, three in Galesburg and one in the southern portion of the district. Incoming students take the ASSET test and are seen first by one of these counselors for assistance in choosing an academic program and planning their course schedules. Students who are undecided in terms of their educational goals are encouraged to participate in interest and career testing, after which a counselor assists them in interpreting the data and planning an appropriate course of study. The primary testing services available through Student Services are the Strong Interest Survey and the Myers-Briggs Type Indicator. GED, CLEP, and PEP tests may also be taken through Student Services.

Once the student decides on a particular program of study, s/he is, when appropriate, assigned a faculty advisor from the appropriate program/division who will assist the student in selecting courses that meet his/her program requirements. Veterans and international students usually continue to be advised by Student Services staff.

The counseling staff also does personal counseling. The demand for social and family counseling has continued to increase dramatically, and there is still real need for some sort of organized group support for single parents, but current funding and staffing prohibit the development of any additional programs at the present time.

b. Assessment Center

Since the last self-study (in 1991) an Assessment Coordinator and an Assessment Center have been added. The Assessment Center administers the ASSET test and pre-admissions tests for limited enrollment programs, extension and correspondence tests, make-up tests for faculty, and the Constitution test. It is also a testing site for the ACT, CLEP, and GED tests, as well as for the Nurse Assistant Proficiency Exam. Special testing procedures to accommodate persons with documented disabilities are provided.
c. TRIO Student Support Services and Upward Bound

Two TRIO programs, Student Support Services and Upward Bound, are offered by the college. As in all TRIO programs, two-thirds of all the participants must both be first generation college students and be low income (150 percent of poverty level), and the remaining one third must meet one of those two criteria.

The Student Support office offers academic assistance through tutoring, college seminars and small group work. Other support is offered through personal counseling, cultural activities, and assistance with transferring procedures, financial matters, career decisions, and course basics. Although only 125 students can be in the program at any one time, the need for the program is great with 85 percent of the entire student body meeting the first generation eligibility guideline, and 69 percent of the student body meeting the low income eligibility guideline. To date the program has exceeded all of its objectives for each project year. The objectives include meeting a retention rate of 45 percent. In the first year of the project, 96 percent of the participants remained at college, graduated or transferred to another college. A retention rate of 75 percent was achieved the second year. The GPA objective was met as well. Of all participants, 90 percent in the first year and 87 percent in the second year maintained a GPA of 2.0 or higher. This exceeded the goal of 73 percent. Finally, the graduation/transfer objective that states that 35 percent of all eligible students will graduate and/or transfer each year was met. In the first year of the project, all (100 percent) of the eligible students graduated and/or transferred. The second year saw 86 percent of the eligible students meeting this goal. A comparison of students in the program with students eligible but not participating shows that, in terms of grades, number of course withdrawals, and retention rate, the program is effective.

The Upward Bound program, with a maximum allowed participation of 50 students, began to operate in February of 2000. This program assists students in high schools, currently only in Knox County. The program attempts to improve students’ intellectual, cultural, and social awareness, and involves both visits by staff to schools and visits by students to the college. Workshops, counseling, and educational videos are part of the program. So far all students who have participated are still in school, and 94 percent are still in the program. One student went from a GPA of 1.83 one semester to a GPA of 3.2 for the following semester.

6. Tutoring

Since the last self-study, a full-time Coordinator of Special Populations/Peer Tutoring has been hired (in 1997). Free tutoring is available to any student who is recommended by a course’s instructor, is receiving a grade of “C” or lower, has a documented academic disability, or has a health or medical condition. Tutors are either peer tutors (currently enrolled students recommended by an instructor) or professional tutors, with training and/or certification in the related subject area. A
greater range of services is provided to students with varying disabilities, including note taking, study skills training, assessment testing, career counseling, academic accommodations, assistance with financial aid, and referrals to community based social service agencies. In addition, students may borrow electronic dictionaries or tape recorders and request enlarged text materials and books on tape. The office has also been able to add a variety of software programs for student use, including the Kurzweil 300 (a software program which displays an on-screen version of scanned material and speaks and highlights the text for auditory and visual representation), ZoomText Xtra (low vision software that integrates magnification and screen reading), and Horizons Internet Career Information System.

7. Career Planning and Job Placement

At the time of the last self-study, there was no placement officer at the college. Since November of 1991 there has been a full-time Coordinator of Career Planning and Placement, working out of the Employment Resources office. Services offered by the office include job listings for full-time, part-time, summer, and temporary work, posted on all campuses and mailed to all job seekers registered with the office. A job matching system operates when students provide information concerning their skills, abilities, qualifications, and availability. Faculty are also notified of openings related to students in their programs. A graduate survey mentioned elsewhere in this Criterion provides information on CSC graduates regarding type of employment, average hourly wage, location of employment, average hours worked per week, level of job satisfaction, and relationship to program or major.

Job seeking skills workshops are presented on resume and cover letter development, job searching, and interview preparation; vocational counseling, classroom presentations, and community presentations are also offered. The Career Resource Center is a source of print and online information on career planning and jobs.

A job fair is held every spring on the main campus. It has grown every year since its inception and receives positive feedback from students and employers. On other occasions employers are invited to set up information tables in high-traffic areas to recruit applicants, and campus visits are advertised in weekly mailings and on the employment information board. Interviews are scheduled on campus, and employers are linked with appropriate faculty.

The Employment Resources Office and the Financial Aid Office work together to administer the Work Study Program. Applications are kept on file in the Employment Resources Office for the entire school year and referred, as needed, to departments wanting to hire a work study student. Department supervisors screen applications, conduct interviews, and make hiring decisions. Students can now inquire about both on-and off-campus work opportunities in the same place.

8. Financial Aid
The Financial Aid Office offers assistance in the form of grants, scholarships, loans, and work-study opportunities. At the time of the last self-study, the staff consisted of the Director, one secretary, and one part-time student worker. The staff now consists of the Director, the Assistant Director, and a Financial Aid Specialist.

The college currently offers as financial assistance programs Federal Pell Grants, Federal Supplementary Educational Opportunity Grants, the Illinois Monetary Award Program, the Illinois Incentive for Access, CSC Foundation Grants, CSC Talent Grants, Federal Direct Student Loan Programs, and the Federal Work Study Program. It also offers scholarships made available by clubs, individuals, businesses, and other agencies, as well as special funding for veterans, disabled students, and the economically disadvantaged, offered by various agencies. It also determines eligibility to participate in the CSC Work Study Program. (See Appendix A, Fig. 22.)

Since 1995, the Financial Aid Office has progressed from a 90 percent manual operation to become approximately 70 percent automated. Adoption of EdExpress software has enabled the office to track documents, receive and correct applications, monitor eligibility and make awards. This has also enhanced service to the student as anyone in the office can readily check the status of an application when the student inquires.

At the time of the last self-study, the number of federal and state funded grants was decreasing; now both the number and total value are increasing. In addition, new programs and funding offered by the state have decreased the need for student loans.

Also at the time of the last self study, the college was experiencing high default rates on its student loans (in report year 1990, the college’s all time high of 28.6 percent). Several default reduction measures have been implemented since then, most recently a policy in 1995-1996 that features probationary reinstatement after unsatisfactory academic progress, and a policy that a student must have 12 hours earned and a “C” average before his or her first loan is awarded at the college. As can be seen from the Default Rate Chart (Appendix A, Figure 23), the average default rate for report years 1991-1995 was 18.2 percent, while, adding to the chart the Draft Rate report for 2000 of 8.2 percent, the average for the years 1996-2000 is 10.1 percent. Comparing the college’s default rates with those of comparable institutions (Appendix A, Figure 24), it is clear that the college’s rates are now more in line with its peers.

9. **Co-curricular Activities**

In the fall of 1997 a Coordinator of Student Life position and the Office of Student Life were established to provide an advisor for the various college clubs and student organizations, as well as to oversee the student handbook and provide extracurricular programming on campus. The Student Government Association (SGA) is the governance body for all students attending CSC, and one of the Coordinator’s functions is training and advising student government.
The SGA appoints representatives to the influential committees of the Faculty Assembly and also distributes the considerable budget provided from the three dollar per credit hour activity fee. In the 1999-2000 school year, the SGA had a budget of almost $24,000, plus an extra $6,000 for a picnic and entertainment with which to begin the semester. Almost $6,000 was spent in support of about nine student clubs, around $10,000 on educational experiences and speakers, particularly speakers associated with Black and Women’s History months, and around $9,000 was spent on trips and entertainments of various kinds, including bringing a hypnotist on campus and trips to the theatre and to the Art Institute in Chicago.

There is a literary magazine, Phizzogs, which takes its name from a poem by Carl Sandburg by that title: “This face you got, /This here phizzog you carry around, /You never picked it out…..” It features works by CSC students, has student editors and an adjunct faculty advisor, has annual awards chosen by faculty, has won the American Scholastic Press award several times, and comes out every spring. There is also a college newspaper, the Charger, which publishes news and articles of interest about CSC, but may contain other articles as well. The newspaper is published and edited out of the Office of Marketing and Public Relations, but journalism students who sign up for the one-credit student newspaper course gain the experience of writing articles on assignment for editors. The Charger is published five times a year: twice in the fall, twice in the spring, and once in the summer.

A number of other special interest groups, clubs, and activities exist for student participation; they include the following: Phi Theta Kappa (the international honor society for two year colleges), the President’s Ambassador Club (which gives tours of the campus and attends receptions and college-night functions), the International Student Club, the LPN club, the Soccer Club, Desktop Publishing, the Mortuary Science Club, the ADN Student Association (nursing), the Automotive Club, the Chess Club, the Data Processing Management Association, the Agriculture Club, the Child Development Club, the Livestock Evaluation Team, the Radiologic Technology Club, the Marquee Club (music), Model Illinois Government, student theatrical productions, and musical groups including the Sandburg Singers, the Rootabaga Jammers, and the Knox-Sandburg Community Band.

10. Intercollegiate Athletics

There have been intramural athletics at the college, although this has varied with student interest; currently there is a soccer club. Intercollegiate competition occurs in five sports: volleyball, softball, and basketball for women, and baseball and basketball for men.

At the time of the last self-study, the college participated as a National Junior College Athletic Association (NJCCA) Division 1 school, had one full-time coach for men’s and women’s basketball and part-time coaches for the other three sports, and had a high proportion of its athletes from out of the college’s district. For several reasons, the most important connected with the high percentage of out-of district
athletes, there were negative reactions to the program from the faculty and the community, including the local press. Matters became critical in the 1993-1994 season when seasons were not completed or cancelled in softball, baseball, and women’s basketball, and the college formed a ten-member focus group consisting of area high school and college coaches and athletic directors, as well as community members experienced in athletics. Changes resulting from their recommendations included a policy of recruiting 70 percent of athletes from within Arrowhead Conference districts, and a change in the 1996-1997 season to becoming a NJCAA Division 2 school, the main result of which was that the college could no longer provide scholarships for room and board.

Further difficulties occurred when the college discovered and reported that it was in violation of the Division 2 rules, and the NJCAA placed the men’s basketball program on probation for the 1997-1998 season. The Board of Trustees terminated the employment of the men’s basketball coach, appointed the present athletic director, a faculty member/division chair, and followed another recommendation of the focus group by hiring a full-time coach for the two men’s sports rather than having one coach for both basketball teams. The new athletic director instituted a number of reforms, including the enforcement of the 70 percent recruiting guideline for within or close to the college’s district, a close monitoring of athletic budgets and fund raisers, monitoring of biweekly academic reports on the progress of athletes, and weekly supervised study sessions for at-risk athletes.

There are currently 61 student athletes, with the percentage of talent grants for women slightly higher than the percentage of women athletes. An improved emphasis on academic performance has resulted in improved academic performance, with approximately 30 percent of athletes earning a G.P.A. of 3.00 (“B”) or higher, and four earning NJCAA Academic All-American honors for 1999. An improved emphasis on personal behavior and a more in-district recruiting policy has resulted in better relations among faculty, coaches, and athletes than perhaps ever before, and a much better community image.

11. Special Areas

a. Carthage/Bushnell

Between the last self-study in 1991 and 1996, first The Branch Campus in Carthage and then The Extension Center in Bushnell were served by regular or irregular visits by Student Services personnel. In May of 1996, the full-time position of Student Services Generalist was created. Based in Carthage with regularly scheduled visits to the Bushnell site and reporting to the Vice President of Student Services, the purpose of the position was to supply most student services functions in the southern part of the district and to work with the Spoon River College and Southeastern Community College agreements. Initially it was funded partly by a grant from the ICCB, but now the college pays the entire
salary. This individual also currently teaches three psychology courses: Orientation, Human Potential, and Occupational Search and Development.

b. Adult Learning Center

Support services available to students in this area include childcare reimbursement, mileage reimbursement, bus tickets (in Galesburg), open computer labs, counseling, supplemental tutoring and special learning needs screening. A member of the ALC staff is certified to administer the Special Needs Learning Inventory. The ALC staff also works closely with the college’s Special Populations Coordinator and often shares resources and training for special learning needs. In order to assist GED graduates to the next level of education, students receive information on a regular basis from the CSC Vocational Recruiter, the Coordinator of Employment Resources and the Director of TRIO Services. The Carl Sandburg College Foundation Board awards two scholarships each year to GED graduates.

E. Educational Purpose 7

1. The seventh educational purpose is to “serve as a center for cultural and intellectual development.”

2. Many of the courses taught at the college fulfill this purpose; general education requirements for the Associate in Arts, Associate in Sciences, Associate in Fine Arts, and General Education degrees, along with the Human Relations Requirement for the AA and AS degrees, further facilitate the fulfillment of this purpose.

3. The Sandburg Scholars program, begun in 1986, involved one interdisciplinary humanities/social science course team-taught each semester. Its emphasis was to allow the student to focus on one problem in depth while integrating subjects taught in other classes. The classes were small, admission is by G.P.A. and teacher recommendation, tuition is paid by a fund established by the employees of the college, and students who complete two courses (a total of twelve have been developed and taught) are recognized as Sandburg Scholar Graduates.

   Enrollment in these interdisciplinary courses plummeted when the Illinois Articulation Initiative removed general education credit for these courses. As a result, beginning in fall of 2000 Sandburg Scholars will enroll in two linked classes based on a common thematic link; these learning communities will be team taught.

4. The Gale Scholars Program, begun in 1997, is a cooperative effort between CSC, Knox College, and Public School District #205 in Galesburg. Eighth grade students who would be first generation college students, meet financial aid criteria, and have a recommended 90 percent attendance rate may apply to the program, and up to fifteen students can be accepted each year. The three participating institutions provide academic and extracurricular activities designed particularly for these students, along
with summer programs. In high school, these students must maintain a 2.5 G.P.A.; there are currently 32 Gale Scholars, with the first group scheduled to attend CSC in 2001, where they will share a common academic advisor. That advisor will be the Coordinator of Student Life, who oversees the CSC end of the Program, teaches one of the summer school components, and sponsors one event per semester on campus. The Illinois Department of Education cited the Gale Scholars Program as one of the “10 Best Ideas in Education.” CSC is seeking to expand the program into other communities, and is currently working with Monmouth College and Monmouth Public School District #38 to develop a similar program for 2001.

5. **Youth for Understanding** is an international student exchange organization. Approximately 20 community colleges from around the country participate in this program, hosting 150 students from 29 countries. There is a campus coordinator selected by the college and approved by the international organization who conducts orientations for both students and host families and facilitates their integration into campus and community life.

The first year of the program had students from Columbia, Japan, Switzerland, Korea, and the Netherlands. Staff and faculty have provided transportation to and from school and have taken students to their jobs and farms to demonstrate the workings of the American economy. The students have been involved with activities at the college, one each being on three of the five intercollegiate teams, several playing soccer, and others joining the college choir. The students have also been invited to speak to children of all ages at local schools about their country and their experiences in the United States.

6. The activities provided through Student Government mentioned in the previous section in this report, including the speakers and activities for Black and Women’s History Month and the organized trips to museums, concerts, and plays, add to the cultural life of the college. So do the opportunities represented by the various student clubs and organizations mentioned in that same section. Of particular note here are the honor society, Phi Theta Kappa; the literary magazine, Phizzogs; and the newspaper, the Charger.

7. The CSC theatre produces at least two major productions each year in its intimate 200 seat theatre, with touring shows and student-directed plays also being performed. The art department holds periodic exhibits of student work and sponsors guest artists and demonstrations. In music, the Sandburg Singers ensemble group does several performances featuring different styles of music throughout the year, and the Rootabaga Jammers, a jazz instrumental group specializing in big band music, performs widely throughout the community, as does the concert band. The Marquee Club promotes participation and support for music activities on campus, allows members to attend cultural events, and exposes members to a variety of music professions.
8. The annual Sandburg Days Festival, in honor of the poet for whom the college is named, began in 1995 and is held for three days in April. The festival is a separate entity from the college, but the college is a partner in it and provides many in-kind services, including marketing, public relations, grant writing, service as fiscal agent, and provision of facilities for its use. College personnel handle many of the events, including the poetry contest, the 2-4 mile run/walk, children’s activities, writer’s workshop, and travel arrangements for Sandburg’s daughter, Helga Sandburg Crile, and his biographer, Penny Niven. Other activities include a memoir writing contest, a photography contest, a garden show and sale, an art show, a radio trivia contest, a golf and gala fund raiser, a folk concert, and a reception at the Carl Sandburg birthplace and visitor’s center. The festival has been featured, among other places, on National Public Radio, and has won awards for two posters from the National Council for Marketing and Public Relations.

F. Challenges and Recommendations

1. Turnover

Through the addition of new programs and the retirements currently sweeping the Illinois community college system, a large number of new personnel are presently part of the system, and an equally large number of personnel are soon to leave it. Continuity becomes an issue, especially in the faculty governance system, where there are a large number of committees and a relatively small number of faculty. To handle one aspect of this problem, it is recommended that the retiring chairs of each committee meet with the incoming chairs either at the end of spring or the beginning of fall semester, to ensure knowledge of the committee’s work and procedures.

2. Student Assessment

Significant changes were made in the Assessment program at the end of the 1998-1999 school year. These changes and the process itself need careful monitoring to make sure they either continue to be or become fully functional. One step to accomplish this will be the 2000 Fall Workshop.

3. Scheduling

Information from the Davison Dietsch McCarthy marketing survey indicates that there is intensifying dissatisfaction with scheduling, particularly with night classes; scheduling, particularly at night, needs to be re-examined. The Dean of Learning Resources has been designated night administrator and charged with examining the evening schedule, in particular to make it possible to acquire the degrees entirely through evening classes.
4. **Staffing**

One area where the ratio of full-time to part-time staffing seems to present a difficulty is in the area of developmental English, where, due to expansion of the need for courses and changes in staffing over the years, an overwhelming percentage of the courses are taught by part-timers, a distinct change from ten years ago. In fall of the 1990-1991 school year, 66 percent of developmental English courses were taught by full-time instructors; in the fall of the 1999-2000 school year, only 11 percent of courses were taught by full-time instructors. One more full-time instructor could be hired, or much more careful connection to the transfer English area should be established, or both.

5. **Interactive TV/Compressed Video**

In the marketing survey and associated focus groups, there was dissatisfaction with both the functioning of the system and preparedness of faculty to deal with the system. Although each faculty member must undergo two to three hours of training before he or she uses the system, this is apparently not enough. Hopefully the system itself will improve; technological support personnel may be part of the answer, and faculty visiting receiving sites might also help.

G. **Strengths**

1. **Programs**

The college has added a large number of new programs, especially in the Allied Health area, and has updated and expanded many others.

2. **Personnel**

The college has increased the number of its full-time employees, administrative, faculty, and staff, in adding new services to its students and increasing the percentage of courses in both new and old areas taught by full-time faculty.

3. **Technological Support**

Both in technological infrastructure (phone system and computer system) and in computer labs and other upgrades, the college has materially enhanced what was a very weak technological environment, for individual programs, for students in general, and for the institution’s personnel in general.

4. **Delivery Systems**

Through web-based courses, interactive TV/compressed video, and the expanded use of telecourses, the college has vastly expanded its ways of delivering instruction.
5. **Facilities**

The college has expanded its facilities through such additions as the Extension Center and the Education Commons, and it has also renovated and upgraded its facilities on an extensive scale, with projects ranging from new equipment to new locations and new computer labs.

6. **Partnerships**

The college has increased the number of people it serves through partnerships like those that have resulted in the Center for Manufacturing Excellence, the Educational Technology Center, dual credit arrangements, and many more.

7. **Assessment**

The college has established an assessment policy and committee. It has vastly increased the amount of assessment that it does, and it continues to refine and develop its assessment policy and activities.

**H. Conclusions**

The college has greatly improved and expanded its facilities, its venues for delivering instruction, and the number of its full-time personnel. The number of times it has been noted that a support position, a program, or an office was created or had become full-time since the last self-study is both large and significant. The college has also added to the opportunities for cultural and intellectual development available to its students. The quality of many of the college’s efforts is also illustrated by the number of times in this section that it has been noted that the college was either the first, one of the first, or one of a very few to take the initiative being described, and by the number of awards and other forms of recognition mentioned in connection with those efforts. The pattern that emerges from this data demonstrates that the college is fulfilling its educational purposes, and in so doing, fulfilling the mission from which they are derived.
IV. Criterion 4—Carl Sandburg College can continue to accomplish its purposes.

A. Measures

The best ways to assess the ability of an organization to continue to successfully accomplish its purposes include assessing the confidence its people have in their work, the resources they have to work with, the approach they take to problems, the plans they have made, and the mechanisms they have in place to anticipate, cope with, and promote change.

B. Confidence

The faculty, the administration, and the Board of Trustees were asked to rate the college’s ability to fulfill the mandates implied by Criterion 4. The following eight key statements were included in a survey for this purpose:

1. CSC is a stable institution.
2. CSC is operating in a fiscally responsible way.
3. CSC is actively seeking alternative sources of materials and funds.
4. CSC is providing for long-range planning.
5. CSC is providing viable educational programs that address the changing needs of the college district.
6. CSC is providing viable customized business training and general community education which address the changing needs of the college district.
7. CSC is providing accessible, quality education in a caring environment by keeping the learner’s needs at the center of the decision making and by working in partnership with communities in the college district.
8. CSC is staying current with new technology.

The survey instrument was mailed to all three groups during the fall 1999 semester. Response was better from board members (6 out of 7, or 86 percent) than it was from faculty and administration, who were classed together to protect anonymity (56 out of 88, or 63 percent). There were five possible responses to the statements: “strongly agree” (assigned a numerical value of 5 in averaging the responses below), “agree” (value of 4), “neutral” (value of 3), “disagree” (value of 2), and “strongly disagree” (value of 1). Responses that marked none of the responses to a question were not considered in the averaging for that question.
A brief overview of the average responses follows:

<table>
<thead>
<tr>
<th></th>
<th>Faculty/Administration</th>
<th>Board</th>
<th>Both numbers Averaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stability</td>
<td>3.87</td>
<td>4.66</td>
<td>4.27</td>
</tr>
<tr>
<td>2. Fiscally Responsible</td>
<td>3.47</td>
<td>4.83</td>
<td>4.15</td>
</tr>
<tr>
<td>3. Alternative Funding</td>
<td>4.02</td>
<td>4.83</td>
<td>4.43</td>
</tr>
<tr>
<td>4. Long-range Planning</td>
<td>3.75</td>
<td>4.5</td>
<td>4.13</td>
</tr>
<tr>
<td>5. Viable Education Programs</td>
<td>3.59</td>
<td>4.66</td>
<td>4.13</td>
</tr>
<tr>
<td>6. Viable Service Programs</td>
<td>3.75</td>
<td>4.83</td>
<td>4.29</td>
</tr>
<tr>
<td>7. Mission Statement</td>
<td>3.43</td>
<td>4.66</td>
<td>4.04</td>
</tr>
<tr>
<td>8. New Technology</td>
<td>3.46</td>
<td>4.66</td>
<td>4.05</td>
</tr>
</tbody>
</table>

The results of the table show that faculty/administration moderately agree that the college has the ability to fulfill its purposes, and the Board of Trustees is generally more positive. Although the survey was somewhat differently organized for the previous self-study (faculty and administration were separate categories and questions 7 and 8 were not used), the board members gave more positive responses than last time in five out of the six questions, and joint faculty-administrator response this time was higher than the average of the two responses from last time in four of six questions. This is especially positive since the presumably lower percentage of response this time by faculty/administration might have resulted in lower averages than might have been expected.

C. Resources and Approach

The resources a college needs to do its job include financial, physical plant and equipment, quality programs and qualified faculty, and support and administrative services. Previous criteria have addressed the college’s possession of these resources.

In the financial realm, at the time of the last self-study in 1991, the Equalized Assessed Valuation of the CSC district had been declining for a decade; shortly after that date, it began to increase again, and although the previous high of 1980 was not reached until 1998, the last two years have seen the largest dollar and percentage increases in the entire period. State aid continues to grow, if at a slow pace, and more through increased hours generated by the college rather than through state action. Tuition increases are controlled by long-term tuition increase management plans, and new revenues generated and pressure taken off the budget by both the development of new revenue sources and the college’s aggressive program of seeking out grants.
Balanced or surplus budgets have been adopted since 1993, and the college has been able to respond to shortfalls by amending the expenditure side of the budget.

Since the last self study, the college has acquired several new premises where its programs or those of its associated organizations are offered, done extensive remodeling, renovations, and improvements at all of its sites, and has undergone more technological upgrading and improvement than during any other period of its history. In terms of personnel, it has more full-time faculty than ever before in its history and has added many essential staff positions, especially in Student Services and technological support areas. It has added and upgraded a large number of programs and delivery systems for those programs, and is making more efforts to assess those programs than ever before. Perhaps as a natural consequence of all of these developments and as a result of marketing and recruiting efforts, the other kind of resource essential to a college—students—have appeared, as the college’s annual headcount continues to go up.

The college has responded to problems such as a flat population growth, a low equalized assessed valuation, a low tax rate, and the constant changes in technology and its district’s educational needs by growing and by developing increased flexibility. It seems to have been the right approach, and it augurs well for the future.

D. Plans and Planning Mechanisms

On the curricular/program front, the college will continue a general policy of expansion. Several new programs are slated to begin soon, especially in the Allied Health area; partnerships with various area industries, through such entities as CABI and the CME, will be exploited as growth areas; and delivery systems such as the Illinois Virtual Campus and distance learning/instructional television will continue to be developed. At the same time the college continues to develop its assessment procedures for students, faculty, and courses.

On the financial front, the college plans to generate more revenue through the expansions mentioned above and by funding more of its activities through grants and other funds. Some savings are also being achieved through more efficient management, as in the centralizing of purchasing, the upgrading of systems and equipment to reduce utility costs, and the risk management program and committee. Another major approach will continue to be the attempt to make expenditures and revenues more predictable, where possible; examples of this include the current three-year tuition-rate adjustment plan, the rolling labor contract, and cooperation from the ten county clerks relative to assessed valuation.

On the curricular/program front, the primary mechanisms for change run through administration and the Faculty Assembly and its committees. Advisory committees and research of various kinds, whether marketing or other student surveys, can identify areas for new programs, which will then work through the administration and the faculty-led Curriculum Committee, the Faculty Assembly, the CSC Board of
Trustees, and various accrediting or professional organizations. Assessment of programs, courses and faculty will be led by the ongoing and changing efforts of the Student Assessment Committee, and also by the Tenure Commission, the Faculty Assessment and Growth Committee, and the Faculty Development Committee.

On the general institutional/financial front, there is a three-year planning cycle which has been revised and updated as the result of a two-year process involving the board, the Institutional Planning Committee, administration, faculty, and staff. The current three-year plan runs from 1998 to 2001 (Appendix A, Fig. 25). The cycle includes the incorporation of the budgetary process, action plans by specific standing committees, and the Assessment Plan, into an Institutional Plan. The CSC Board of Trustees establishes institutional focal points; the Planning Committee then formulates institutional objectives, consulting specific standing committee action plans, annual reports by the Student Assessment Committee, a community survey, and an environmental scan. Each planning unit is then charged with the development of unit objectives based on the focal points and objectives. The annual budget is constructed based on the three-year strategic plan, and the Instructional Technology and Marketing committees develop action plans based on the plan. The Marketing Action Plan this year was completed by the firm of Davison Dietsch McCarthy, referred to elsewhere in this self-study; many activities are now underway in response to that report. Once the plan is established, yearly institution-wide reviews are completed to determine annual progress and accomplishments in addressing the unit objectives, institutional objectives, and focal points of the strategic plan.

E. Impact of the Self-Study Process

Over the years, the self-study process has provided a framework for identifying the strengths and weaknesses of the college. It has also provided the impetus for needed improvements, such as the hiring of a full-time Coordinator of Career Planning and Placement and closer coordination of the main campus with The Branch Campus and now The Extension Center. As in the past, concerns noted in the self-study will be incorporated into the planning process described above, and all feasible options to address these concerns will be considered. In addition, every effort will be made to identify its strengths.

F. Strengths

1. Planning Process

The three-year planning cycle, involving almost every area of the institution and based on the Mission Statement, is an instrument flexible and dynamic enough to predict some change and accommodate for much more.
2. Governance

The Faculty Assembly system, in which all areas of the college participate, has historically been able to deal with a great deal of change, and has the potential to respond to a great deal more.

3. Confidence

The people who work at the college have confidence in what it is doing, which is another asset in dealing with its future.

G. Conclusion

The college has the financial, physical, and personnel resources to continue to fulfill its mission and purposes. Its people are confident of its ability to do so, and it has in place appropriate plans and mechanisms for change that will allow it to do so. The college should be able to continue to fulfill its purposes.
V. Criterion 5—Carl Sandburg College demonstrates integrity in its practices and relationships.

A. Policies and Procedures

1. Board

   The “Governing Board Authority” section of the Policy, Regulation, and Procedure Manual states, “The Board is authorized to operate under the authority derived by the Illinois Community College Act as approved by the 74th General Assembly on July 15, 1965, and as added to and amended by legislative action.” The Board operates under all laws and policies that have been duly enacted to govern proper operation of Carl Sandburg Community College District 518. These include the Illinois Community College Act, the Public Meetings Act, the Higher Education Reauthorization Act, and the Carl Sandburg Community College District 518 Policy, Regulation and Procedure Manual.

   Upon examination of Board Minutes and Agendas, it appears as though the Board adequately adheres to the laws and policies that govern its authority and operation. The Board operates within the rules set forth in the above-mentioned directives.

2. Administration

   There is no reference in the Board Policy Manual to any policies, regulations, or procedures concerning the governance of any employees classified as Administrators, except Procedure 2.2.0.2, which states that each December and May, supervisors are to conduct a performance review with managers under their supervision, consisting of a written progress report on the accomplishment of management goals and job responsibilities to date.

3. Faculty

   The Board Policy Manual defines numerous issues in relation to faculty. The process for Faculty Non-tenured Evaluation, the Assessment for Growth of Tenured Faculty, Descriptions of Responsibilities for Instructional and Non-instructional Faculty, Faculty Responsibilities on Committees, and Governance, are, among others, concerned with faculty rights, duties, and participation.

   Employment matters such as dismissal, hours, etc., are of course addressed in the Professional Negotiations Agreement.

   The policies are implemented fairly and consistently with regard to the various faculty-related issues. The board and administration have been scrupulous in adhering to manual and contract.
4. Staff

There are no similar sections in the Board Policy Manual to delineate Staff responsibilities. Before 1993, a Staff Employee Handbook governed the Staff. This was later largely incorporated into the Professional Negotiations Agreement when the Staff voted to join the already existing bargaining unit. There is little mentioned in the Policy Manual regarding Staff.

As would be expected, the Professional Negotiations Agreement delineates all the Faculty and Staff employment requirements as related to hours, wages, and conditions of employment. The college is currently experiencing a period of labor peace. After a considerable period of unrest and distrust, the labor management relationship is now one of cooperation and trust. The college is currently under a unique bargaining situation in which the contract is maintained at a four-year mark. When negotiations take place annually, the talks are for the fourth year out, with the other years being previously negotiated.

5. Shared Governance

The college acts on the unstated belief that inquiry and common sense flourish best when everyone has a voice. The most concrete expression of this is the shared governance structure of committees, faculty council, and Faculty Assembly, as outlined in the Board Policy Manual and discussed under Criterion 2 or 3 of this Self-Study. Although this structure is strictly advisory, the respect for the structure and political skill of all concerned means that the decisions of the Faculty Assembly are seldom if ever ignored, and that Board and administration seldom or never feel any need to ignore them. This fact alone says much about the spirit and ideals of the college.

Faculty influence through the governance structure is obvious, and there is also a Faculty Representative to the Board, as stated in the Illinois Community College Act. The Staff has less voice in the governance policy as it is presently written, though Staff members are included on committees such as Risk Management and Wellness/Welfare. There is also a Staff Representative to the Board of Trustees. The various levels of administration have input through the Administrative Staff meetings that occur on a monthly basis.

There appear to be both in policy, procedure, and practice, ample avenues of interaction that give board, administration, faculty, and Staff a voice in the operation of the college, although the Staff is not nearly as involved in the governance process as are the faculty and administration.

6. Employment

The Board Policy Manual clearly and adequately stipulates the college’s adherence to the employees’ First Amendment rights and practices in personnel,
including Affirmative Action, Equal Opportunity Employment, the Americans With Disabilities Act, and the issue of sexual harassment. These items are in the Board Policy Manual. The college scrupulously enforces the above-mentioned laws and sees that employees are aware of their rights regarding them.

7. **Conflict**

The procedures for filing a grievance for any labor dispute for Faculty and Staff, the proper format for framing a disciplinary situation, and the appeals process are clearly and adequately set forth in the *Professional Negotiations Agreement*. The college adheres to these procedures adequately and fairly. There is no known document that guides the administrative personnel regarding grievance procedures or conflict resolution. The committee responsible for this section of the self-study finds that the college adequately and conscientiously adheres to the policies and procedures set forth in both the Board Policy Manual and the Professional Negotiations Agreement, as well as the laws, statutes and mandates set down by the federal and state governments.

B. **Student Policies and Practices**

1. **Access & Diversity**

   a. Admission to the college, as clearly stated in the catalogue, is broad, and makes access possible for most people. General admission to the college does not necessarily guarantee admission to particular courses or programs. For instance, in the majority of the health career programs, admission is limited due to clinical capacities. Admission to these programs is based on the candidate’s overall academic performance, with preference given to in-district candidates. While general admission information is conveyed to students through the *College Catalog*, detailed program admission criteria are described in program booklets and brochures and during informational meetings. College recruiters also convey admission information to potential students through visits to area high schools and various on-campus activities.

   b. Based on Fall 1998 enrollment figures, 59.6 percent of the student body is female and 61.3 percent of all students attend on a part-time basis (See Appendix A, Fig. 18.) Approximately 37 percent of the students are 17 to 20 years of age and those who are between 20 and 40 years old make up another 39 percent (See Appendix A, Fig. 19). Nearly all courses have a mix of students with diverse socioeconomic backgrounds and varying educational goals.

   The ethnic makeup of the CSC student body, however, is not so diverse. As noted in Appendix A., Figure 20, the vast majority of students (92.8 percent) are white, non-Hispanic, with the black, non-Hispanic population representing the next highest percentile (3.5 percent). These figures are, however,
representative of the demographics of Community College District #518, the ethnic makeup of which is nearly 96 percent white, non-Hispanic (Appendix A, Fig. 21).

c. Students who inquire about financial assistance at CSC receive a Financial Aid Information Kit that describes the available programs and the application procedure. Various rules that students need to know regarding financial aid are also discussed in the contents of the kit. Financial aid information is also published in detail in the College Catalog. If the student chooses to apply, she or he may do so by completing a FAFSA application. Once the application is received it is reviewed and the student is notified of any required documents that must be provided. According to recent statistics, approximately 50 percent of the overall student body receive some form of financial assistance. The average award for 1997-98 was slightly more than $2,000 per student, for a total of $2.8 million dollars (see Appendix A, Fig. 22). Of the 1665 students who applied for the 1998-99 academic year, 1259 were awarded financial aid (76 percent.) In comparing 98-99 to 97-98, there was a five percent increase in the number of dependent applicants receiving aid, which indicates more students are choosing to stay at home and attend the local community college.

For students needing loans, the college uses the federal government’s Direct Loan Program. This program eliminates a great deal of confusion for the student, since applications are processed directly through the government and the institution. In addition to need-based aid, the college also awards a variety of academic scholarships as well as talent grants in athletics, art, music, theatre, creative writing and livestock evaluation.

d. As described elsewhere, new full-time students must meet with a counselor in Student Services to choose a program and courses, and they must complete the ASSET test to assist in placement. Once the student identifies a major s/he is assigned to a faculty advisor for assistance with subsequent registrations. In the case of vocational students this has proven most beneficial, as program faculty are often more familiar with the students’ overall academic preparation and performance, as well as having knowledge of employment trends and continuing education opportunities.

Dates and times for registration are posted throughout the college and are included in the class schedules.

e. The college offers a variety of student support services ranging from child care to tutoring and employment assistance. Recognizing the diverse age and socioeconomic backgrounds of its students, CSC attempts to provide assistance in multiple aspects of student life.

CSC offers a variety of tutoring services, including free professional and peer tutoring, to any student who meets one of the following criteria: grade of C or lower, instructor’s recommendation, health or medical disability, or academic
disability. The Disability Support Services Office also offers services and accommodations to those students with varying disabilities, including learning disabilities and attention deficit disorders.

The Academic Skills Center provide a number of services described under Criterion 3 of this report, as is TRIO Student Support Services, a free, federally funded program specifically for students who are either first generation college students or considered low-income. Funding is currently approved for up to 125 students. This enrollment level is being maintained.

The Learning Resource Center (LRC) provides materials and services to support all instructional programs offered. It also houses a special career area for those interested in job seeking skills and career information. In addition to its personal holdings, the LRC has an extensive interlibrary loan program and subscribes to research databases that are accessible via the worldwide web at all three campus locations. The LRC Facility on the Galesburg campus offers extended hours of operation M-Th 7:45 A.M. — 9:00 P.M.; Friday 7:45 A.M. — 4:00 P.M.; and Saturday 9:00 A.M.-12:00 noon. Access the LRC at The Branch Campus follows the hours the building is open, M-Th 8 A.M. – 10 P.M. and Friday 8 A.M. – 5 P.M.

2. Conduct

The student code of conduct is clearly defined in The Student Handbook, which states that students who do not conduct themselves according to college policy will be subject to “appropriate disciplinary action as stated in the Carl Sandburg College Regulation on Disciplinary actions (3.16.1).” Detailed conflict resolution information is provided in the handbook for students who have a concern or a complaint that they believe may adversely affect them or other students. This includes such issues as grades, sexual harassment, and discrimination. Academic dishonesty is explained and students are encouraged to check with individual instructors regarding the penalty in specific courses. In addition, the college’s drug, alcohol, and no smoking policies are very clearly stated in the handbook. Miscellaneous policies and procedures such as access to and release of student information, grades and attendance policies, unpaid college debts, and communicable diseases are also addressed.

3. Rights To Quality Teaching and Learning

a. In accordance with the mission statement, every effort is made to ensure that students who attend the college have a quality learning experience. Of the 74 full-time instructors who teach at Carl Sandburg College, 51 have Master’s degrees or above, 10 have Bachelor’s degrees; and the remaining 13 have specialized training in their particular area of expertise. The college employs approximately 153 adjunct instructors annually. All instructors who teach college transfer courses, full or part-time, must have at least a Master’s
degree. Any instructor who is hired full-time must participate in the comprehensive tenure evaluation process described under Criterion 3. The division chairs have the authority to distribute student evaluations each semester for all adjunct faculty teaching in their divisions. After full-time faculty members have received tenure, they are expected to participate in an assessment and growth process that encourages them to continue to strive for excellence in their teaching. New instructors are given copies of course briefs so those students taking the same course from different instructors will be presented with similar course goals and objectives. The relatively recent Student Assessment program is another effort both by faculty and by the institution as a whole to improve the quality of teaching.

b. The college has continued to expand the breadth of educational offerings available around the district. It has comprehensive agreements with Southeastern Community College in Iowa and Spoon River Community College in Illinois and cooperative agreements with Black Hawk College, Illinois Central College, Illinois Valley Community College, Spoon River College, John Wood Community College, and Heartland Community College which allow students to attend these colleges and pay in-district tuition rates if CSC does not offer the specific program desired. The college is also a member of the Illinois Virtual Campus (IVC) which has been established to provide Illinois citizens access to diverse distance education higher educational resources. The college also has “Tech Prep” agreements with many high schools which allow qualified students to receive college credit toward an Associate in Applied Science degree for pre-approved high school technical courses. In addition, qualified high school students may also take Carl Sandburg College’s ENG 101 Freshman Composition I for dual credit at various district high schools.

All of these efforts are described elsewhere in this self-study, as are programs offered by the Center for Agriculture, Business & Industry (CABI); the Community Education Office; the College for Senior Citizens program; and the Sandburg Scholars Program. The West Central Illinois Retired Senior Volunteer Program (RSVP), operating in several counties, enables older residents to contribute to their communities through volunteer service, and the Certificate of Completion Program serves individuals who want to develop or renew occupational competencies to meet their current employment needs.

Carl Sandburg College remains committed to providing quality learning experiences by offering a wide variety of educational and support services to residents throughout the district.

4. Activities
   
a. The college makes available to students a wide variety of affordable and accessible activities, including participation in sports, musical ensembles,
theatrical productions, student clubs and organizations, fieldtrips, and attendance at guest performances and speeches. Some of these activities are sponsored by the Student Government Association, which receives a large portion of its funding from activity fees students pay when they enroll for classes. Activities which the SGA has sponsored during the current academic year include picnics, free for all students, faculty, and staff, at the beginning and end of the year; three guest performers, including a comedian, a hypnotist, and a mentalist; an Open Mike, jointly sponsored by the SGA and the Music Department; two guest speakers, Shellie Moore Guy and Jim Lucas, who spoke about topics related to Black History Month; a ‘Remembering Slavery Slide Show’ in recognition of Black History Month; various activities and guest speakers for ‘A Celebration of Women in the Arts’; a trip to Chicago to visit the Art Institute; a trip to Six Flags in St. Louis; and a Valentine’s Day Dinner and Dance.

b. There are student clubs which are available to interested students. The clubs receive a large portion of their money from the SGA, but, in addition, they also frequently raise funds on their own to support their activities and projects. The student clubs are as follows:

- The ADN Student Association is for future registered nurses and limited to students enrolled in the Associate Degree Nursing program.

- The Agriculture club promotes competition at state and national meets and maintains test plots on campus. Any student enrolled in an agriculture curriculum is eligible to participate.

- The Allied Health club is for students involved in the limited radiography, nursing assistant, or practical nursing programs at The Branch Campus.

- The Automotive club is for any student enrolled in the auto body repair and automotive technology programs.

- The Child Development club is designed to provide information to students interested in working with young children as a career.

- The Data Processing Management Association provides further learning opportunities for students who desire to enter the field of data processing or computer information systems.

- The Desktop Publishing club has membership limited to students enrolled in the desktop publishing program at The Branch Campus of CSC.

- The Marquee club is open to all students interested in music; it
promotes participation and support for music activities on the campus.

- The Practical Nurses’ Student club has membership limited to students enrolled in the practical nursing program at CSC.

- The President’s Ambassador club is for students with a high degree of academic success; this club works to make prospective students aware of the advantages of Carl Sandburg College.

- The Radiologic Technology club is limited to students enrolled in the program.

- Sigma Phi Sigma, the mortuary science fraternity, is open to students enrolled in the Mortuary Science program.

- The Livestock Evaluation Team participates in intercollegiate judging contests throughout the year.

- Phi Theta Kappa is the international honor society for two-year colleges.

Various musical ensembles include the Sandburg Singers (audition only), the Rootabaga Jammers (audition only), the Knox-Sandburg Community Band (open to all), the CSC Student Combo (audition only), the Galesburg Community Chorus (open to all), and the Carthage Community Chorus (open to all). The Theater Department stages two productions each year, participation in which is by audition only, although both full-time and part-time students, as well as community members, are eligible to participate. "Phizzogs," the campus literary publication, published each spring, includes articles, short stories, poems, and visual art by members of the CSC community.

The college is a member of the National Junior College Athletic Association and the Arrowhead Athletic Conference. Participation in athletics is open to students with ability and interest, and the sports available are men’s and women’s basketball, men’s baseball, women’s softball, golf, and volleyball.

c. Talent grant scholarships are available, and are used to encourage talented students to enroll at Carl Sandburg and participate in various activities. There are talent grants in athletics, the humanities, and in livestock judging. In athletics, there are seven in men’s basketball, seven in women’s basketball, seven and a half in baseball, seven and a half in women’s softball, three in golf, and five in volleyball. There are three in music, three in theater, three in art, three in creative writing, and there is one in livestock judging.
5. **Publications**
   
a. The *Carl Sandburg College Catalog* is available to all students through the Admissions Office and is published on the college’s website. It is revised yearly by the office of the Vice President of Student Services. Faculty chairpersons review the contents for changes in academic programs. The staff in the Student Services Office reviews the contents for changes in student policies and for changes in the auxiliary programs of the college, such as the bookstore and the cafeteria. The catalog contains information about the academic calendar, the college’s philosophy and its mission statement. The policies listed in the catalog cover both academic and student life.

   **Academic Policies and Procedures**
   - Academic Credit
   - Academic Dishonesty
   - Academic Programs/Requirements
   - Academic Record Appeal
   - Academic Standards
   - Admissions Policy
   - Audit
   - Certification
   - Graduation
   - Residency Requirements
   - Standards for VA Satisfactory Progress
   - Standards for Academic Progress
   - Withdrawal from classes

   **Student Life Policies and Procedures**
   - Crime Awareness & Campus Security Act
   - Disciplinary Action
   - Financial Aid
   - Parking Regulations
   - Records
   - Refund Schedule
   - Sexual Harassment
   - Standards of Conduct
   - Student Grievances & Discrimination
   - Tobacco Free Campus
   - Tuition and Fees

b. *The Student Handbook* is made available to all students at registration. The handbook includes information about the support services offered at the college as well as reiterating the policies and procedures that govern our campus. It is revised annually by the Office of Student Life with input from the concerned divisions of the institution. In the 1998-99 edition, the handbook was revised to include a weekly planner that provides the dates of campus events. This handbook clearly outlines the rights and responsibilities of students who attend Carl Sandburg College. At the very beginning is a list of academic terminology that is intended to help students understand the information contained in the handbook. The next section contains answers to nineteen “Common Questions” asked by new students such as “How is my grade point average determined?” and “Do my grades from another college transfer to Carl Sandburg College?” The room numbers and telephone numbers of staff members who can assist students with questions or problems are included in the handbook as well as an extensive list of college organizations and activities.
These student policies, regulations, and procedures are presented in the *Handbook*:

<table>
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<tr>
<th>Academic Policies</th>
<th>Student Life Policies</th>
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<tbody>
<tr>
<td>Academic Dishonesty</td>
<td>Access &amp; Release of Student Information</td>
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<td>Discrimination Complaint</td>
<td>Check Cashing</td>
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<tr>
<td>&amp; Grade Appeals</td>
<td>Checks Returned to the College</td>
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<tr>
<td>Grades &amp; Attendance</td>
<td>Clean Air/No Smoking Policy</td>
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<td>Graduation Rate</td>
<td>Code of Student Conduct</td>
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<td>Communicable Diseases</td>
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<td>Drug and Alcohol Abuse</td>
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<td>Posters and Advertising</td>
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<td>Right to Privacy Act</td>
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<td>Sexual Harassment</td>
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<td>Student Right to Know/Crime Statistics</td>
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<td>Unpaid Debts to the College</td>
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</table>

C. The *Course Schedule* is available to all students through the Office of Student Services and in the racks throughout the campus. It is revised prior to each semester and is made available several months before each semester begins. *The Business and Community Class Schedule* is mailed to businesses and individuals who have either participated in the past or who have expressed interest in our programs. Courses held at the Galesburg, Bushnell, and Carthage locations are listed, as well as those courses that are available as telecourses or online courses. Illinois Virtual Campus courses are also listed in the course schedule. Some of the services provided by the college, such as Disability Support Services, Counseling, and Financial Aid are listed in the schedule as well. Policies and procedures that are listed include the following:

Academic Calendar  
Academic Programs  
Registration Procedures  
Scholarships  
Student Equal Opportunity Policy  
Transfer Information

C. Financial Policies and Practices

1. Compliance

   a. The financial operations of the college comply with the Illinois Public Community College Act and other applicable laws. The standards of the Governmental Accounting Standards Board are adhered to. With regard to the College’s own Board policy, financial practices are in compliance.

   b. The college administration reports to the Board monthly regarding obligations
paid and scheduled to pay. It provides an investment report and well as a recap of the status of the various funds that directly affect the day-to-day and long term operation of the college. Monthly expenditures are reviewed and approved at regular meetings of the Board.

c. The college employs a Certified Public Accounting firm to annually audit financial operations. The annual audit is available for view by the public.

2. Process

   a. The budget process has been described under Criterion 2; a brief restatement of the annual part of that process has been placed in Appendix A, Figure 26.

   b. In recent years, estimates of credit hours generated have not met predictions and, as a result, mid-year corrections in expenditures (across-the-board percent reductions—usually in materials and supplies) have had to be made. Efforts are being made to arrive at greater accuracy in credit hour prediction, mainly through the institution of different fiscal planning procedures, as discussed earlier. These new procedures have been established to make revenue and expenditure forecasting more reliable (e.g., the collective bargaining procedures that make more predictable the largest expenditure of funds in the budget—employee salaries; and, assigning responsibility to division-level administrators for predicting more accurate credit hour generation).

3. Foundation

The Carl Sandburg College Foundation, begun in 1971, well in advance of the development of foundations at many community colleges, promotes the college’s program by seeking donations and community support; it supports students through generously endowed scholarship funds. Through this body, which well represents a cross section of the college community, CSC demonstrates its dedication to the continuance of its work and to its improvement. The expertise of these board members has kept intact a strong investment program and an energetic approach to promoting the needs of the college and its students. The college’s commitment to the work of the Foundation was shown in 1997 with the appointment of a full-time Foundation Director.

4. Related Areas

   a. The college’s Food Service Department has its own mission statement, which is posted for its employees. This statement includes the word “integrity.” The manager of the cafeteria has a set of rules and guidelines stressing the importance of good customer service. The rules and procedures are reviewed with each employee every three months. The cafeteria management has established the use of a Suggestion Box to allow customers an alternative
form of expressing their desires and concerns. Conflicts involving the cafeteria employees are usually resolved through meetings with the cafeteria manager but may be referred to the Director of Staff Services. The cafeteria manager meets monthly with the Director of Staff Services to review and address concerns.

b. The bookstore also has a mission statement as well as a set of rules and procedures. These, however, are not posted but are contained within a policies and procedures manual. Each employee is required to read this manual and to indicate in writing that they will abide by these policies and procedures. The importance of customer service is strongly stressed. The bookstore also has survey sheets, “Speak Out” which are located at the cash register. These survey sheets allow students the opportunity to express their comments and concerns. These forms are sent to the corporate office for review. Any conflicts related to bookstore employees or to its policies are resolved through meetings with the Bookstore Manager. The Director of Staff Services meets monthly with the Bookstore Manager and quarterly with the Regional Manager to review and address concerns.

c. The college is engaged in a variety of grant-funded activities. Guidelines for all grant activities are on file in the Grant Technician Office and are available upon request. Internal monitoring of grant expenditures is completed on a regular basis. Monthly and quarterly grant budgets are given to appropriate supervisors for review. These budget analyses consist of a report showing expenditures to date and the remaining balance of grant monies. Grant monies received by the college are subject to review by independent auditors in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. A report of the auditor’s findings is forwarded to the President’s cabinet for review. This allows the cabinet the opportunity to respond to any questions that may arise from the report. Grants contribute 25 percent of the operating budget of Carl Sandburg College.

5. Fund Balance

a. According to the audit reports for the fiscal years 1995 through 1999, not considering other financing sources, expenditures have exceeded revenues in the General Fund for each of those reporting years.

b. The operating days in the fund balance, according to the college’s own FY2000 budget, are in decline. In 1996, the operating days in the fund balance were 16.80 (an increase, by the way, from 1995); in 1997 the operating days dropped to 9.17, and in 1998 to 8.75 days.

c. Appendix A, Figure 27 may shed some light on the reasons for the declining
number of operating days in the fund balance. Since FY96 the operating days in the fund balance have decreased each year, according to the college’s own predictions. The percent of decrease from 1996 to 1997 was 45 percent; the percent from 1997 to 1998 was 1 percent; and from 1998 to 1999, it was 15 percent. One of the major concerns during the last NCA visit was the financial reserve of the college in its general operating funds. It appears that even though the college has undergone significant expansion in its facilities and resources for students, any revenue stoppage, even for a very short time, would consume a limited fund balance quickly and force the college into a borrowing situation to continue operations.

6. Evaluation

The college practices and achieves integrity in its financial practices and procedures. They are adhered to, for the most part, by the established cost centers.

The college demonstrates appropriate integrity in its financial planning. It does carry out its activities, in large part, with its financial plan in mind. If variances and inconsistencies appear during the implementation of an annual financial plan, it may be due to the college’s strong desire to accommodate change that would be beneficial, yet not foreseeable in the planning process.

D. Collaborative Efforts

1. As detailed elsewhere in this document, the college has established relationships with other colleges and universities, area high schools, business and industry, and community organizations. Some of the relationships that CSC maintains with other educational institutions, business and industry, and community organizations are listed below, and fully described elsewhere in this document.

2. CSC maintains reciprocal agreements with Spoon River College and Southeastern Community College; the Illinois Articulation Initiative provides the foundation for transfer to state universities and other Illinois community colleges, and articulation occurs with many other schools; through the Illinois Virtual Campus, thirty certificate and degree programs (1,395 distance courses and 747 Internet courses) are offered; CSC serves high schools within the district by offering dual credit, distance learning, vocational instruction, and Upward Bound, collaborates with the Carthage system at the Education Commons, and maintains relationships with both the Delabar and LaMoine Valley Education Service Regions; the George Washington Gale Scholars Program gives disadvantaged public school students a head start on college; the Western Illinois Educational Consortium (WIEC) is a coalition of educators, health related organizations, public service units, government, and private businesses whose purpose is to improve access of educational opportunities to citizens of western Illinois; previously discussed examples of collaboration include the Center for Agriculture, Business, and
Industry (CABI), the Educational Technology Center (ETC), and the Center for Manufacturing Excellence (CME); The Children’s School, Bright Futures, and Even Start are aimed at children and their parents, while College for Senior Citizens and the Retired Senior Volunteer Program (RSVP) involve older citizens; the Heartland Literacy Coalition and the college’s community education programs have a broader scope; CSC provides classes for inmates at Henry C. Hill Correctional Center, and it acts as grant recipient, administrative entity, and training institution for the Workforce Incentive Act (WIA), formerly JTPA.

3. The extent and number of these associations shows that the college is committed to working with educational institutions, business and industry, and community organizations. Many of the relationships listed are long-standing in nature. The college also continues to develop new partnerships to expand educational opportunities to students.

E. Compliance With Civil Laws

1. The college is in compliance with the Illinois Community College Act, the Americans With Disabilities Act, the Freedom of Information Act, the Higher Education Reauthorization Act, the Family Education Rights and Privacy Act, Campus Crime Awareness Act of 1990, the Equal Opportunity and Affirmative Action law of 1970, the Gift Ban Act, the U.S. Copyright Law, and the Title VII section of the 1964 Civil Rights Act dealing with sexual harassment.


3. CSC has a certificate of recognition from the Illinois Community College Board of the State of Illinois legally recognizing the educational programs of the college. Under the Illinois Public Community College Act of 1965, CSC is an officially recognized Illinois Public Community College and fulfills the United States Department of Education requirements for proof of financial responsibility for public institutions of higher education.

4. The Board of Trustees follows the Open Meeting Act as stated in policy 1.10. The Chief Business Services Officer adheres to the bidding and purchasing procedures associated with Policy 2.12.

5. Policy Statement 3.22 declares the college intends to comply with the U.S. Copyright Law (Title 17, U.S. Code 101, et. seq.). Additionally, Regulation 3.22.1 outlines the specific procedures that the copyright officer will enforce. The Dean of Learning Resource Services serves as the compliance officer. The Dean has placed notices at copy machines throughout all campus locations notifying users that unauthorized copying of copyrighted material is not allowed.
Additionally, the audiovisual technicians have strict, specific rules about the collection, use, and distribution of materials, especially those taken off-air or duplicated from a copyrighted source. The coordinator of the online courses also enforces the fair use of materials in compliance with the policies and procedures of the college. The policy on academic dishonesty is listed in the college catalog and in the student handbook under the Code of Student Conduct and applies to the unauthorized use of protected materials.

6. Policy Statement 2.19 declares that the college will comply with the Illinois State Gift Ban Act (5ILCS 425/1 et al), and the Vice President of Business Services is the college’s Ethics Officer for purposes of complying with this act.

7. Board Regulation 2.10.2 assigns the duty of investigating any sexual harassment charges to the Affirmative Action Officer and the Equal Opportunity Officer. Procedure 2.10.2.1 describes their actions in both a formal and informal process. All employees are trained concerning creating and maintaining a work environment free of sexual harassment.

8. The college is compliant with the Constitution of Illinois, 1970, Article 1, about nondiscrimination, affirmative action, and diversity. Policy 2.10 of the Board Policy, Regulation and Procedure Manual, and associated regulations and procedures, covers these topics. The College Catalog publishes the Student Equal Opportunity Policy on page 5. Statements about employment are printed on the college web page in the section “College Positions.”

9. In accordance with the Americans With Disabilities Act of 1990 and the Rehabilitation Act of 1973, the college is in compliance with ADA requirements. The college initiated an inspection in order to begin altering facilities at once to comply with the ADA. A number of alterations and new construction have been done at all campus locations. The report detailing those changes is in the office of the Vice President for Business Affairs. Board Policy 2.15, and associated regulations and procedures, covers the college efforts with ADA rules. The ADA Coordinator has the primary responsibility for providing needed services, some of which include:

- coordinating with faculty members the accommodations necessary to assist students with special needs;
- proctoring of exams for students who require additional time;
- providing a note taker, a tape recorder, a scribe, or an interpreter as needed for classroom work;
- providing aids for reading such as books on tape or the Kurzweil 3000, a device which scans and reads aloud text so the learner can see and hear the text at the same time;
Carl Sandburg College

- providing modifications for computer use such as table height, a screen enlarger, zoom text, antiglare protection or a track-ball style mouse;

- and providing peer tutors or professional tutors as needed.

10. In summary, the college is in compliance with all state and federal laws that apply to post-secondary education.

F. Challenges and Recommendations

1. Administrative Personnel

   There is a shortage of written policy or procedure for administrative staff. These matters could be clarified. More guidance, either in the Board Policy Manual or a separate Administrative Handbook, would both provide guidance and protect the college in case of legal trouble and is recommended.

2. Staff

   As in the above, a staff handbook along the lines of the Faculty Handbook might prove helpful to staff and is recommended.

3. Fund Balance

   Balances in the Education and Maintenance funds remain low. This will be a continuing concern, as the college’s basic approach remains that of expanding in such a way as to generate more enrollment (and therefore more tuition, more state reimbursement, and, through more publicity and involvement, more community partnerships and importance). It is hoped that this method will cause the eventual recovery of these two funds, and it is the strategy the college has adopted rather than cutting back simply in order to have higher balances in these two funds in the short term. The efforts described under Criterion 2 to make expenses more predictable and the budget more stable are also partly designed to make any emergency demands on these funds less likely.

G. Strengths

1. Policies, Regulations, and Procedures

   The college has well-defined policies that govern its procedures and its relations with its own constituencies and outside groups, and these are followed.
2. Fairness

The college conducts its business openly, in compliance with applicable laws, and with input from those concerned as exemplified by the governance system.

H. Conclusion

The college has established a wide range of policies, offices, and activities to ensure that both its internal and external relationships are conducted in an open and fair manner. Many of these policies are embedded in the concept of shared governance. Others are more specifically designed to address issues of integrity and ethical behavior with regard to both internal and external partners of the college. The college conducts its affairs openly. Illinois law requires that the college’s financial affairs are a matter of public record. The college’s policies and practices as well as general information about the institution are actively disseminated via publications both printed and electronic.

The college is proud of its record of integrity in institutional practices and of its relationships with the various communities that it serves. During this Self-Study, the committees dealing with Criterion 5 examined a broad spectrum of policies and practices to determine if and how the college adheres to both the civil laws and to the code of ethics commonly accepted by the academic community. The college lives up to its commitments and clearly demonstrates integrity in its practices and relationships.
Summary

The pattern of evidence presented in this Self-Study shows that the college is fulfilling its mission in an effective and productive way. It has addressed the concerns raised by the 1990-1991 visiting team. Those concerns focused on internal dissension, financial problems involving deficit budgets and stemming from a crippled Equalized Assessed Valuation, and the absence of certain services that lack of funds kept the college from providing. Today the different elements of the college are functioning with more cooperation and general goodwill than has been true at most periods of its history, the EAV has turned a corner, and although financial concerns will always be present, the budgets are healthy, and the services the college was not providing before have been added, plus many more that no one in 1990-1991 would have thought financially possible.

The college has carefully re-defined its mission, put in place a process for whatever future refinements will be necessary, adopted educational goals that support the mission and an institutional plan designed to carry it out, and is linking individual courses to the goals through the assessment process. Financially much sounder than it was ten years ago, the college is in a time of expansion in personnel, facilities, and programs. The college governance structure continues to function in a way that ensures faculty involvement in program development and oversight, technological upgrading has become a continuous process, the college is expanding its partnerships with communities, and a vigorously growing and changing student assessment program is in place. The institutional plan, the governance system, and the enthusiasm of the college’s personnel are good signs of its ability to continue this effort into the future. Numerous awards and other kinds of recognition attest to the quality of the college’s efforts and the integrity of its relations with the communities it deals with.

There remain difficulties—as mentioned, finances will always be a concern—and chief of these may be the expense of keeping up with technology, the ability to keep continuity of effort and a sense of what the college has been and can be in the face of a wave of retirements coupled with the addition of many new personnel, and the necessity to keep evaluating the success of all its new efforts. The college is aware of these difficulties and is prepared to deal with them, however, and feels justified in now requesting continued accredited status for the next ten years, with the next comprehensive evaluation to occur in 2010-2011.
General Institutional Requirements

Mission

1. **It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.**

   The college Mission Statement and Educational Purposes as an institution of higher education are presented in Criterion 1 of this Self-Study. The Faculty Assembly and the Board of Trustees adopted them in spring 1998. They are in the college Catalog and many other college publications, and the Mission Statement is prominently posted on the campuses and printed on all new business cards for college personnel.

2. **It is a degree-granting institution.**

   Carl Sandburg College confers the Associate in Arts Degree, the Associate in Science Degree, The Associate in Fine Arts Degree, the Associate in General Education Degree, the Associate in Applied Science Degree, and Certificates. The 2000-2001 Catalog, pages 86-167, identifies the requirements for these degrees and certificates.

Authorization

3. **It has legal authorization to grant degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.**

   Carl Sandburg College has legal authority to confer degrees and certificates as authorized by the Illinois Community College Board. Carl Sandburg College adheres to the policies established by the Illinois Community College Board and by the policies established by the Carl Sandburg College Board of Trustees.

4. **It has legal documents to confirm its status: not-for-profit, for-profit, or public.**

   Carl Sandburg College is designated an Illinois Public Community College annually by the Illinois Community College Board.

Governance

5. **It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.**

   The Board of Trustees has the legal power to establish and review basic policy that governs the institution. This responsibility is specified in the Illinois Public Community College Act 805/3-30.
6. **Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.**

The college Board consists of 7 elected trustees. Each member must be a citizen of the United States, of the age of 18 years or over, and a resident of the state and the territory which is included in the community college district for at least one year immediately preceding his/her election. Members of the Board serve without compensation. Currently Board members are from Galesburg, Cameron, Carthage, and Oneida, Illinois.

Each community college board has one non-voting member who is a student enrolled in the community college. The current student representative is from Roseville, Illinois. The Carl Sandburg College Board has given the student representative and faculty and staff representatives advisory votes for information purposes only.

These requirements are defined in the Illinois Public Community College Act 805/3-7 and 805/3-7.24.

7. **It has an executive officer designated by the governing board to provide administrative leadership for the institution.**

The executive officer at Carl Sandburg College is the President. The President is designated by the Board of Trustees. Dr. Donald Crist has served as President of Carl Sandburg College since 1991.

This authorization is given each community college board in the Illinois Public Community College Act 805/3-26.

8. **Its governing board authorizes the institution's affiliations with the Commission.**

Carl Sandburg College first became affiliated with NCA in November 1967. In March 1972, Carl Sandburg College was given accreditation status and full accreditation was received in March 1974. Since initial authorization by the Board in 1967, the Carl Sandburg College Board of Trustees has supported continued affiliation with the commission.

**Faculty**

9. **It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.**

All faculty who teach transfer courses hold a minimum of a Master’s degree with very few exceptions. The exceptions are only granted in extreme emergency situations and require both the appropriate division chair and the Vice President of Instructional Services to concur.
Many of the occupational faculty hold at least a Baccalaureate degree. All are required to have a minimum of 2,000 hours of work experience in the area of their teaching field.

The college has financial and sabbatical incentives to encourage all faculty and staff to further their education either at our institution or an external institution. The college faculty hiring practices follow a consistent process to assure both a minimum qualification and assurance that the best candidate is employed.

10. **A sufficient number of the faculty are full-time employees of the institution.**

Since the last self-study, the number of full-time faculty has increased from 56 to 74, and the percentage of full-time as opposed to part-time faculty has increased (Self-Study, Criterion 3). Full-time faculty are involved in the vast majority of active programs and are spread across the areas of the college; 51 percent teach baccalaureate classes, 39 percent teach vocational-technical classes, 3 percent teach developmental classes, and 7 percent hold non-teaching positions (counselor, etc.). 65 percent of the faculty have master’s degrees or higher. (Self-Study, Criterion 2).

11. **Its faculty has a significant role in developing and evaluating all of the institution's educational programs.**

The college has a very comprehensive shared governance process that all faculty are involved in to assure faculty have ownership of a wide variety of decisions made by the college. These are very specific in other areas of this Self-Study and range from being active on a variety of standing and institutional committees to having a faculty representative to the College Board of Trustees. (See Board Policy 1.2 and Board Regulation 1.2.1.)

**Educational Program**

12. **It confers degrees.**

Carl Sandburg College has legal authority to confer degrees and certificates as authorized by the Illinois Community College Board. Carl Sandburg College adheres to the policies established by the Illinois Community College Board and by the policies established by the Carl Sandburg College Board of Trustees.

13. **It has degree programs in operation, with students enrolled in them.**

Carl Sandburg College offers 58 programs (Arts & Science, General Education, Fine Arts, and Career Education) that lead to degrees as illustrated on pages 86-167 of the 2000-2001 College Catalog. Students are enrolled in each program as can be seen in enrollment reports.
14. **Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.**

The degree programs are compatible with the mission statement’s goal to provide “quality education,” and are specifically mandated by the first two educational purposes (2000-2001 CSC Catalog, 13). The degree programs are approved by the Illinois Community College Board and widely accepted for transfer; they are reviewed every five years as part of the program review process. The college also offers vocational, remedial, and continuing education courses and seminars.

15. **Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.**

Carl Sandburg College offers the following two-year degrees for those students planning to transfer to a senior college or university to earn a baccalaureate degree:

- Associate in Arts Degree
- Associate in Science Degree
- Associate in Fine Arts Degree (emphasis in music performance)
- Associate in Fine Arts Degree (emphasis in music education)

Carl Sandburg College offers the following degree for those students who desire to pursue a two-year program for personal growth and development:

- Associate in General Education Degree

Carl Sandburg College also offers two-year Associate in Applied Science Degrees and Certificates in prescribed areas of specialization for those students who plan to enter the job market.

All degrees and certificates, including the length and content of the programs within each, are consistent with those at peer institutions and meet the Illinois Community College Board (ICCB) guidelines.

16. **Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.**

In keeping with its mission to provide “quality education,” the college has a strong and well thought out general education component required of all its degree students. The Associate in Arts degree requires 42 semester hours of general education courses, the Associate in Science degree requires 41, the Associate in Fine Arts degree requires 28, the Associate in General Education degree requires 33, and the non-transfer Associate in Applied Science requires 9. Some certificate programs also contain a general education component. Breadth is assured in all the transfer degrees by requiring courses spread over humanities, social sciences, and math/science categories, as well as
a communications area involving speaking and writing as essential skills and competencies. A U.S./Illinois constitution requirement and, for A.A. and A.S. degrees, a human relations requirement, further add to the breadth. (2000-2001 CSC Catalog, 89-94).

The college’s general education component matches the requirements of the Illinois transferable General Education Core Curriculum, part of the Illinois Articulation Initiative, cosponsored by the Board of Higher Education, the Illinois Community College Board, the State Board of Higher Education, and the Transfer Coordinators of Illinois Colleges, and participated in by over 100 Illinois colleges and universities. The completed Core Curriculum was adopted in 1994 and became effective in the summer of 1998. Transfer of the college’s degree students with junior status to participating schools is facilitated by the IAI. Information on this and on the transferability of individual courses for credit in the major is available at the IAI web site (http://www.itransfer.org).

Review of general education courses and programs is constant and faculty driven. It occurs as part of the required program reviews every five years, and any changes in courses are examined by the faculty Curriculum Committee and the Faculty Assembly, as well as by administration and board (see the Self Study on Criterion 3). In keeping with the mission to provide “quality education” and the part of the college’s philosophy which says that “individuals must acquire the ability to think critically, to realize their human potential, and to become a constructive force in their environment,” 10 objectives or emphases for general education courses were identified. These ten were skills in thinking, mathematics, communication, interpersonal relations, and science, and emphases on technology, world culture, diversity, values and health, and each general education course was evaluated as to the importance of each of the ten areas (1995 Student Academic Assessment Plan, Appendix II). In addition, each discipline within the college either has or will be working through matching its courses to the state IAI models, for the purpose of making its courses directly transferable for credit in the major at participating universities (where credit in the major is not given, the course still receives credit toward graduation).

17. It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

Admission to Carl Sandburg College is open to all in-district residents of Community College District #518 who are high school graduates or the equivalent (GED), or non-graduates who are at least 18 years of age. Certain programs have specific admission requirements as evidenced in the 2000-2001 College Catalog on pages 22-23. Admission is also open to people in the following categories: out-of-district, out-of-state, and international residents; students whose connection with a secondary school is severed; students currently enrolled in a secondary school program; students in special groups; and students less than 16 years of age who have the approval of the chief executive officer of their school or of the chief executive officer of Carl Sandburg College. New students are encouraged to participate in the entry-level assessment
process (ASSET). Placement testing is required for all students enrolling in English and math courses.

18. It provides students access to those learning resources and support services requisite for its degree programs.

Learning resources in the form of library and audiovisual services and instruction are discussed in Criterion 2, D under support services. Student services functions are discussed under Criterion 3 in the section on the college’s fifth educational purpose. The college also provides dedicated and/or specialized spaces and equipment, depending on the needs of individual programs such as cosmetology, auto body repair, and computer networking, and community resources are arranged to fulfill experience requirements for programs such as nursing and radiologic technology.

Finances

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

In accordance with the Illinois Community College Board (ICCB) Fiscal Management Manual (FMM), Section II - Financial Reporting and Financial Requirements, Carl Sandburg College is required annually to submit two (2) copies of its external audit to ICCB by October 15 following the end of the fiscal year (6/30). The FMM prescribes and provides the required schedules and recommended formats for this reporting, beginning on page 144.

The Board of Trustees engages an external auditing firm on a three-year cycle (minimum), resulting from a request-for-proposal (RFP) process conducted by the administration.

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

The Board of Trustees meets on a monthly basis during which it receives computerized budget status reports which detail revenues and expenditures by fund, by program and by object.

The annual and most recent (FY-2001) budget document approved by the Board of Trustees each June, includes a narrative rationale to the budget which details comparative information on such items as assessed valuation on page 2.8 (Tax years 1982 through 1999); State of Illinois Credit Hour Grant Rate comparison on page 2.8 and 2.9, local tax rates on page 2.9 and budget comparison information on page 2.13. In addition, trend information is included in the budget book to provide the reader with historical perspectives defined as percentage allocations page 2.7 and budget allocations page 3.10.
21. **Its financial practices, records, and reports demonstrate fiscal viability.**

The College’s annual audit includes a required calculation of the district’s Legal Debt Margin (LDM) or unused debt capacity. The most recently audited fiscal year (FY-1999) reflects an LDM of $20,375,002 page 85.

The unaudited FY-2000 end of year (June 30, 2000) Fund Balance Report reflects a working cash fund (WCF) equity of $3,573,877.52. This fund was expanded to its statutory principal maximum ($3,380,000) in September 1999, based upon the assessed value of the district at that time.

Since the College’s last North Central Accreditation visit (SP-1991) the College has met all cash flow obligations in a timely manner.

The College’s significant LDM, coupled with a strong WCF position recently led to comparable bond ratings from Standard & Poor’s (A) and Moody’s (A.2) on a proposed bond issuance scheduled for closing September 7, 2000. These ratings provide independent verification of the significant improvements made to the College’s financial foundations.

**Public Information**

22. **Its catalog or other official documents includes its mission statement along with accurate descriptions of:**

The college Mission Statement and Educational Purposes are in the current Catalog on page 13, and on the college web site under General Information. The Mission Statement is also on all of the college academic program brochures as well as the recruiting piece.

- **Its educational programs and degree requirements;**

  These are in the Catalog on pages 86-167, and on the web site under Academic Programs. There are also individual program and department brochures.

- **Its learning resources;**

  These are in the Catalog on pages 60-64 and 76-82, and in the current class schedule on pages 2-3. They can be found on the web site spread under Community Services, Library Resources, Student Resources and General Information.

- **Its admissions policies and practices;**

  These are in the Catalog on pages 22-25, and under Admission Information on the web site.
• **Its academic and non-academic policies and procedures directly affecting students;**

Academic and graduation information are in the *Catalog* on pages 48-56, the student handbook on pages 3-11, and the web site under Admission Information; other policies and procedures are in the *Catalog* on pages 66-72 and the handbook on pages 22-29.

• **Its charges and refund policies; and**

These are in the *Catalog* on pages 28-32, and the web site under Admission Information. Tuition and fees are listed in the class schedule on page 4. Financial aid information is on pages 33-45 of the *Catalog* and summarized on pages 12-13 of the student handbook. Financial aid packets are available on request.

• **The academic credentials of its faculty and administrators.**

These are listed in the *Catalog* on pages 350-354, and are available individually on the college web site through the Directory.

**23. It accurately discloses its standing with accrediting bodies with which it is affiliated.**

The college *Catalog*, the most enduring of college publications, lists the North Central Association as its accrediting body. The *Catalog* does not currently list the address and phone number; however, they are on the CD version of the *Catalog* as well as the web site in various locations such as under Public Information. Addresses and phone numbers will be included as of the next publishing date for the *Catalog*, scheduled for February 2001.

**24. It makes available upon request information that accurately describes its financial condition.**

Section 3-22.2 of the Illinois Public Community College Act requires the College to publish an annual financial statement prior to November 15 in a newspaper of general circulation in the district, with a copy of this publication to be filed with ICCB by December 1. The format for this statement is included in the FMM on page 139.

In accordance with the budget development time line, each year’s proposed budget is reviewed in public at a committee meeting of the Board of Trustees as a whole. In addition, a public hearing is held prior to the final adoption of the budget after it has been on display for thirty days.

Similarly, a public hearing is held each year, usually in December, prior to the Board of Trustees finalizing its tax levy for the upcoming fiscal year.
Board of Trustees Regulation 3.4.1 - Access to information, stipulates the College’s obligation to comply with the Illinois Freedom of Information Act (FOIA), Public Act 83-1013.

Federal Compliance

1. Credits, Program Length, and Tuition

Carl Sandburg College confers degrees and certificates as authorized by the Illinois Community College Board. The college confers the Associate in Arts Degree, the Associate in Science Degree, the Associate in Fine Arts Degree, the Associate in General Education Degree, the Associate in Applied Science Degree, and Certificates. The 2000-2001 Catalog, pages 86-167, identifies the requirements for these degrees and certificates. It provides semester hour credit for its transcripted courses. There are no “program specific” tuition differences; the amount per credit hour is constant and printed in the Catalog (pages 28 and 29 in the 2000-2001 Catalog).

The length of the college’s programs is commensurate with that of other institutions; the Illinois Community College Board has established parameters for length for the degrees the college offers, and all its degrees and A.A.S. programs meet those parameters. Although there are no similar ICCB parameters for certificates, all of the college’s certificate programs are of similar length as are similar certificates elsewhere. (See GIR 15).

2. Institutional Compliance with the Higher Education Reauthorization Act

The college meets its obligations under Title IV requirements of the Higher Education Reauthorization Act as amended in 1992. As spelled out in Criterion 3 of this document, in 1990 the college had an all-time high default rate of 28.6 percent, but although the average rate from 1991-1995 was 18.2 percent, if one adds the projected 2000 rate of 8.2 percent, the average for 1996-2000 is 10.1 percent. Comparing this with the rates of comparable institutions (Appendix A, Figures 23 & 24), the college’s rates are in line with those of its peers.

3. Institution's Advertising and Recruitment Materials

The information provided in the institution’s advertising and recruiting materials for all of its programs and sites is fair and accurate. The college, however, only recently realized that the Commission’s address and phone number should accompany references to it in college publications, and steps are being taken to rectify this situation.

4. Professional Accreditation

The North Central Association is the only accrediting body for Carl Sandburg College. Certain college programs are accredited, but none of them covers anywhere near a third of the college’s offerings or students (P. 15 in the 2000-2001 College Catalog).
5. **Requirements of Institutions Holding Dual Institutional Accreditation**

Carl Sandburg College does not have dual accreditation.

6. **Public Notification of Comprehensive Evaluation Visit**

Notice of the college’s upcoming evaluation has been posted on the college’s web site and published in summer and fall advertisements and publications. A file of publications will be available in the team resource room.

7. **Institutional Records of Student Complaints**

There is a file of all written student complaints kept in the office of the Vice President of Student Services. Obviously over the years students will have complained about many things, but only two students have complained in writing. The file consists of two cases, from 1996 and 1999 respectively, one complaining about the financial aid process and one appealing a financial aid decision. Both complaints were resolved in the student’s favor.
Appendices

1. Organizational Charts by Area and by Title
2. Full-Time Faculty Salary Ranges
3. Average Faculty Salaries at Peer Colleges
4. Entry Salaries for Support Staff
5. Budget History
6. Tax Base Erosion Effect
7. Tuition and Fees Compared to Peer Colleges
8. Farm vs. Non-Farm Valuation
9. Cost Per Credit Hour
10. Schedule of Legal Debt Margin
11. Tax Rate Growth
12. Budget Development Time Line
13. Reallocation Program
14. Expenditure Control Program
15. Assignable Space
16. Facility Expansion and Improvement Projects
17. Utility Expenditures
18. Enrollment—Gender and Load
19. Enrollment Percentages by Age
20. Enrollment Percentages by Ethnic Origin
21. District Population and Race by County
22. Financial Aid Distribution by Source
23. Federal Loan Default Rates
24. Default Rates Compared to Peer Colleges
25. Strategic Planning Process
26. Annual Budget Process
27. Fund Balances
28. Division Chair Compensation Structure

Glossary
CARL SANDBURG COLLEGE ORGANIZATIONAL CHART

Program Coordination

Faculty

Chaparison

Division

Center

HiLLI Coordination Coordination

College for Senior Citizens

Community Education

Educational Technology Center

Business & Industry/Center for Agriculture

Adult Learning Center

Academic Skills Center

The Extension Center

The Branch Campuses

Extenuation Services

Education Community (Community & Extenuation Services)

Learning Resource Learning Resource

Admission

Administrative Services

Auditorial Services

Electronic Learning Systems

IRSC Institutional Services

Institutional Services

President

Institutional Research/Grant Writing

Marketing & Public Relations

Foundation

Board of Trustees

Receitement

Admissions & Records

Veterans Affairs

Constitution

Financial Aid

Athletics

Student Life

Assessment Center

Disability Support

Employment Resources

Service Learning

Youth for Understanding

Outward Bound

TRIO Student Support

TRIO Upward Bound

Staff Services

Lanman

Data Processing

Technology Services

Personnel

Custodial

Security

Buildings & Grounds

Business Office

Business Services

Bookstore

Food Services

Support Services
Fig. 2:

**Full-Time Faculty Salary Ranges**
**FY 1997 to FY 1999**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than BA/BS</td>
<td>19,315 – 27,604</td>
<td>20,978 - 28,808</td>
<td>22,620 - 29,890</td>
</tr>
<tr>
<td>Master’s</td>
<td>23,402 – 32,005</td>
<td>25,250 - 33,406</td>
<td>27,420 - 34,670</td>
</tr>
</tbody>
</table>

Fig. 3:

**Average Faculty Salary of Peer Illinois Community Colleges**
**FY 1996 - 1999**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Highland</td>
<td>45,113</td>
<td>44,410</td>
<td>46,527</td>
<td>49,170</td>
</tr>
<tr>
<td>Kishwaukee</td>
<td>34,696</td>
<td>38,908</td>
<td>39,765</td>
<td>40,996</td>
</tr>
<tr>
<td>Sandburg</td>
<td>37,810</td>
<td>40,383</td>
<td>42,301</td>
<td>43,760</td>
</tr>
<tr>
<td>Sauk Valley</td>
<td>38,289</td>
<td>38,307</td>
<td>38,970</td>
<td>40,498</td>
</tr>
</tbody>
</table>
### Entry Level (no experience) Salary Ranges for Support Staff
**FY 1996 - 1999**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mid-Management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level I</td>
<td>19,530</td>
<td>20,580</td>
<td>21,620</td>
<td>22,690</td>
</tr>
<tr>
<td>Level II</td>
<td>18,695</td>
<td>19,698</td>
<td>20,675</td>
<td>21,715</td>
</tr>
<tr>
<td>Level III</td>
<td>17,805</td>
<td>18,762</td>
<td>19,698</td>
<td>20,675</td>
</tr>
<tr>
<td>Level IV</td>
<td>13,362</td>
<td>14,753</td>
<td>15,709</td>
<td>17,709</td>
</tr>
<tr>
<td><strong>Technical</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level I</td>
<td>14,080</td>
<td>16,130</td>
<td>16,940</td>
<td>17,790</td>
</tr>
<tr>
<td>Level II</td>
<td>13,478</td>
<td>15,434</td>
<td>16,203</td>
<td>17,014</td>
</tr>
<tr>
<td>Level III</td>
<td>12,771</td>
<td>14,706</td>
<td>15,433</td>
<td>16,203</td>
</tr>
<tr>
<td>Level IV</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Secretarial/Support</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level I</td>
<td>11,620</td>
<td>14,020</td>
<td>15,370</td>
<td>16,210</td>
</tr>
<tr>
<td>Level II</td>
<td>11,107</td>
<td>13,416</td>
<td>14,706</td>
<td>15,156</td>
</tr>
<tr>
<td>Level III</td>
<td>10,587</td>
<td>12,772</td>
<td>13,998</td>
<td>14,768</td>
</tr>
<tr>
<td>Level IV</td>
<td>9,024</td>
<td>9,600</td>
<td>10,152</td>
<td>10,704</td>
</tr>
<tr>
<td><strong>Physical Plant</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level I</td>
<td>14,480</td>
<td>16,210</td>
<td>19,630</td>
<td>N/A</td>
</tr>
<tr>
<td>Level II</td>
<td>13,853</td>
<td>15,517</td>
<td>18,782</td>
<td>N/A</td>
</tr>
<tr>
<td>Level III</td>
<td>12,584</td>
<td>14,789</td>
<td>17,888</td>
<td>N/A</td>
</tr>
<tr>
<td>Level IV</td>
<td>11,976</td>
<td>12,744</td>
<td>12,912</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## EDUCATION AND OPERATIONS & MAINTENANCE FUND(S)
### BUDGET HISTORY
Percentage of Budget for Fiscal Year Ending June 30

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>REVENUE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td>37.0</td>
<td>35.8</td>
<td>29.3</td>
<td>29.3</td>
<td>30.8</td>
<td>30.0</td>
<td>30.1</td>
<td>29.5</td>
<td>28.6</td>
<td>26.8</td>
<td>27.4</td>
<td>30.4</td>
</tr>
<tr>
<td>State</td>
<td>36.5</td>
<td>36.0</td>
<td>33.0</td>
<td>32.4</td>
<td>36.1</td>
<td>33.7</td>
<td>32.1</td>
<td>30.1</td>
<td>33.5</td>
<td>33.8</td>
<td>34.1</td>
<td>33.8</td>
</tr>
<tr>
<td>Student</td>
<td>23.8</td>
<td>25.9</td>
<td>31.9</td>
<td>37.2</td>
<td>30.7</td>
<td>34.1</td>
<td>35.6</td>
<td>33.7</td>
<td>33.8</td>
<td>34.5</td>
<td>35.2</td>
<td>32.4</td>
</tr>
<tr>
<td>Investments</td>
<td>2.0</td>
<td>1.3</td>
<td>0.9</td>
<td>0.7</td>
<td>1.1</td>
<td>0.6</td>
<td>0.7</td>
<td>1.5</td>
<td>0.8</td>
<td>0.4</td>
<td>0.3</td>
<td>1.2</td>
</tr>
<tr>
<td>Other</td>
<td>0.7</td>
<td>1.0</td>
<td>4.9</td>
<td>4.0</td>
<td>1.3</td>
<td>1.6</td>
<td>1.5</td>
<td>5.2</td>
<td>3.3</td>
<td>4.5</td>
<td>0.3</td>
<td>2.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

|            |      |      |      |      |      |      |      |      |      |      |           |      |
| **EXPENSES BY PROGRAM**|      |      |      |      |      |      |      |      |      |      |           |      |
| Instruction| 52.0 | 51.6 | 51.6 | 51.1 | 53.4 | 52.4 | 51.6 | 52.0 | 55.9 | 53.4 | 55.1      | 52.3 |
| LRC        | 5.2  | 4.8  | 4.8  | 4.6  | 4.2  | 4.0  | 3.9  | 4.4  | 4.9  | 4.9  | 4.0       | 4.1  |
| Student Serv| 7.3  | 6.9  | 6.8  | 6.7  | 6.8  | 6.7  | 6.6  | 6.5  | 6.8  | 6.8  | 6.5       | 6.5  |
| Public Service| 0.5  | 0.3  | 0.4  | 0.2  | 0.2  | 0.2  | 0.2  | 0.2  | 0.2  | 0.2  | 0.2       | 0.3  |
| Gen Admin  | 7.0  | 7.5  | 7.7  | 7.7  | 9.0  | 8.9  | 8.5  | 9.1  | 9.6  |     | 8.3       |      |
| Institutional Support| 13.4 | 13.6 | 14.8 | 14.8 | 13.1 | 14.2 | 15.4 | 11.1 | 9.1  | 18.8 | 20.8      | 14.1 |
| Op & Maint | 13.8 | 14.4 | 13.7 | 12.7 | 13.0 | 13.5 | 13.8 | 13.0 | 12.9 | 14.8 | 12.3      | 13.4 |
| Contingency| 0.8  | 0.9  | 0.2  | 2.2  | 0.3  | 0.1  | 0.0  | 3.7  | 0.6  | 1.1  | 1.1       | 1.0  |
| **Total**  | 100.0| 100.0| 100.0| 100.0| 100.0| 100.0| 100.0| 100.0| 100.0| 100.0| 100.0     | 100.0|

|            |      |      |      |      |      |      |      |      |      |      |           |      |
| **EXPENSES BY OBJECT**|      |      |      |      |      |      |      |      |      |      |           |      |
| Salaries   | 66.8 | 67.3 | 65.8 | 64.7 | 69.1 | 68.7 | 64.6 | 63.2 | 66.0 | 60.3 | 63.7      | 65.5 |
| Contractual Services| 8.7  | 8.0  | 7.8  | 8.4  | 8.8  | 9.2  | 6.9  | 6.7  | 7.8  | 10.2 | 11.0      | 8.5  |
| Materials and Supplies| 6.5  | 6.5  | 6.5  | 7.2  | 5.6  | 5.0  | 6.6  | 7.3  | 7.5  | 7.3  | 7.6       | 6.7  |
| Conf/Meeting| 1.6  | 1.4  | 1.4  | 1.4  | 1.2  | 1.3  | 1.6  | 1.9  | 2.0  | 2.2  | 2.4       | 1.7  |
| Fixed Charges| 1.6  | 2.5  | 1.7  | 1.9  | 1.4  | 0.1  | 1.0  | 1.0  | 2.1  | 4.5  | 0.5       | 1.7  |
| Capital Equip| 2.4  | 1.9  | 3.4  | 2.7  | 2.2  | 4.2  | 6.3  | 3.1  | 4.0  | 3.2  | 2.4       | 3.3  |
| Employee Benefits| 4.5  | 5.5  | 6.0  | 5.2  | 5.1  | 4.5  | 4.7  | 4.8  | 4.3  | 5.2  | 4.2       | 4.9  |
| Utilities   | 5.5  | 5.9  | 5.1  | 4.6  | 4.7  | 4.7  | 4.5  | 4.5  | 4.6  | 4.8  | 4.9       | 4.4  |
| Other       | 2.4  | 1.0  | 2.3  | 3.9  | 1.9  | 2.3  | 3.8  | 7.5  | 1.7  | 2.5  | 3.4       | 3.0  |
| **Total**  | 100.0| 100.0| 100.0| 100.0| 100.0| 100.0| 100.0| 100.0| 100.0| 100.0| 100.0     | 100.0|

(1) Budgeted
(2) Includes SURS on behalf payments and SMART initiative proceeds.
### ANNUAL/CUMULATIVE EFFECT OF TAX BASE EROSION (1982-91)

<table>
<thead>
<tr>
<th>TAX YEAR</th>
<th>EAV</th>
<th>LOSS IN EAV</th>
<th>ADDITIONAL LOST REVENUE *</th>
<th>CUMULATIVE LOST REVENUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td>$1,013,206,868</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1983</td>
<td>$967,478,811</td>
<td>$45,728,057</td>
<td>$100,602</td>
<td>$100,602</td>
</tr>
<tr>
<td>1984</td>
<td>$910,822,775</td>
<td>$56,656,036</td>
<td>$124,643</td>
<td>$225,245</td>
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<tr>
<td>1985</td>
<td>$861,763,108</td>
<td>$49,059,667</td>
<td>$107,931</td>
<td>$333,176</td>
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<tr>
<td>1986</td>
<td>$831,589,941</td>
<td>$30,173,167</td>
<td>$66,381</td>
<td>$399,557</td>
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<tr>
<td>1987</td>
<td>$924,961,715</td>
<td>$6,628,226</td>
<td>$14,582</td>
<td>$414,139</td>
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<td>1988</td>
<td>$791,005,100</td>
<td>$33,956,615</td>
<td>$74,704</td>
<td>$488,843</td>
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<tr>
<td>1989</td>
<td>$762,415,410</td>
<td>$28,589,690</td>
<td>$62,897</td>
<td>$551,740</td>
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<tr>
<td>1990</td>
<td>$736,355,834</td>
<td>$26,059,576</td>
<td>$57,331</td>
<td>$609,071</td>
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<tr>
<td>1991</td>
<td>$727,954,842</td>
<td>$8,400,992</td>
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<td>$627,553</td>
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<tr>
<td>TOTALS</td>
<td></td>
<td>$285,252,026</td>
<td>$627,553</td>
<td>$3,749,926 ***</td>
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</tbody>
</table>

**Notes:**

* Based on $.17 in Education fund and $.05 in O & M Fund
** $285,252,026 represents a 28.2 percent loss in EAV.
*** Cumulative impact of lost EAV from our high water mark EAV in tax year 1982.
### Tuition and Fees per Credit Hour
#### CSC VS Peer Colleges Fiscal Year 2000

<table>
<thead>
<tr>
<th>College</th>
<th>Operating EAV</th>
<th>Activity Fee</th>
<th>Total Course Fee</th>
<th>In-District Cost/CrHr</th>
<th>Out-of-District Cost/CrHr</th>
<th>Out-of-State Cost/CrHr</th>
<th>Internet In-District Cost/CrHr</th>
<th>Internet Out-of-District Cost/CrHr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandburg</td>
<td>23.25</td>
<td>$52.00</td>
<td>$3.00</td>
<td>$5.00</td>
<td>$60.00</td>
<td>$155.00</td>
<td>$266.66</td>
<td>$60.00</td>
</tr>
<tr>
<td>Highland</td>
<td>25.00</td>
<td>43.00*</td>
<td>range 10-50</td>
<td>$43.00</td>
<td>160.26</td>
<td>203.20**</td>
<td>46.00</td>
<td>95.83</td>
</tr>
<tr>
<td>Sauk Valley</td>
<td>27.48</td>
<td>46.00</td>
<td>range 5-20</td>
<td>$48.00</td>
<td>169.74</td>
<td>219.57</td>
<td>46.00</td>
<td>95.83</td>
</tr>
<tr>
<td>John Wood</td>
<td>22.50</td>
<td>52.00</td>
<td>3.00</td>
<td>0.00</td>
<td>$55.00</td>
<td>150.00</td>
<td>150.00</td>
<td>150.00</td>
</tr>
<tr>
<td>Kishwaukee</td>
<td>34.23</td>
<td>44.00</td>
<td>2.00</td>
<td>varies</td>
<td>$46.00</td>
<td>210.00</td>
<td>245.46</td>
<td></td>
</tr>
<tr>
<td>Richland</td>
<td>25.08</td>
<td>44.00</td>
<td>2.50</td>
<td>$46.50</td>
<td>146.57</td>
<td>260.27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kaskaskia</td>
<td>25.00</td>
<td>40.00</td>
<td>2.00</td>
<td>$42.00</td>
<td>107.00</td>
<td>194.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morton</td>
<td>37.56</td>
<td>47.00</td>
<td>1.00</td>
<td>$48.00</td>
<td>149.20</td>
<td>190.28</td>
<td>67.00</td>
<td></td>
</tr>
<tr>
<td>Danville</td>
<td>44.79</td>
<td>44.00***</td>
<td>range 20-50</td>
<td>$44.00</td>
<td>205.17</td>
<td>355.38</td>
<td>74.00</td>
<td></td>
</tr>
</tbody>
</table>

(Operating EAV from the Data and Characteristics report 7/99)

*Highland has a border rate for WI & IA of $72.
**Highland has flat student fees per term $10 for Part-Time, $20 for Full-Time.
***Danville has special Indiana (7-county) rate $93.33/cr hr.

### Fiscal Year 2001

<table>
<thead>
<tr>
<th>College</th>
<th>In-District</th>
<th>Activity Fee</th>
<th>Course Fee</th>
<th>Total Cost/CrHr</th>
<th>Out-of-District</th>
<th>Out-of-State</th>
<th>Internet In-District</th>
<th>Internet Out-of-District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandburg</td>
<td>$54.00</td>
<td>$3.00</td>
<td>$5.00</td>
<td>$62.00</td>
<td>$162.00</td>
<td>$282.00</td>
<td>$62.00</td>
<td>$62.00</td>
</tr>
<tr>
<td>Highland</td>
<td>48.00</td>
<td>*</td>
<td>range 10-50</td>
<td>$48.00</td>
<td>160.26</td>
<td>203.20*</td>
<td>46.00</td>
<td>95.83</td>
</tr>
<tr>
<td>Sauk Valley</td>
<td>46.00</td>
<td>2.00</td>
<td>range 5-20</td>
<td>$48.00</td>
<td>169.74</td>
<td>219.57</td>
<td>46.00</td>
<td>95.83</td>
</tr>
<tr>
<td>John Wood</td>
<td>52.00</td>
<td>3.00</td>
<td>0.00</td>
<td>$55.00</td>
<td>150.00</td>
<td>150.00</td>
<td>150.00</td>
<td></td>
</tr>
<tr>
<td>Kishwaukee</td>
<td>44.00</td>
<td>2.00</td>
<td>Varies</td>
<td>$46.00</td>
<td>210.00</td>
<td>245.46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richland</td>
<td>44.00</td>
<td>2.50</td>
<td></td>
<td>$46.50</td>
<td>146.57</td>
<td>260.27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kaskaskia</td>
<td>40.00</td>
<td>2.00</td>
<td>$10 application fee</td>
<td>$42.00</td>
<td>107.00</td>
<td>194.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morton</td>
<td>47.00</td>
<td>1.00</td>
<td>Varies</td>
<td>$48.00</td>
<td>149.20</td>
<td>190.28</td>
<td>67.00</td>
<td></td>
</tr>
<tr>
<td>Danville</td>
<td>46.00</td>
<td></td>
<td>range 20-50</td>
<td>$46.00</td>
<td>205.17</td>
<td>355.38</td>
<td>74.00</td>
<td></td>
</tr>
</tbody>
</table>

*Highland has telecourse rates of $25; Senior Citizen rate raised from $28 to $33.
CARL SANDBURG COMMUNITY COLLEGE DISTRICT 518
BREAKDOWN OF FARM vs. NON-FARM VALUATION
FOR SELECTED COUNTIES - 1982 & 1998 LEVY YEAR

1982 LEVY YEAR

<table>
<thead>
<tr>
<th></th>
<th>HANCOCK</th>
<th>HENDERSON</th>
<th>KNOX</th>
<th>WARREN</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESIDENTIAL</td>
<td>$42,325,272</td>
<td>$23,868,207</td>
<td>$207,980,500</td>
<td>$47,738,026</td>
<td>$321,912,005</td>
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<tr>
<td>COMMERCIAL</td>
<td>17,798,521.00</td>
<td>-</td>
<td>64,288,149.00</td>
<td>18,710,528.00</td>
<td>100,797,198</td>
</tr>
<tr>
<td>INDUSTRIAL</td>
<td>64,427.00</td>
<td>-</td>
<td>13,598,880.00</td>
<td>1,286,070.00</td>
<td>14,949,377</td>
</tr>
<tr>
<td>RAILROAD</td>
<td>354,905.00</td>
<td>642,319.00</td>
<td>3,398,470.00</td>
<td>804,064.00</td>
<td>5,199,758</td>
</tr>
<tr>
<td>OTHER</td>
<td>711,887.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>711,887</td>
</tr>
<tr>
<td>FARM</td>
<td>106,996,140.00</td>
<td>57,948,230.00</td>
<td>133,690,860.00</td>
<td>133,203,848.00</td>
<td>431,839,078</td>
</tr>
<tr>
<td>TOTALS</td>
<td>$168,251,152</td>
<td>$82,458,756</td>
<td>$422,956,859</td>
<td>$201,742,536</td>
<td>$875,409,303</td>
</tr>
<tr>
<td>FARM %</td>
<td>63.6%</td>
<td>70.3%</td>
<td>31.8%</td>
<td>66.0%</td>
<td>49.3%</td>
</tr>
<tr>
<td>NON-FARM %</td>
<td>36.4%</td>
<td>29.7%</td>
<td>68.4%</td>
<td>34.0%</td>
<td>50.7%</td>
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</table>

1998 LEVY YEAR

<table>
<thead>
<tr>
<th></th>
<th>HANCOCK</th>
<th>HENDERSON</th>
<th>KNOX</th>
<th>WARREN</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESIDENTIAL</td>
<td>$60,905,142</td>
<td>$24,543,941</td>
<td>$233,856,980</td>
<td>$51,354,140</td>
<td>$370,660,203</td>
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<tr>
<td>COMMERCIAL</td>
<td>24,259,257</td>
<td>7,301,128</td>
<td>84,917,190</td>
<td>20,363,963</td>
<td>136,841,538</td>
</tr>
<tr>
<td>INDUSTRIAL</td>
<td>111,098</td>
<td>-</td>
<td>12,144,180</td>
<td>3,575,680</td>
<td>15,830,958</td>
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<tr>
<td>RAILROAD</td>
<td>899,696</td>
<td>2,371,466</td>
<td>13,436,760</td>
<td>2,444,157</td>
<td>19,152,079</td>
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<tr>
<td>OTHER</td>
<td>-</td>
<td>-</td>
<td>22,019</td>
<td>-</td>
<td>22,019</td>
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<tr>
<td>FARM</td>
<td>80,138,239</td>
<td>44,912,575</td>
<td>99,869,260</td>
<td>105,379,220</td>
<td>330,299,294</td>
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<tr>
<td>TOTALS</td>
<td>$166,313,432</td>
<td>$79,129,110</td>
<td>$444,246,389</td>
<td>$183,117,160</td>
<td>$872,806,091</td>
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<tr>
<td>FARM %</td>
<td>48.2%</td>
<td>56.8%</td>
<td>22.5%</td>
<td>57.5%</td>
<td>37.8%</td>
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<tr>
<td>NON-FARM %</td>
<td>51.8%</td>
<td>43.2%</td>
<td>77.5%</td>
<td>42.5%</td>
<td>62.2%</td>
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</table>
## Non-capital Cost Per Credit Hour (Per Capita Cost)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>5,138,563</td>
<td>5,292,671</td>
<td>5,824,767</td>
<td>6,513,959</td>
<td>7,425,202</td>
<td>8,228,827</td>
<td>3,090,264</td>
<td>60.14</td>
<td>10.02</td>
</tr>
<tr>
<td>O &amp; M</td>
<td>738,897</td>
<td>700,047</td>
<td>808,235</td>
<td>938,831</td>
<td>863,730</td>
<td>962,356</td>
<td>223,459</td>
<td>30.24</td>
<td>5.04</td>
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<tr>
<td>Bond &amp; Interest</td>
<td>768,640</td>
<td>581,415</td>
<td>637,658</td>
<td>608,454</td>
<td>1,078,905</td>
<td>1,003,620</td>
<td>234,980</td>
<td>30.57</td>
<td>5.09</td>
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<tr>
<td>Audit</td>
<td>15,206</td>
<td>13,255</td>
<td>35,970</td>
<td>27,335</td>
<td>33,169</td>
<td>38,443</td>
<td>23,237</td>
<td>152.81</td>
<td>25.47</td>
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<tr>
<td>LPS</td>
<td>547,551</td>
<td>488,055</td>
<td>645,693</td>
<td>898,952</td>
<td>1,193,626</td>
<td>1,136,586</td>
<td>589,035</td>
<td>107.58</td>
<td>17.93</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10,870,796</td>
<td>10,472,256</td>
<td>11,282,032</td>
<td>12,347,652</td>
<td>14,776,119</td>
<td>16,294,997</td>
<td>5,424,201</td>
<td>49.90</td>
<td>8.32</td>
</tr>
<tr>
<td><strong>Credit Hour</strong></td>
<td>49,093</td>
<td>51,885</td>
<td>54,738</td>
<td>55,574</td>
<td>55,411</td>
<td>57,790</td>
<td>8,697</td>
<td>17.72</td>
<td>2.95</td>
</tr>
<tr>
<td><strong>Cost per Credit Hour</strong></td>
<td>221.43</td>
<td>201.83</td>
<td>206.11</td>
<td>222.18</td>
<td>266.66</td>
<td>281.97</td>
<td>60.54</td>
<td>27.34</td>
<td>4.56</td>
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</tbody>
</table>

(1) First year that Education Fund expenditures included payments made ($670,690) by the State of Illinois on behalf of employees participating in the State University Retirement System (SURS).

(2) Adjusted to exclude SURS on-behalf payments.
Levy Year 1986 and earlier audit reports did not include a schedule of legal debt margin. Debt limitation is assumed to remain at 2.875% and outstanding indebtedness is taken from the balance sheet long term debt liabilities accounts. Interest payable is not includable.
Strategic growth accomplished within the College’s tax rates

<table>
<thead>
<tr>
<th>TAX YEAR/FISCAL YEAR</th>
<th>89/91</th>
<th>90/92</th>
<th>91/93</th>
<th>92/94</th>
<th>93/95</th>
<th>94/96</th>
<th>95/97</th>
<th>96/98</th>
<th>97/99</th>
<th>98/00</th>
<th>Change</th>
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<td>.1850</td>
<td>.1824</td>
<td>.1855</td>
<td>.1863</td>
<td>.1859</td>
<td>.1854</td>
<td>.1858</td>
<td>.1825</td>
<td>.1814</td>
<td>(.0065)</td>
</tr>
<tr>
<td>O &amp; M</td>
<td>.0500</td>
<td>.0500</td>
<td>.0500</td>
<td>.0500</td>
<td>.0500</td>
<td>.0500</td>
<td>.0500</td>
<td>.0500</td>
<td>.0500</td>
<td>.0497</td>
<td>(.0003)</td>
</tr>
<tr>
<td>Bond &amp; Interest</td>
<td>.0441</td>
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<td>.0299</td>
<td>.0767</td>
<td>.0716</td>
<td>.0675</td>
<td>.0636</td>
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<td>.1108</td>
<td>.1023</td>
<td>.0582</td>
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<td>.0014</td>
<td>.0017</td>
<td>.0021</td>
<td>.0022</td>
<td>.0050</td>
<td>.0036</td>
<td>.0034</td>
<td>.0032</td>
<td>.0041</td>
<td>.0030</td>
<td>.0016</td>
</tr>
<tr>
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<td>.0204</td>
<td>.0507</td>
<td>.0510</td>
<td>.0585</td>
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<td>.0764</td>
<td>.0785</td>
<td>.0740</td>
<td>.0555</td>
</tr>
<tr>
<td>PHS</td>
<td>.0254</td>
<td>.0000</td>
<td>.0500</td>
<td>.0500</td>
<td>.0500</td>
<td>.0500</td>
<td>.0382</td>
<td>.0500</td>
<td>.0445</td>
<td>.0497</td>
<td>.0243</td>
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<td>.4156</td>
<td>.4647</td>
<td>.4704</td>
<td>.4601</td>
<td>.1328</td>
</tr>
</tbody>
</table>

O & M = Operations and Maintenance

LPS = Liability, Protection and Settlement

PHS = Protection, Health and Safety
<table>
<thead>
<tr>
<th>DUE DATE</th>
<th>ACTION</th>
<th>RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/28/99</td>
<td>Approve budget development calendar</td>
<td>B.O.T.</td>
</tr>
<tr>
<td>02/01/99</td>
<td>Finalize budget parameters</td>
<td>President</td>
</tr>
<tr>
<td>02/23/99</td>
<td>Distribute forms to prepare credit hour projections</td>
<td>Controller</td>
</tr>
<tr>
<td>03/15/99</td>
<td>Distribute budget packets to budget manager</td>
<td>Controller</td>
</tr>
<tr>
<td>03/19/99</td>
<td>Credit hour projections due to the VP of Instruction</td>
<td>Instructional Team</td>
</tr>
<tr>
<td>03/23/99</td>
<td>Review credit hour projections with Instructional Team</td>
<td>VP of Instruction &amp; Instructional Team</td>
</tr>
<tr>
<td>03/15/99 – 04/09/99</td>
<td>Individual budget meetings to be held between budget managers and their cabinet officer to discuss requests for new dollars and prioritization of those requests.</td>
<td>Cabinet Officer &amp; Budget Manager</td>
</tr>
<tr>
<td>04/09/99</td>
<td>Budget sheets and requests for new dollars due to Business Office. (Please submit earlier if completed.)</td>
<td>Budget Managers</td>
</tr>
<tr>
<td>04/12/99 – 04/23/99</td>
<td>Budget requests compiled</td>
<td>Business Office</td>
</tr>
<tr>
<td>04/26/99 – 05/14/99</td>
<td>Tentative budget reviewed by Cabinet and Controller</td>
<td>Cabinet Officers &amp; Controller</td>
</tr>
<tr>
<td>05/20/99</td>
<td>Tentative budget distributed to and adopted by B.O.T.</td>
<td>B.O.T.</td>
</tr>
<tr>
<td>05/20/99</td>
<td>Publish notice of public hearing on the tentative budget and public inspection</td>
<td>Controller</td>
</tr>
<tr>
<td>05/20/99</td>
<td>Budget available for public inspection</td>
<td>Controller</td>
</tr>
<tr>
<td>06/07/99 – 06/11-99</td>
<td>Review tentative budget</td>
<td>B.O.T. Budget Committee</td>
</tr>
<tr>
<td>06/14/99 – 06/18/99</td>
<td>Necessary revisions to budget completed</td>
<td>Cabinet Officers &amp; Controller</td>
</tr>
<tr>
<td>06/24/99</td>
<td>6:30 p.m. – Public Hearing</td>
<td>B.O.T.</td>
</tr>
<tr>
<td>06/24/99</td>
<td>Adopt final budget</td>
<td>B.O.T.</td>
</tr>
<tr>
<td>06/25/99</td>
<td>Submit final budget to ICCB, staff, and county clerks</td>
<td>Controller</td>
</tr>
</tbody>
</table>
REALLOCATION PROGRAM: A RESPONSE TO FISCAL STRESS

The manner in which Carl Sandburg College approaches reallocation as a response to fiscal stress is determined by various internal and external factors.

<table>
<thead>
<tr>
<th>A. EXPECTED DURATION OF THE FISCAL STRESS</th>
<th>B. FINANCIAL MANAGEMENT FLEXIBILITY</th>
<th>C. DIVERSIFICATION OF REVENUE SOURCES</th>
<th>D. HISTORICAL LEVEL OF PROGRAM SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short versus long term</td>
<td>Fund balances available</td>
<td>Availability of grants other non-operating</td>
<td>Ongoing review of mission statement</td>
</tr>
<tr>
<td>Timing of budget reductions within the fiscal year</td>
<td>Ability to transfer funds</td>
<td>Flexibility of tuition/fee rates</td>
<td>Ability to articulate the need for change</td>
</tr>
<tr>
<td>State of preparedness</td>
<td>Position control systems</td>
<td></td>
<td>Ability to communicate a clear vision of the future</td>
</tr>
<tr>
<td>State of preparedness</td>
<td>Automation of functions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Carl Sandburg College
EXPENDITURE BUDGET CONTROL PROGRAM

- **Defer**
  - Yes
  - Optional?
  - Off-Budget Expenses

- No
  - Break-Even Analysis
    - Revenue Produced
    - Expense Only
      - Under-Budgeted to Begin with
        - Causes
          - Budget or Line Item Deficits
            - Controls
              - Equipment
                - Off-Budget: Pres. Approval
                  - Transfer Unused Funds To Central Control Account
              - Contract Services (Materials & Supplies, Fixed Charges)
                - Travel
                  - President
                    - Weekly Reports to Cabinet
                      - Changes Require Presidential Approval
                  - Vice-Presidents
                    - VP's to Monitor Monthly
                  - Vice-Presidents
                    - VP of Business Services
                - All Others
                  - Off Formula: Cabinet Approval
                    - Quarterly Reports To Cabinet
              - Fringe Benefits

## Assignable Space

### Gross Square Feet by Location

**Galesburg**

<table>
<thead>
<tr>
<th>Location</th>
<th>Gross Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Manufacturing Excellence</td>
<td>31,200</td>
</tr>
<tr>
<td>Building A</td>
<td>23,181</td>
</tr>
<tr>
<td>Building B</td>
<td>18,430</td>
</tr>
<tr>
<td>Building C</td>
<td>32,304</td>
</tr>
<tr>
<td>Building D</td>
<td>8,046</td>
</tr>
<tr>
<td>Building E</td>
<td>50,665</td>
</tr>
<tr>
<td>Building F</td>
<td>28,346</td>
</tr>
<tr>
<td>Maintenance building</td>
<td>6,000</td>
</tr>
</tbody>
</table>

Sub-Total 198,172

**Carthage**

<table>
<thead>
<tr>
<th>Location</th>
<th>Gross Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Branch campus</td>
<td>14,220</td>
</tr>
<tr>
<td>Education Commons</td>
<td>7,874</td>
</tr>
</tbody>
</table>

Sub-Total 22,094

**Bushnell Extension Center**

<table>
<thead>
<tr>
<th>Gross Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,200</td>
</tr>
</tbody>
</table>

**Total** 223,466

### Net Assignable Square Feet by Type of Space

<table>
<thead>
<tr>
<th>Type of Space</th>
<th>Square Feet</th>
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</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>28,126</td>
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<tr>
<td>Laboratory</td>
<td>67,836</td>
</tr>
<tr>
<td>Office</td>
<td>23,293</td>
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<tr>
<td>Study</td>
<td>11,752</td>
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<tr>
<td>Athletic/P.E.</td>
<td>9,420</td>
</tr>
<tr>
<td>Theater/Auditorium</td>
<td>2,868</td>
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<tr>
<td>Support facilities</td>
<td>1,680</td>
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<tr>
<td>Other</td>
<td>18,288</td>
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</table>

**Total** 163,263
<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Cost</th>
<th>Campus</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jun-90</td>
<td>New Roofs for Butler Buildings</td>
<td>$154,600</td>
<td>Galesburg</td>
<td>LHS</td>
</tr>
<tr>
<td>Jul-90</td>
<td>Repair &amp; Replace Hazardous Walks</td>
<td>$ 37,580</td>
<td>Galesburg</td>
<td>LHS</td>
</tr>
<tr>
<td>Sep-91</td>
<td>Water Heater Replacement &amp; Water Circulation Repair</td>
<td>$ 56,360</td>
<td>Galesburg</td>
<td>LHS</td>
</tr>
<tr>
<td>Feb-92</td>
<td>Repair of Roadways and Parking Areas</td>
<td>$112,712</td>
<td>Galesburg</td>
<td>R &amp; R</td>
</tr>
<tr>
<td>Mar-92</td>
<td>Painting of Interior Surfaces Butler Buildings</td>
<td>$ 21,151</td>
<td>Galesburg</td>
<td>LHS</td>
</tr>
<tr>
<td>Jun-93</td>
<td>Install New Indoor/outdoor ADA Signage and Marquee</td>
<td>$150,000</td>
<td>Galesburg</td>
<td>LHS</td>
</tr>
<tr>
<td>Jun-93</td>
<td>Repair and Coating of Gym Floor</td>
<td>$ 27,600</td>
<td>Galesburg</td>
<td>R &amp; R</td>
</tr>
<tr>
<td>Feb 93</td>
<td>Alter/expand Restrooms, Replace HVAC Unit in &quot;C&quot; Building, Reconstruct Existing Mechanical Room Walls in Butler Bldg., Installation of Energy Management System</td>
<td>$337,688</td>
<td>Galesburg</td>
<td>LHS</td>
</tr>
<tr>
<td>Apr-94</td>
<td>Entered into 5 Year Purchase Agreement to Acquire/renovate Carthage Branch Campus</td>
<td>$ 390,000</td>
<td>Carthage</td>
<td>LPS Interest</td>
</tr>
<tr>
<td>Jun-94</td>
<td>Resurface College Drive, Loading Dock, Etc.</td>
<td>$ 35,150</td>
<td>Galesburg</td>
<td>R &amp; R</td>
</tr>
<tr>
<td>Jun-94</td>
<td>Replace HVAC &quot;D&quot; Building Handicapped Accessible Entrances/air Locks</td>
<td>$301,535</td>
<td>Galesburg</td>
<td>LHS</td>
</tr>
<tr>
<td>Jul-94</td>
<td>Bookstore Renovation/expansion</td>
<td>$ 13,300</td>
<td>Galesburg</td>
<td>Auxiliary Fund</td>
</tr>
<tr>
<td>Jul-95</td>
<td>Energy Conservation Measures - Phase I</td>
<td>$336,430</td>
<td>Galesburg</td>
<td>GESC-I</td>
</tr>
<tr>
<td>Jun-96</td>
<td>HVAC Replacement in F Building</td>
<td>$104,973</td>
<td>Galesburg</td>
<td>LHS</td>
</tr>
<tr>
<td>Jun-96</td>
<td>Pave Parking Lot</td>
<td>$139,393</td>
<td>Carthage</td>
<td>LHS</td>
</tr>
<tr>
<td>Sep-96</td>
<td>Telecommunications Project - New Phone System, Fiber Optic Cabling (Voice, Data &amp; Video)</td>
<td>$1,300,000</td>
<td>All campuses</td>
<td>Funding Bonds</td>
</tr>
<tr>
<td>Date</td>
<td>Action</td>
<td>Cost</td>
<td>Campus</td>
<td>Funding Source</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------------------</td>
<td>----------</td>
<td>-----------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Jun-97</td>
<td>ADA Barrier Removal</td>
<td>$754,000</td>
<td>All campuses</td>
<td>LHS Bonds</td>
</tr>
<tr>
<td>June-97</td>
<td>Roof Replacement – Phase I</td>
<td>$377,927</td>
<td>Galesburg</td>
<td>LHS</td>
</tr>
<tr>
<td>Sep-97</td>
<td>Cooling &amp; Ventilation Equipment – Data Center</td>
<td>$17,466</td>
<td>Galesburg</td>
<td>ICCB Grant</td>
</tr>
<tr>
<td>Jun-98</td>
<td>Construct Center for Manufacturing Excellence (CME)</td>
<td>$2,000,000</td>
<td>Galesburg</td>
<td>Private Sector</td>
</tr>
<tr>
<td>Jun-98</td>
<td>Roof Replacement Phase II</td>
<td>$181,918</td>
<td>Galesburg</td>
<td>LHS</td>
</tr>
<tr>
<td>Jul-98</td>
<td>Purchase Bushnell Facility</td>
<td>$420,155</td>
<td>Bushnell</td>
<td>LHS interest</td>
</tr>
<tr>
<td>Sep-98</td>
<td>Construct Education Commons Building (EC)</td>
<td>$700,000</td>
<td>Carthage</td>
<td>SMART Bonds</td>
</tr>
<tr>
<td>Oct-98</td>
<td>Install Electric Hand Dryers</td>
<td>$15,000</td>
<td>All Campuses</td>
<td>DCCA Grant</td>
</tr>
<tr>
<td>Dec-98</td>
<td>Activate LAN/WAN</td>
<td>$131,700</td>
<td>All Campuses</td>
<td>ICCB Grant</td>
</tr>
<tr>
<td>Jan-99</td>
<td>Energy Conservation Measures - Phase II</td>
<td>$377,000</td>
<td>All Campuses</td>
<td>GESC-II</td>
</tr>
<tr>
<td>May-99</td>
<td>Improvements to LAN/WAN System</td>
<td>$127,101</td>
<td>Galesburg/Carthage</td>
<td>SMART Bonds</td>
</tr>
<tr>
<td>Jul-99</td>
<td>LRC and Personnel Office Renovation/Expansion</td>
<td>$538,550</td>
<td>Galesburg</td>
<td>LHS</td>
</tr>
<tr>
<td>Jun-00</td>
<td>Butler Building Energy Conservation Project</td>
<td>$39,568</td>
<td>Galesburg</td>
<td>LHS</td>
</tr>
<tr>
<td>Jun-00</td>
<td>Upper/Lower C-Wing Renovation</td>
<td>$211,600</td>
<td>Galesburg</td>
<td>R &amp; R</td>
</tr>
<tr>
<td>Jun-00</td>
<td>Replace Branch Campus HVAC</td>
<td>$71,062</td>
<td>Carthage</td>
<td>LHS</td>
</tr>
<tr>
<td>Jun-00</td>
<td>Air Condition F-Building</td>
<td>$61,500</td>
<td>Galesburg</td>
<td>LPS Interest</td>
</tr>
<tr>
<td>Jun-00</td>
<td>Replace Branch Campus Parking Lot Lights</td>
<td>$30,360</td>
<td>Carthage</td>
<td>LHS</td>
</tr>
<tr>
<td>Jun-00</td>
<td>New Child Care Drop-Off/Parking Lot</td>
<td>$199,675</td>
<td>Galesburg</td>
<td>LHS</td>
</tr>
<tr>
<td>Jun-00</td>
<td>Replace Worn Carpet</td>
<td>$132,369</td>
<td>Galesburg</td>
<td>LHS</td>
</tr>
<tr>
<td>Jun-00</td>
<td>Enhance Perimeter Security System</td>
<td>$41,668</td>
<td>Galesburg</td>
<td>LHS</td>
</tr>
<tr>
<td>Jun-00</td>
<td>Pave Education Commons Parking Lot</td>
<td>$37,840</td>
<td>Carthage</td>
<td>LHS</td>
</tr>
<tr>
<td>Jun-00</td>
<td>Auditors’ Workroom/Conference Facility</td>
<td>$15,000</td>
<td>Galesburg</td>
<td>Audit Fund</td>
</tr>
</tbody>
</table>

**TOTAL** $10,472,121
### Utility Expenditures

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Utility Expenditures</th>
<th>Credit Hours</th>
<th>Cost per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>$328,065</td>
<td>50,528</td>
<td>$6.49</td>
</tr>
<tr>
<td>1992</td>
<td>$293,750</td>
<td>49,093</td>
<td>$5.98</td>
</tr>
<tr>
<td>1993</td>
<td>$278,605</td>
<td>53,837</td>
<td>$5.17</td>
</tr>
<tr>
<td>1994</td>
<td>$296,695</td>
<td>49,093</td>
<td>$6.04</td>
</tr>
<tr>
<td>1995</td>
<td>$295,185</td>
<td>51,885</td>
<td>$5.69</td>
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<tr>
<td>1996</td>
<td>$320,081</td>
<td>54,738</td>
<td>$5.84</td>
</tr>
<tr>
<td>1997</td>
<td>$367,002</td>
<td>55,574</td>
<td>$6.60</td>
</tr>
<tr>
<td>1998</td>
<td>$353,979</td>
<td>55,411</td>
<td>$6.39</td>
</tr>
<tr>
<td>1999</td>
<td>$358,514</td>
<td>57,790</td>
<td>$6.20</td>
</tr>
</tbody>
</table>
Fig. 18 & 19
CSC Enrollment by Ethnic Origin

- White: 92.8%
- Black: 0.3%
- Hispanic: 0.3%
- Asian: 0.5%
- Am. Indian/Alaskan: 0.25%
- Non-resident Alien: 3.5%
### Population and Race in the 10-County Region

<table>
<thead>
<tr>
<th></th>
<th>Hancock</th>
<th>Knox</th>
<th>Henderson</th>
<th>McDonough</th>
<th>Fulton</th>
<th>Warren</th>
<th>Schuyler</th>
<th>Stark</th>
<th>Henry</th>
<th>Mercer</th>
<th>Total</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Population</strong></td>
<td>21,373</td>
<td>57,094</td>
<td>8,096</td>
<td>35,236</td>
<td>38,073</td>
<td>19,181</td>
<td>7,498</td>
<td>6,534</td>
<td>51,035</td>
<td>17,290</td>
<td>261,410</td>
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</tr>
<tr>
<td><strong>White</strong></td>
<td>21,224</td>
<td>52,413</td>
<td>8,010</td>
<td>32,800</td>
<td>37,028</td>
<td>18,582</td>
<td>7,480</td>
<td>6,455</td>
<td>49,665</td>
<td>17,050</td>
<td>250,707</td>
<td>95.91%</td>
</tr>
<tr>
<td><strong>Black</strong></td>
<td>6</td>
<td>2,860</td>
<td>12</td>
<td>1,215</td>
<td>611</td>
<td>366</td>
<td>0</td>
<td>5</td>
<td>598</td>
<td>29</td>
<td>5,702</td>
<td>2.18%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>92</td>
<td>1,416</td>
<td>40</td>
<td>278</td>
<td>222</td>
<td>144</td>
<td>16</td>
<td>40</td>
<td>573</td>
<td>160</td>
<td>2,981</td>
<td>1.14%</td>
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<tr>
<td><strong>American Indian</strong></td>
<td>30</td>
<td>85</td>
<td>32</td>
<td>75</td>
<td>72</td>
<td>30</td>
<td>2</td>
<td>5</td>
<td>63</td>
<td>29</td>
<td>423</td>
<td>0.16%</td>
</tr>
<tr>
<td><strong>Eskimo, Aleut</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Asian or Pacific</strong></td>
<td>21</td>
<td>320</td>
<td>2</td>
<td>868</td>
<td>140</td>
<td>59</td>
<td>0</td>
<td>29</td>
<td>136</td>
<td>22</td>
<td>1,597</td>
<td>0.61%</td>
</tr>
<tr>
<td><strong>Islander</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Based upon most recent economic data provided by Illinois Department of Commerce and Community Affairs
<table>
<thead>
<tr>
<th>Report Year</th>
<th>Rate</th>
<th>Avg. Rate 2YR Publics</th>
<th>Number of Borrowers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td></td>
<td></td>
<td>228</td>
</tr>
<tr>
<td>1997</td>
<td>1999</td>
<td>13.7</td>
<td>255</td>
</tr>
<tr>
<td>1996</td>
<td>1998</td>
<td>9.9</td>
<td>13.2</td>
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<tr>
<td>1995</td>
<td>1997</td>
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</tr>
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<td>1994</td>
<td>1996</td>
<td>5.8</td>
<td>13.8</td>
</tr>
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<td>1993</td>
<td>1995</td>
<td>20.6</td>
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<td>1992</td>
<td>1994</td>
<td>13.9</td>
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</tr>
<tr>
<td>1991</td>
<td>1993</td>
<td>21.9</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td>1992</td>
<td>23.5</td>
<td></td>
</tr>
<tr>
<td>1989</td>
<td>1991</td>
<td>11.1</td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td>1990</td>
<td>28.6</td>
<td></td>
</tr>
<tr>
<td>1987</td>
<td>1989</td>
<td>21.4</td>
<td></td>
</tr>
</tbody>
</table>

Default Reduction Measures:

- The college did a formal Default Management Plan with the Department of Education following the 1988 cohort year. Loan counseling was instituted and 30 day delayed disbursement for every loan every semester was implemented.

- In 1995-96 we changed our Satisfactory Academic Progress policy. This included an option for "probationary reinstatement" of aid. Under probationary reinstatement a student may have grants, but not loans. This gives the student the opportunity to improve their performance, but does not allow them to assume more debt.

- In 1997-98 we implemented a policy that the student must have 12 hours earned and a 2.0 GPA before they may receive their first loan at CSC. A student may appeal for loan eligibility if they do not meet the requirement.
The default rates of our peer institutions are reflected below:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Change 96 to 97</th>
<th>1997</th>
<th>1996</th>
<th>1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carl Sandburg</td>
<td>+</td>
<td>13.7</td>
<td>9.9</td>
<td>13.0</td>
</tr>
<tr>
<td>Danville Area</td>
<td>-</td>
<td>12.0</td>
<td>14.0</td>
<td>18.0</td>
</tr>
<tr>
<td>Highland</td>
<td>+</td>
<td>17.6</td>
<td>17.4</td>
<td>19.5</td>
</tr>
<tr>
<td>John Wood</td>
<td>+</td>
<td>11.5</td>
<td>7.7</td>
<td>13.7</td>
</tr>
<tr>
<td>Kaskaskia</td>
<td>+</td>
<td>10.7</td>
<td>9.0</td>
<td>16.4</td>
</tr>
<tr>
<td>Kishwaukee</td>
<td>+</td>
<td>19.6</td>
<td>11.1</td>
<td>13.6</td>
</tr>
<tr>
<td>Morton</td>
<td>+</td>
<td>18.0</td>
<td>10.8</td>
<td>7.7</td>
</tr>
<tr>
<td>Richland</td>
<td>+</td>
<td>16.3</td>
<td>13.3</td>
<td>13.6</td>
</tr>
<tr>
<td>Sauk Valley</td>
<td>-</td>
<td>8.6</td>
<td>14.0</td>
<td>10.2</td>
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</tbody>
</table>
# 1 – 3 Year Strategic Planning Process

<table>
<thead>
<tr>
<th>Phase</th>
<th>Time Frame</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Environmental Scan</td>
<td>Apr/May/June 1997</td>
<td>Sundberg</td>
</tr>
<tr>
<td>II. Vision Statement</td>
<td>July</td>
<td>Board/Crist</td>
</tr>
<tr>
<td>III. Assessment Plan Analysis</td>
<td>Aug/Sept</td>
<td>Assessment/Planning Committee</td>
</tr>
<tr>
<td>IV. Focal Point/Institutional Goals</td>
<td>Aug/Sept</td>
<td>President’s Cabinet/Planning Committee</td>
</tr>
<tr>
<td>V. Focus Team’s Action Plans</td>
<td>Oct/Nov/Dec</td>
<td>Focus Teams</td>
</tr>
<tr>
<td>VI. Unit Objectives</td>
<td>Jan/Feb (98)</td>
<td>College Community</td>
</tr>
<tr>
<td>VII. Distribution</td>
<td>March</td>
<td>President</td>
</tr>
<tr>
<td>VIII. Implementation</td>
<td>July (98)</td>
<td>College Community</td>
</tr>
</tbody>
</table>

### Progress Reports/Cycles

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Years</th>
<th>Reports</th>
<th>Final Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Focus Teams to develop 1 – 3 year action plans (examples)

1. Technology (Institutional Technology Committee)
2. Marketing (Marketing Committee)
3. Risk Management (Risk Management Committee)
4. Welfare (College Welfare Committee)
5. Sexual Harassment (Advisory Committee on Sexual Harassment)

### President’s Cabinet

- President
- Vice President of Instructional Services
- Vice President of Student Services
- Vice President of Business Services

### Planning Committee

- a. 1 representative from Marketing
- b. 1 division chairperson (2 years)
- c. 1 staff person (2 years)
- d. Institutional Researcher
- e. President
- f. Vice President of Instructional Services
- g. Vice President of Student Services
- h. Vice President of Business Services
- i. Chairperson of Student Assessment Committee (all two-year terms are to be staggered)
Annual Budget Process

Planning for the fiscal responsibilities of each succeeding year begins in mid-February. At that time, a package of budget materials is distributed to each “cost center” (e.g., Learning Resource Center, instructional divisions, operations and maintenance, etc.) Each cost center submits its requests for funding related to its particular function. In recent years some preliminary work has been done by the Office of the Vice President for Business Services: namely, establishing a percent of increase in traditional line items such as supplies and materials. That percent is reflected in a preliminarily printed budget work sheet provided to each cost center. Items such as staff salaries are adjusted according to a contractual agreement that the Board of Trustees has with its employees, much of which is negotiated through a collective bargaining agreement that has, thus far, resulted in a four-year rolling contractual agreement.

Any requests for additional funding or “new” programs must be submitted for review on a uniform set of forms that request, among other things, justification for new or additional funding as well as an estimate of the cost for the upcoming fiscal year and any costs that would be residual to future fiscal years. These requests can be submitted, for example, by individual staff/faculty members to their supervisors. The supervisor can include or deny inclusion in that cost center’s budget request. Cost center requests are submitted to the appropriate senior administrator’s office (e.g., Vice-President for Instruction, Business Services and Student Services). Senior administrators review, prioritize and approve requests based on anticipated funding sources and other forms of justification that contribute to the mission of the college. (The Mission Statement of the College is published on page 13 of the 1999-2000 catalog).

Any cost center that is involved in activities that generate credit hours is further asked to make predictions on the number of credit hours that will be generated by students attending programs of that cost center during the academic year that is inclusive of the fiscal year. These predictions are used to estimate the tuition and fee revenue as well as revenue from other sources that is based on generated credit hours.

Once the expenditure budgets have been established for cost centers, supervisors can then respond to requests from staff members for the expenditure of approved funds. Individual supervisors may establish their own approval methodology that operates within the confines of a particular cost center; however, once a supervisor has approved a request for expenditure, it must be submitted to the appropriate senior-level administrator for approval before the purchase/acquisition process can begin. In some instances, cost centers are permitted to operate with standing-order procedures, when acquisition turnaround time is at a premium.

The Board of Trustees has established a regulation on purchasing items that exceed a maximum value. Acquisitions that do not exceed a prescribed amount can be made at the cost center level. Other acquisitions require either approval from the appropriate
senior-level administrator, or must go through a formal bidding process, depending on the total amount of the acquisition cost. The Board of Trustees reserves the right to approve acquisitions where the formal bidding process is required.

In addition, there are some committees of the college that expend and monitor funds during the fiscal year. For example, the Instructional Technology Committee recommends the expenditure of and monitors funds generated by a technology fee that is imposed on all students enrolled at the college. The expenditures are intended to fund campus-wide technology availability that impacts the learning environment as well as the accessibility of technology to the entire student body, not just those enrolled in classes where technology is the focus of instruction. A Faculty Development Committee also approves the expenditures and monitors funds that faculty can request for professional development.

Because of these budgeting procedures, the administration is now better prepared to present to the Board of Trustees a more complete picture of revenues and expenditures for each fund at the time the budget is tentatively adopted. During the period of time when the budget is made available to the public for view, a committee of board, administration and faculty review the tentative budget and make recommendations for adjustment prior to its final approval at each year’s June Board meeting.

The administration attempts to report, in detail, all the financial dealings of the college at each meeting of the Board of Trustees. Detailed reports of revenue, expenditures and investments are provided each month and are available to the press and the public.
Fund Balance

Revenue from all sources has increased beginning with FY98, but expenditures have also increased, resulting in a smaller increase in the fund balance for each of those years, leading to the reduction of operating days in the most recent fund balance.

Carl Sandburg College has five sources of revenue, according to the last five years’ audit reports. The amounts and appropriate percents for those fiscal years are:

<table>
<thead>
<tr>
<th>Resource</th>
<th>FY95</th>
<th>Percent of Total Revenue</th>
<th>FY96</th>
<th>Percent of Total Revenue</th>
<th>FY97</th>
<th>Percent of Total Revenue</th>
<th>FY98</th>
<th>Percent of Total Revenue</th>
<th>FY99</th>
<th>Percent of Total Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Govt. (property taxes)</td>
<td>3,767,413</td>
<td>25.8</td>
<td>4,044,726</td>
<td>28.1</td>
<td>4,294,912</td>
<td>30.3</td>
<td>4,057,794</td>
<td>25.2</td>
<td>4,297,854</td>
<td>22.0</td>
</tr>
<tr>
<td>State Govt. (apportionment)</td>
<td>3,168,776</td>
<td>21.6</td>
<td>3,594,133</td>
<td>25.0</td>
<td>3,522,399</td>
<td>24.9</td>
<td>4,826,253</td>
<td>30.0</td>
<td>6,256,852</td>
<td>32.0</td>
</tr>
<tr>
<td>Federal Govt.</td>
<td>4,913,956</td>
<td>33.5</td>
<td>3,878,651</td>
<td>27.0</td>
<td>3,428,948</td>
<td>24.2</td>
<td>4,059,620</td>
<td>25.3</td>
<td>4,618,183</td>
<td>23.7</td>
</tr>
<tr>
<td>Tuition &amp; Fees</td>
<td>2,204,469</td>
<td>15.1</td>
<td>2,441,344</td>
<td>17.0</td>
<td>2,553,770</td>
<td>18.0</td>
<td>2,706,416</td>
<td>17.0</td>
<td>2,882,812</td>
<td>14.7</td>
</tr>
<tr>
<td>Investment Income</td>
<td>93,411</td>
<td>01.0</td>
<td>117,111</td>
<td>00.8</td>
<td>148,829</td>
<td>01.1</td>
<td>91,179</td>
<td>00.5</td>
<td>124,486</td>
<td>00.6</td>
</tr>
<tr>
<td>Other Sources</td>
<td>449,981</td>
<td>03.0</td>
<td>299,845</td>
<td>02.1</td>
<td>212,436</td>
<td>01.5</td>
<td>317,658</td>
<td>02.0</td>
<td>1,368,072</td>
<td>07.0</td>
</tr>
<tr>
<td>Totals</td>
<td>14,598,006</td>
<td>100.0</td>
<td>14,375,810</td>
<td>100.0</td>
<td>14,161,294</td>
<td>100.0</td>
<td>16,058,820</td>
<td>100.0</td>
<td>19,548,259</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Income from all sources declined in Fiscal Years 95, 96, and 97. Beginning with FY98, Income from All Sources increased by 13.3 percent; in FY99, it increased by 21.9 percent.

According to the 1995-96 Budget, projected fund balances for the General Fund, as of June 30, 1996 were as follows:

- Education Fund: $(225,646)$
- Operation & Maintenance: $160,932$
- Total Operating Funds: $(64,532)$

According to the FY96 Audit Report, actual fund balances were as follows:

- Education Fund: $190,573$
- Operation & Maintenance: $267,194$
- Total Operating Funds: $457,767$

The actual fund balances exceeded the college’s budgeted projections for FY97. Future years, however, did not indicate a similar pattern:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Fund</td>
<td>130,814</td>
<td>132,174</td>
<td>190,573</td>
<td>136,457</td>
<td>116,809</td>
<td>$(179,018)$</td>
</tr>
<tr>
<td>Operation &amp; Maint.</td>
<td>241,345</td>
<td>146,180</td>
<td>169,194</td>
<td>151,539</td>
<td>162,548</td>
<td>196,221</td>
</tr>
<tr>
<td>Total</td>
<td>372,159</td>
<td>287,354</td>
<td>359,767</td>
<td>287,996</td>
<td>279,357</td>
<td>$(17,203)$</td>
</tr>
</tbody>
</table>
DIVISION CHAIR COMPENSATION STRUCTURE

Structural Elements (based on previous years):

1. Release Time (Fall and Spring)

<table>
<thead>
<tr>
<th>Instructor *FTE</th>
<th>Release Time (Equated Hr.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Up to 10</td>
<td>6</td>
</tr>
<tr>
<td>b. 10.1 – 15</td>
<td>7</td>
</tr>
<tr>
<td>c. 15.1 – 20</td>
<td>8</td>
</tr>
<tr>
<td>d. 20.1 and up</td>
<td>9</td>
</tr>
</tbody>
</table>

2. Paid Time (Pre-Summer/Summer)

<table>
<thead>
<tr>
<th>Instructor FTE</th>
<th>Paid Time (Equated Hr.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Up to 2.5</td>
<td>1.5</td>
</tr>
<tr>
<td>b. 2.51 – 3.50</td>
<td>1.75</td>
</tr>
<tr>
<td>c. 3.51 – 4.50</td>
<td>2.0</td>
</tr>
<tr>
<td>d. 4.51 and up</td>
<td>2.25</td>
</tr>
</tbody>
</table>

Summertime commitment to be equivalent to the equated hour paid time.

1. FTE pay to be $150 each with increases to be tied directly to administrative salary increases.

*Full-Time Equivalency Instructor = 15 equated hours.
1. There has been no change in pay structure in the college’s history except for a release time change from 5 to 6 equated hours in the mid 1980’s.

2. The division chair duties/responsibilities have changed drastically over the last five years.
   a. Duties changed from Galesburg to college-wide Fall 1994.
   b. Clinical contracts shifted to divisions.
   c. Credit hour production increase via growth and program expansion has increased the time an effort for such things as scheduling, hiring part-time faculty, evaluation of faculty, additional grants to coordinate, external licensure agents require greater monitoring and paperwork, advisory committee minutes transferred to divisions, budget monitoring, etc.
   d. Program and course development, where appropriate, involves a large amount of Division Chair time and effort.

3. This method addresses the variety of workloads among divisions as indicated in 2.a.b.c. above.

4. Adjusts the summer pay and responsibility to an equal status of the fall and spring semesters.

5. Pay would be based on previous year’s production to allow for budgeting changes.

**Accountability Improvements**

1. Division chairs would be required to develop specific objectives for their division which would be shared in a retreat format with other divisions during each summer. Each division would in turn share their divisional plan with members of their own division at the beginning of the fall semester. The progress of this plan would be evaluated on a semi-annual basis by the Vice President of Instructional Services.

2. In a situation where a division would fall below 8 FTE faculty in two of four consecutive semesters the college administration would evaluate the need for the continuance of that division.

3. Division chairs would be required to become very involved in the marketing and recruitment of their division programs. This involvement would include but not be limited to close coordination and cooperation with the marketing committee, the Foundation and the college recruiting specialists.

4. Division chairs would become the recognized contact/program leader for all college sites to include on-site contacts.

5. Division chairs would be held responsible for a minimum of two activities per year to bring recognition to their division; i.e., JETS competition, poetry contest, health fairs, automotive contests, etc.
RATIONALE FOR CHANGE IN DIVISION CHAIR PAY STRUCTURE
6/30/94

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# Glossary

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td>AAO</td>
<td>Affirmative Action Officer</td>
</tr>
<tr>
<td>AAS</td>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>ABE</td>
<td>Adult Basic Education</td>
</tr>
<tr>
<td>ACT</td>
<td>American College Testing</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
</tr>
<tr>
<td>ADN</td>
<td>Associate Degree Nursing</td>
</tr>
<tr>
<td>AFA</td>
<td>Associate in Fine Arts</td>
</tr>
<tr>
<td>AGE</td>
<td>Associate in General Education</td>
</tr>
<tr>
<td>ALC</td>
<td>Adult Learning Center</td>
</tr>
<tr>
<td>ALCOA</td>
<td>corporate name (aluminum)</td>
</tr>
<tr>
<td>ALS</td>
<td>Alliance Library System</td>
</tr>
<tr>
<td>ARO</td>
<td>Admissions &amp; Records Office</td>
</tr>
<tr>
<td>AS</td>
<td>Associate in Science</td>
</tr>
<tr>
<td>ASC</td>
<td>Academic Skills Center</td>
</tr>
<tr>
<td>ASS</td>
<td>Academic Support Services</td>
</tr>
<tr>
<td>ASSET</td>
<td>Assessment of Skills for Successful Entry &amp; Transfer (placement test)</td>
</tr>
<tr>
<td>BOT</td>
<td>Board of Trustees</td>
</tr>
<tr>
<td>BTC</td>
<td>Business &amp; Technology Center</td>
</tr>
<tr>
<td>CABI</td>
<td>Center for Agriculture, Business &amp; Industry</td>
</tr>
<tr>
<td>CAD</td>
<td>computer-aided drafting</td>
</tr>
<tr>
<td>CAM</td>
<td>computer-aided manufacturing</td>
</tr>
<tr>
<td>CCNA</td>
<td>Cisco Certified Network Associate</td>
</tr>
<tr>
<td>CCNP</td>
<td>Cisco Certified Network Professional</td>
</tr>
<tr>
<td>CD</td>
<td>compact disk</td>
</tr>
<tr>
<td>Charger</td>
<td>the CSC newspaper</td>
</tr>
<tr>
<td>CIS</td>
<td>Computer Information Systems</td>
</tr>
<tr>
<td>CLEAR PATH</td>
<td>a mainframe hardware environment</td>
</tr>
<tr>
<td>CLEP</td>
<td>College Level Examination Program</td>
</tr>
<tr>
<td>CME</td>
<td>Center for Manufacturing Excellence</td>
</tr>
<tr>
<td>CNC</td>
<td>computer numerical control</td>
</tr>
<tr>
<td>COBRA</td>
<td>Congressional Omnibus Budget Reconciliation Act</td>
</tr>
<tr>
<td>COLA</td>
<td>cost of living adjustment</td>
</tr>
<tr>
<td>CONVOCOM</td>
<td>corporate name (telecommunications cooperative)</td>
</tr>
<tr>
<td>CPA</td>
<td>certified public accountant</td>
</tr>
<tr>
<td>CSC</td>
<td>Carl Sandburg College</td>
</tr>
<tr>
<td>CT</td>
<td>computed tomography</td>
</tr>
<tr>
<td>CUSD</td>
<td>community unit school district</td>
</tr>
<tr>
<td>DCCA</td>
<td>Department of Commerce &amp; Community Affairs</td>
</tr>
<tr>
<td>DOL</td>
<td>Department of Labor</td>
</tr>
<tr>
<td>DPMA</td>
<td>Data Processing Management Association</td>
</tr>
<tr>
<td>DTP</td>
<td>desktop publishing</td>
</tr>
<tr>
<td>EAP</td>
<td>Employee Assistance Program</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>EAV</td>
<td>equalized assessed valuation</td>
</tr>
<tr>
<td>EC</td>
<td>Education Commons</td>
</tr>
<tr>
<td>EdExpress</td>
<td>a software program brand name</td>
</tr>
<tr>
<td>EEO</td>
<td>Equal Employment Opportunity</td>
</tr>
<tr>
<td>EMT</td>
<td>Emergency Medical Technician</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a second language</td>
</tr>
<tr>
<td>ETC</td>
<td>Educational Technology Center</td>
</tr>
<tr>
<td>FAD</td>
<td>Financial Aid Dismissal</td>
</tr>
<tr>
<td>FAFSA</td>
<td>Free Application for Federal Student Aid</td>
</tr>
<tr>
<td>FAO</td>
<td>Financial Aid Office</td>
</tr>
<tr>
<td>FAP</td>
<td>Financial Aid Probation</td>
</tr>
<tr>
<td>FERPA</td>
<td>Family Educational Rights &amp; Privacy Act</td>
</tr>
<tr>
<td>FMLA</td>
<td>Family &amp; Medical Leave Act</td>
</tr>
<tr>
<td>FMM</td>
<td>Fiscal Management Manual (ICCB)</td>
</tr>
<tr>
<td>FOIA</td>
<td>Freedom of Information Act (Illinois)</td>
</tr>
<tr>
<td>FTE</td>
<td>full-time equivalent</td>
</tr>
<tr>
<td>FWS</td>
<td>Federal Work Study</td>
</tr>
<tr>
<td>FY</td>
<td>fiscal year</td>
</tr>
<tr>
<td>GED</td>
<td>General Education Development (test or degree)</td>
</tr>
<tr>
<td>GESC</td>
<td>Guaranteed Energy Savings Contract</td>
</tr>
<tr>
<td>GIR</td>
<td>General Institutional Requirement</td>
</tr>
<tr>
<td>GPA</td>
<td>grade point average</td>
</tr>
<tr>
<td>GTE</td>
<td>corporate name (telecommunications)</td>
</tr>
<tr>
<td>HCH</td>
<td>Henry C. Hill Correctional Center</td>
</tr>
<tr>
<td>HECA</td>
<td>Higher Education Cooperation Act</td>
</tr>
<tr>
<td>HELP</td>
<td>Health Emergency Leave Program (sick day bank)</td>
</tr>
<tr>
<td>HIPPA</td>
<td>Health Insurance Portability Protection Act</td>
</tr>
<tr>
<td>Horizons</td>
<td>a software program brand name</td>
</tr>
<tr>
<td>HVAC</td>
<td>heating, ventilation &amp; air conditioning</td>
</tr>
<tr>
<td>IAI</td>
<td>Illinois Articulation Initiative</td>
</tr>
<tr>
<td>IBB</td>
<td>interest-based bargaining</td>
</tr>
<tr>
<td>IBHE</td>
<td>Illinois Board of Higher Education</td>
</tr>
<tr>
<td>ICCB</td>
<td>Illinois Community College Board</td>
</tr>
<tr>
<td>ICCCA</td>
<td>Illinois Council of Community College Administrators</td>
</tr>
<tr>
<td>ICCFA</td>
<td>Illinois Community College Faculty Association</td>
</tr>
<tr>
<td>ICCTA</td>
<td>Illinois Community College Trustees Association</td>
</tr>
<tr>
<td>ICEOP</td>
<td>Illinois Consortium for Educational Opportunity Program</td>
</tr>
<tr>
<td>ICISP</td>
<td>Illinois Consortium for International Studies &amp; Programs</td>
</tr>
<tr>
<td>IEA</td>
<td>Illinois Education Association</td>
</tr>
<tr>
<td>IF</td>
<td>Institutional Financial Aid Form</td>
</tr>
<tr>
<td>IIA</td>
<td>Illinois Incentive for Access</td>
</tr>
<tr>
<td>IMAP</td>
<td>Illinois Monetary Award Program</td>
</tr>
<tr>
<td>IMGIP</td>
<td>Illinois Minority Graduate Incentive Program</td>
</tr>
<tr>
<td>ISBE</td>
<td>Illinois State Board of Education</td>
</tr>
<tr>
<td>IT</td>
<td>Instructional Team</td>
</tr>
<tr>
<td>ITS</td>
<td>Information Technology Services</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>IVC</td>
<td>Illinois Virtual Campus</td>
</tr>
<tr>
<td>IVG</td>
<td>Illinois Veterans Grant</td>
</tr>
<tr>
<td>JTPA</td>
<td>Job Training Partnership Act</td>
</tr>
<tr>
<td>Kurzweil</td>
<td>a software/hardware brand name</td>
</tr>
<tr>
<td>LAN</td>
<td>local area network</td>
</tr>
<tr>
<td>LDM</td>
<td>legal debt margin</td>
</tr>
<tr>
<td>LHS</td>
<td>Life Health Safety funds</td>
</tr>
<tr>
<td>LPN</td>
<td>Licensed Practical Nurse</td>
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<tr>
<td>LPS</td>
<td>Liability, Protection &amp; Settlement funds</td>
</tr>
<tr>
<td>LRC</td>
<td>Learning Resources Center (library)</td>
</tr>
<tr>
<td>Meridian</td>
<td>a telephone software/hardware brand name</td>
</tr>
<tr>
<td>METASYS</td>
<td>a brand name building environment monitoring system</td>
</tr>
<tr>
<td>MIA/POW</td>
<td>Missing in Action/Prisoner of War</td>
</tr>
<tr>
<td>MIG</td>
<td>Model Illinois Government</td>
</tr>
<tr>
<td>MLS</td>
<td>Master of Library Science</td>
</tr>
<tr>
<td>MRI</td>
<td>magnetic resonance imaging</td>
</tr>
<tr>
<td>MRS</td>
<td>Merit Recognition Scholarship</td>
</tr>
<tr>
<td>NCA</td>
<td>North Central Association</td>
</tr>
<tr>
<td>NG</td>
<td>National Guard</td>
</tr>
<tr>
<td>NEA</td>
<td>National Education Association</td>
</tr>
<tr>
<td>NILRC</td>
<td>corporate name (library cooperative)</td>
</tr>
<tr>
<td>NJCAA</td>
<td>National Junior College Athletic Association</td>
</tr>
<tr>
<td>O &amp; M</td>
<td>operations &amp; maintenance</td>
</tr>
<tr>
<td>OCLC</td>
<td>Online Computer Library Center, Inc.</td>
</tr>
<tr>
<td>OMC</td>
<td>Outboard Marine Corporation</td>
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<tr>
<td>OSHA</td>
<td>Occupational Safety &amp; Health Administration</td>
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<tr>
<td>PACT</td>
<td>Parents &amp; Children Together (Head Start)</td>
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<tr>
<td>PALM</td>
<td>Peoria Area Labor Management Council</td>
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<tr>
<td>PC</td>
<td>personal computer</td>
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<tr>
<td>Pell</td>
<td>Federal Pell Grants</td>
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<tr>
<td>PEP</td>
<td>Proficiency Examination Program</td>
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<tr>
<td>Phizzogs</td>
<td>the CSC literary magazine</td>
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<tr>
<td>PHS</td>
<td>Protection, Health &amp; Safety</td>
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<tr>
<td>PLUS</td>
<td>Parent Loan for Undergraduate Student</td>
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<tr>
<td>PN</td>
<td>Practical Nursing</td>
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<tr>
<td>PSA</td>
<td>Phillips Swager Associates (architectural/engineering firm)</td>
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<tr>
<td>PTK</td>
<td>Phi Theta Kappa honor society</td>
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<tr>
<td>R &amp; R</td>
<td>repair &amp; renovation</td>
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<tr>
<td>RFP</td>
<td>request for proposals</td>
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<tr>
<td>Rootabaga Jammers</td>
<td>a CSC musical group</td>
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<tr>
<td>RSA</td>
<td>Resource Sharing Alliance (library automation)</td>
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<td>RSVP</td>
<td>Retired Senior Volunteer Program</td>
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<tr>
<td>SAP</td>
<td>Satisfactory Academic Progress</td>
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<tr>
<td>SCC</td>
<td>Southeastern Community College, Iowa</td>
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<tr>
<td>SEA</td>
<td>Sandburg Education Association</td>
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<tr>
<td>SEOG</td>
<td>Supplementary Educational Opportunity Grants (Federal)</td>
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<tr>
<td>Abbreviation</td>
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<tr>
<td>SFA</td>
<td>Sandburg Faculty Association</td>
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<tr>
<td>SGA</td>
<td>Student Government Association</td>
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<tr>
<td>SIU</td>
<td>Southern Illinois University</td>
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<tr>
<td>SMART</td>
<td>Strategic Management &amp; Resources Together</td>
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<tr>
<td>SOAR</td>
<td>Students Offering Assistance to Readers</td>
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<td>SOS</td>
<td>Secretary of State (Illinois)</td>
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<td>SRC</td>
<td>Spoon River College, Illinois</td>
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<td>SRIP</td>
<td>Supplemental Retirement Incentive Program</td>
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<td>Supplemental Retirement Plan</td>
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<td>TRIO</td>
<td>a government grant program under Title IV</td>
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<tr>
<td>Triton</td>
<td>a mainframe software package brand name</td>
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<td>U of I</td>
<td>University of Illinois</td>
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<td>VA</td>
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<td>VEAP</td>
<td>Veterans Educational Assistance Program</td>
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<tr>
<td>VP</td>
<td>vice president</td>
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<td>WAN</td>
<td>wide area network</td>
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<td>WCF</td>
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<td>WIA</td>
<td>Workforce Investment Act (Formerly Job Training Partnership Act)</td>
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<td>WIEC</td>
<td>Western Illinois Education Consortium</td>
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<td>Western Illinois University</td>
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<td>Youth for Understanding</td>
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<tr>
<td>ZoomText Xtra</td>
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