Carl Sandburg College
2010 Self-Study
Criterion 3: Student Learning and Effective Teaching
CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

Carl Sandburg College provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Introduction

Carl Sandburg College takes great pride in supporting effective teaching and showing concern for student learning. In fact, the focus of the mission statement is on the learner’s needs. The College strongly encourages faculty development through campus and off-campus workshops and is currently working on ways to disseminate information gained from off-campus conferences throughout the College. To promote effective learning the College provides a variety of learning environments and teaching methods beyond the traditional classroom, such as learning communities, experiential learning, and one-on-one tutoring or basic skills help. In an effort to respond to the challenges of a diverse student body, the College uses a variety of learning environments, including multimedia classrooms, online courses, distance learning, and most recently, blended learning options. Instructional technology support is available for all instructors as well as opportunities for colleagues across all disciplines to meet and share effective classroom management ideas. Since the last accreditation process, Carl Sandburg College has incorporated numerous assessment methodologies concerning learning and teaching effectiveness. Reviewing both teaching and learning outcomes has led not only to a variety of changes but also provided support for successful areas.

Criterion 3 Team

Team from left to right
Back Row Dr. Norm Burdick, Mitch Ray
Middle Row: Dan Yasenko, Susan Sharp, Cathy White, Jim Rich
Front Row: Carol Petersen, Sandra Wallace
Not Pictured: Carol Crouch and Ken Grodjesk
Core Component 3-a
Carl Sandburg College’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Student Learning Outcomes
In September 2001 Carl Sandburg College approved a “Philosophy for General Education” during Faculty Assembly. These goals outline student-learning outcomes. While some specific programs may add or elaborate on stated goals, the General Education Goals of the College are applied to all programs. The goals are to:

1. Communicate effectively, orally and in writing.
2. Perform basic arithmetic calculations and apply general mathematical concepts to interpret quantitative information.
3. Gain knowledge of the development and interaction of the individual, culture, and social institutions.
4. Demonstrate an understanding of physical and life science phenomena and understand the uses of scientific methods and theories.
5. Show an understanding of and the ability to respond in an informed way to the arts in some form, whether literary, musical, or visual.
6. Apply critical thinking and problem solving skills.
7. Recognize the need for commitment to lifelong learning in an ever-changing social and technological environment.
8. Understand the perspectives and contributions to human activities and experiences of people from diverse cultures and backgrounds.

Student Assessment
3.a.1 Process: All new students without previous College coursework are required to take an academic placement test (COMPASS) before meeting with a counselor unless they are enrolling in noncredit courses.
Outcomes: Student placement has always been a concern, especially in regard to mathematics. While half of entering students need some remediation in reading, 95 percent were placed in remedial math courses in 2009. Initially the COMPASS test started with pre-algebra. Based on feedback received from high school students and their counselors, many students who were in upper level high school mathematics courses were finding it difficult to respond to the questions in the pre-algebra section. As a result, these students were not able to advance to the next level of math and demonstrate their true skill level.

In 2008 adjustments were made to the reading cut-off scores. The reading specialist, through secondary testing, discovered the cut-off score range for the entry level remedial course in reading was too broad. Through consultation with other faculty in the developmental education department, the cut-off scores for reading were restructured to include additional remedial courses.

Starting with the fall 2008 semester, an Internet version of COMPASS was made available at area high schools for those pursuing dual credit. This form of testing replaced the pencil/paper ASSET test. This delivery system ensured better access to COMPASS testing and immediate score feedback to those high school students.

The College began phasing in mandatory placement beginning with English during the fall 2009 term. Reading was included for the spring 2010 term, with math following during the fall 2010 term.

Evaluation: Placement using the COMPASS test with the supplemental writing exam, E-Write, for Composition classes was implemented smoothly in 2009-2010. Continue with mandatory placement, but monitor its success and re-evaluate placement cut-off scores in a year based on student achievement.
3.a.2 Process: Instructors for entry level reading (RDG 088 and above), English (ENG 098 and above), and math courses (MAT 099 and above) also test students the first week to make sure the placement is the most beneficial to the student. Reading instructors give the Test for Adult Basic Education (TABE) and the Nelson-Denny reading tests, English instructors administer a writing test, and mathematics instructors have students take the Gateway Mathematics Test. If faculty believe the students’ skill level is either too high or too low for the course, then the student will be moved to the most appropriate course.

Outcomes: Most students are correctly placed in their reading courses, and if any reassignment takes place it is usually to enroll students in a higher level reading course. The English department rarely moves students down, but occasionally students are moved up to ENG 101. The math department usually has only two or three students per semester whose scores are terribly low. These students are advised that they may have academic difficulty and may need to seek tutoring help. There is not any data on how many move to another class as a result of advising. It is the student’s decision to move or not to move. Most, if not all students remain in the developmental class.

Evaluation: Continue with the first week diagnostic tests.

3.a.3 Process: English skills are vital in college success. Faculty in the English department believe it is important to make sure grading standards are the same regardless of the instructor in English 101. To determine if each student has acquired the skill set needed to go on to English 102, instructors administer an English Exit Exam. Students are required to write an essay the 12th week of the semester. All English faculty (part-time included) read and evaluate the essays. Each essay is read a minimum of two times by at least two different faculty to ensure grading consistency. Students must pass the exit exam before they are allowed to enroll in ENG 102 regardless of the grade they earned in ENG 101.

Outcomes: The percentage of students who fail the exit exam the first time is typically between 18 percent and 20 percent. Interestingly enough, students in
the fall semester have a lower failure rate, around 12 percent, than spring semester, which is approximately 25 percent.

Not all students retake the exit exam. Some students are in Career and Technical Education (CTE) programs that do not require ENG 102; others may be transferring and elect to take Composition 2 at the other institution. For those who retake, typically 50 percent pass the second time. They are allowed to retake the exam multiple times. Some who fail the exam the second time will pass on a third retake.

**Evaluation:** *Continue with the exit exam. However, monitor first time failure rates to look for trends to improve student success.*

**Process 3.a.4:** In November 2008 a student satisfaction survey was given by enrollment management consultants Noel-Levitz, Incorporated. The consultation firm was retained by the CSC Board of Trustees to conduct a comprehensive review of all aspects of the College operations and identify opportunities for improvement and ways to enhance enrollments.

**Outcome:** Out of 95 items surveyed, 76 had national data from community, technical, and private junior colleges available for statistical comparisons. Out of those 76 items, Carl Sandburg College scored better than the national norms on 40 items and lower on only four items based on statistical significance. The remainder of the data was not statistically significant. Some of the items CSC scored higher on were as follows: students feeling a sense of belonging, helpfulness of advisors and financial aid counselors, ease of registration process, tutoring, assessment procedures, internship experiences, and knowledge and availability of faculty. The four areas that scored lower than the national average for community colleges were quality of vocational instruction, faculty consideration of student differences in teaching, bookstore staff, and method of expressing student complaints. These last four call for action; but specific response to the vocational question, for example, was that slightly more than half (51 percent) of students were satisfied or very satisfied that quality was “excellent” and more than two thirds (71 percent) were at least moderately assured of “excellence,” while only 13 percent went beyond “neutral” to any of the three “dissatisfied” positions.

As a result of these findings, the Instructional Team of the College assembled a Quality of Instruction Taskforce for one year to identify gaps in quality assurance processes and recommend implementation of procedures to
address these identified areas. One early recommendation of this taskforce going forward was to require a student evaluation of all adjunct faculty each semester (not just those with less than six semesters of experience as was the previous practice) to tighten up monitoring and quality control of part-time instructors. Additional recommendations included deans and associate deans sharing the results of the survey with all faculty. In addition, the College brought in an expert, Dr. Brenda Williams, to provide faculty development around effective classroom management strategies. After this, the taskforce was relieved of its duties until the survey is conducted again.

**Evaluation:** *Continue with this survey process.*
Core Component 3-b

Carl Sandburg College values and supports effective teaching.

Carl Sandburg College demonstrates its concern for instruction by adhering to educational requirements for faculty. Transfer/university courses require a minimum of a master’s degree, while occupational courses require a minimum of 2,000 documented hours of experience in the field of expertise.

Increasing Teaching Effectiveness Through Internal Processes

Faculty Evaluations of Effectiveness

3.b.1 Process: Classroom Assessment Techniques (CATS) are administrated once a year by each faculty member to assess and determine if students are learning the required objectives of a specific area of instruction. These evaluation methods give valuable insights to instructors in terms of instructional strategy effectiveness.

Outcomes:

<table>
<thead>
<tr>
<th>Year</th>
<th>Full Time Participation</th>
<th>Adjunct Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>81%</td>
<td>57%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>79%</td>
<td>54%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>100%</td>
<td>46%</td>
</tr>
</tbody>
</table>

The institution’s goal is 100 percent participation for full and part-time faculty. The amount by which faculty have embraced the use of assessment particularly in 2008-2009 has increased by 12 percent, and 100 percent is the target goal for 2009-2010. Participation among adjuncts needs improvement; the assessment committee is addressing this concern to formulate a plan how to best meet this goal.

Instructors are not the only ones who evaluate the CATS findings. The Student Assessment Committee analyzes the dean and/or associate dean’s summary narrative to note the changes instituted by faculty as a result of completing the CATs. The Student Assessment Committee requires the deans
and/or associate deans to explain, in a narrative, how their departments are responding to the assessment of students.

Until recently every department varied on CATs implementation. Deans and associate deans adopted their own style in these reports; some included the number of faculty who made changes, some did not. A new reporting process took affect 2009-2010 that made this procedure more streamlined. At the most recent faculty workshop, the full-time faculty were reminded of the emphasis on instructional changes as a natural result of the classroom assessment techniques.

**Evaluation:**  *Continue with CATS, but expand assessment efforts. In 2010-2011, assessment results will be reported at every department meeting and in the monthly faculty assembly. The assessment plan will be expanded upon to include more opportunities for assessment and more continuous feedback concerning assessment results.*

### 3.b.2 Process: Faculty development workshops

assist instructors in keeping current in skills and knowledge. Faculty attend internal as well as external workshops. CSC budgets approximately $5,000 each year for faculty workshops on campus. In addition, faculty can attend workshops off-campus. All full-time faculty have a stipend in each department budget for training and workshops.

**Outcomes:** Two on-campus presentations at The Main Campus are held each academic year. These two professional development days are contract days, so with the exception of faculty who are ill, all faculty participate.

The majority of faculty at Carthage and Bushnell are adjunct faculty who teach at the campuses or teach dual credit at the area high schools. In an effort to include all campuses and faculty in professional development and to build a culture of instructional excellence, a [faculty resource guide](#) has been developed and is continually updated to address specific instructional and administrative issues for adjunct faculty in the southern portion of the district. In addition to the yearly faculty workshop held in Carthage for adjunct faculty every August, part-time faculty are also given opportunities for training regarding instructional methods and use of new technologies at the Carthage campus.
When faculty members engage in workshops off-campus, they are able to compare the activities and effectiveness of the campus in terms of what other similar institutions are doing. Workshops are sources of ideas for classroom activities, teaching methods, and how the needs of a diverse audience of learners can best be met. Off-campus workshops also allow faculty to connect with other faculty at other institutions who are striving to achieve similar goals and whose success might inspire new ideas.

Some examples of changes faculty have made after attending conferences include:

- Change of textbook
- Addition of field experiences, writing, or speaking assignments to increase critical thinking skills
- Addition of supplemental instruction sections for some courses
- Acquisition of books and periodicals for the library
- Addition of information posting to bulletin boards alerting students to various educational opportunities on or off campus
- An increase in retention alerts identifying those students who are academically “at-risk” early in the semester
- Using technology in the classroom
- The updating of handouts, power point presentations, links, examples, and assignments to more effectively reach current students
- Adapting learner-centered curriculum

**Evaluation:** Encourage more faculty to attend conferences and/or workshops. Have conference attendees write brief summaries of their experiences and disseminate to faculty through campus Web site. Reports should be given in department meetings and faculty roundtable regarding insights gained from the workshops.

**3.b.3 Process:** Faculty Roundtable began in fall 2008 and provides a forum for faculty to exchange teaching ideas, help fellow colleagues problem solve particular issues, and in general, create an environment which encourages sharing and mentoring among faculty. These sessions provide faculty with practical ideas to implement for improvement of instruction and/or provide awareness of contemporary issues facing students in their classrooms.
Outcomes: On average, 20 faculty attend roundtable, but attendance is growing. Faculty report changes to syllabi, course policies, classroom management styles, and ways of dealing with apathetic students. Faculty also report the roundtables help to reinforce good pedagogy and camaraderie among faculty. Faculty were surveyed regarding faculty roundtable. Sixty-eight percent of respondents attended the sessions and 91 percent of them believed it to be effective.

Evaluation: Promote faculty roundtable more in an effort to increase participation in 2010-2011. Identify ways to involve more adjunct faculty in roundtable. Also, maintain notes and suggestions to place on Web site for those unable to attend.

3.b.4 Process: The Online Standards Committee was implemented in September 2008 to devise guidelines for developing, implementing, and maintaining course integrity for online classes.

Outcomes: The committee developed a survey for the faculty to provide feedback on online courses. Initial findings indicate a general consensus that students need to be provided some kind of an online orientation process to ensure they are ready for online learning. The online learning success sheet was implemented during the spring 2010 semester.

The Online Course Standards Committee is currently developing a rubric that can be used by deans and associate deans to evaluate online courses taught by faculty in their department. The goal is to have the rubric ready for use by the fall of 2010.

Evaluation: The rubric has been completed and presented to the Instructional Team. The tool was based on Western Illinois University's (WIU) online course standards rubric. The rubric will be evaluated and necessary adjustments made to achieve excellence in online course standards. Continue to monitor the effectiveness of online courses regarding student retention and pass rates.


**Evaluation of Instruction**

**Student Evaluations of Effectiveness**

3.b.5 Process: Annual student *evaluations of tenured faculty* were implemented beginning in the 2008-2009 academic year. The objective of the evaluations is for professional growth. The evaluations are only seen by the instructor and not used for any other purpose. Those faculty member's last names beginning with A-M are evaluated in the fall, and those with last names beginning with N-Z are in the spring. One class is randomly selected, and surveys are delivered via the department administrative assistant. The survey responses are then sealed and given to the faculty member at the beginning of the following semester.

**Outcomes:** Many faculty use the evaluations as a tool to improve course structure. Student input regarding assignments, in-class activities, instructor approachability, etc. are invaluable to professional development.

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

3.b.6 Process: Student evaluations of *non-tenured* are administered every semester and used to determine effectiveness of instruction. Unlike the evaluations of tenured faculty, these are sent to the vice president of academic services and also submitted to personnel to be put in the employees’ file. The immediate supervisor is also given a copy and if necessary, offers advice on increasing effectiveness. Evaluations of full-time non-tenured instructors are part of the decision-making criteria for awarding tenure.

**Outcomes:** All tenure-track full-time faculty are evaluated by their dean or associate dean. The faculty member’s supervisor completes a written evaluation based on classroom observation. The instructor has the option to respond in writing if s/he wants to do so. Deans and associate deans make recommendations to improve teaching and compliance with institutional policies. These evaluations are sent to the tenure committee to file in the faculty members’ folder.
Changes resulting from these evaluations include clarity of policies in a faculty member's syllabus, style of instructional delivery, and improving compliance with institutional policies.

**Evaluation:** *Continue with faculty evaluation procedures.*

---

**Peers and Supervisors’ Evaluations of Effectiveness**

**3.b.7 Process:** Both tenured and non-tenured full-time faculty complete self-evaluations. *Non-tenured faculty* do a self-assessment in January each year; however, starting in 2010-2011, self-assessments will not be due until the end of the second semester. These are submitted to the Tenure Committee and used to evaluate growth and effectiveness. *Tenured faculty* go through the assessment/growth process approximately every five years. Self-assessment for both non-tenured and tenured faculty involves instruction, professional growth, service to the College, and service to the community. The faculty going through the assessment/growth process may elect to have peers and/or supervisors evaluate them as well.

**Outcomes:** Tenure decisions are made upon the data received about the non-tenured faculty. Evaluations from the Faculty Assessment and Growth process are used by faculty for professional development purposes.

**Evaluation:** *Continue with self-assessment procedures.*

---

**Nontraditional Teaching Increases Effectiveness**

**3.b.9 Process:** *Learning communities* are multiple classes linked together. Students who enroll in one course must be enrolled in other. CSC has used learning communities for two types of students: students who have difficulty in school and students who excel academically.

Students who have traditionally struggled academically can enroll in RDG 096 *College Survival Skills* and PSY 101 *General Psychology*. The *College Survival Skills* uses the PSY 101 textbook to apply note-taking skills, study techniques, and highlighting methods learned in class.
Retention of RDG/PSY Learning Community

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>86%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>69%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>37%</td>
</tr>
</tbody>
</table>

**Outcomes:** Retention in the reading and psychology linked courses has been dropping steadily in the last three years. Why this is happening is unclear, but it has led to re-evaluation of the continuation of this learning community.

The second learning community is an **Honors Program**. It is a selective admission program designed for motivated, self-disciplined students who desire to go intellectually further than the normal 100 and 200 level courses. This is a program in which student names are submitted by faculty and then chosen to participate. The CSC Foundation funds this program, unless the honor student receives a scholarship from another source.

Retention of Honors Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2007</td>
<td>85%</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Outcomes:** The Honors Program has one of the highest retention rates in the College. Students enrolled in this learning community are highly motivated and academically successful. This program has provided them with a classroom environment of like individuals, which adds to their educational experience.

**Evaluation:** Based on declining retention, the RDG-PSY learning community was re-evaluated. Spring 2010 faculty and deans involved decided not to continue this particular learning community. The reading specialist and associate dean of social and behavioral sciences, along with the learning communities coordinator will discuss ways to improve retention and hopefully reschedule this particular learning community in the future. Honor’s Program learning communities will continue.

Additional use of learning communities directed toward a wider range of students will be explored. Faculty from several disciplines are discussing options.
Increasing Effectiveness Through External Processes

3.b.10 Process: The West Central Illinois Health Continuing Education Alliance (WCIHCE) is a collaboration between CSC and other area organizations and schools for providing health education to the public.

Outcome: WCIHCE hosted the first continuing education seminar in October 2009. It was a collaboration between CSC, Spoon River College, and Graham Hospital in Canton. The purpose of this program is to provide continuing education opportunities in West-Central Illinois. This is an advantage for health care providers in that they do not have to travel great distances to participate in continuing education opportunities. Most health care professions require continuing education for license renewal.

The first WCIHCE program was held on October 9, 2009 at the Educational Technology Center. The program was titled Personal, Professional & Community Disease Control – What do you REALLY Know? Two distinct advantages to healthcare professionals are local program offerings at convenient times and affordable prices. Since recent changes in nursing licensure will require continuing education credits, WCIHCE anticipates offering many more programs in the future.

Evaluation: Continue with this process.

3.b.11 Process: Membership in Professional Organizations keeps faculty members in touch with developments in their fields.

Outcome: Out of twenty faculty members who responded to a campus poll on membership in professional organizations, they collectively belonged to 46 organizations. Affiliations with professional communities provide numerous avenues to develop and improve as an instructor.

Evaluation: Continue with process.
Core Component 3-c
Carl Sandburg College creates effective learning environments.

Meeting a Diversity of Skill Needs
3.c.1 Process: The College Preparation Center (CPC) provides college preparatory courses in reading, writing, and mathematics. Self-paced instruction and tutoring options are available for some courses. The services of this center are especially helpful for recent high school graduates who need to build a strong educational foundation before enrolling in traditional college courses or for adults who need to refresh their skills. The physical proximity of the College Preparation Center to the classrooms for developmental courses allows for students to receive assistance from a center conveniently located and highly accessible.

Outcome: Enrollment in the College Preparation Center (CPC) has fluctuated throughout the past ten years with enrollment reaching a high of 1,392 students during the 2003-2004 school year due to Maytag area displaced workers, and falling to a low of 757 students during the 2005-2006 school year. The CPC had an average enrollment of 1,221 over the last ten years. During the 2009-2010 school year, the CPC enrollment was 957. The CPC expects an increase in enrollment over the next few years as mandatory placement is phased in. A new Adult Learning Center (ALC) was constructed during the 2004-2005 school year removing adult education, English-as-a-second-language and literacy classes from the CPC. The cost of the new ALC was approximately $700,000.

A recent Noel-Levitz, Inc. study found students who successfully complete CPC classes maintain a better retention rate in all three subject areas, reading, writing and mathematics, than students who qualify for services but choose not to attend developmental education classes, as well as those who score high enough on the COMPASS to not need developmental coursework.
<table>
<thead>
<tr>
<th>Area</th>
<th>CPC Students</th>
<th>Placed in Developmental Courses but Skipped</th>
<th>Did not place in Developmental Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>54%</td>
<td>35.9%</td>
<td>52.4%</td>
</tr>
<tr>
<td>Reading</td>
<td>49.7%</td>
<td>36%</td>
<td>46.2%</td>
</tr>
<tr>
<td>Writing</td>
<td>50%</td>
<td>23.8%</td>
<td>45.5%</td>
</tr>
</tbody>
</table>

**Evaluation:** Continue to seek “best practices” to increase successful completion, persistence, and retention rates.

**3.c.2 Process:** CSC provides services and accommodations to students with documented disabilities to ensure their access to success. It is understandable to assume without these services pursuing a college education would be prohibitive. Below is a list of the recent changes/additions made in the Academic Support Services Department in an effort to enhance the learning environment.

**Services Available:**
- Speech-to-text and text-to-speech conversions
- Interpreters
- Note-takers
- Extended time for testing with readers and/or scribes
- Desks with unattached chairs (wheel chair friendly)

**Outcomes:** Students who self-disclose they have been diagnosed with a learning disability are directed to meet with the coordinator of academic support services. These students are required to bring their Individual Education Plan (IEP) file in order to document the nature of their disability. This allows the coordinator of academic support services to establish an appropriate study plan and the services and assistance necessary to accommodate the student’s needs. As a new initiative in the summer of 2008, CSC developed a comprehensive tracking system of this population through Datatel. During 2008-2009, 93 percent of students with disabilities have requested and received services and accommodations. Fifty percent of all students with disabilities received tutoring support. Forty-six percent of students that received services
and accommodations re-enrolled for the fall of 2009 with 69 percent of this group re-enrolling for the spring 2010 classes.

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

---

**Learning Outside of the Traditional Classroom**

3.c.3 **Process:** Student life is an important component of the College experience. The coordinator of student life on The Main Campus works with *[Campus Clubs](#)* to foster a positive experience for the students and to provide guidance. The students plan their activities based upon interests and participation levels. Over 80 percent of faculty *recently surveyed* regarding student clubs believed they were beneficial. Meaningful involvement outside the academic classroom leads to increased student satisfaction and a positive educational experience.

![Image](image.png)

Staff at the Carthage and Bushnell facilities are also involved in providing a variety of extra-curricular activities to students. Field trips to hear speakers, visit museums, and explore environmental sites were offered in the past year. Speakers, reading clubs, and arts events have also been offered on-site at Carthage. To address student wellness needs, a small wellness room with fitness equipment has been installed in Carthage, which also gives students the ability to take coursework in Health and Physical Education for their academic programs.

**Outcome:** Currently there are 22 clubs on The Main Campus. Thirteen are tied directly to an academic program, and these clubs give students an opportunity for field trips, speakers, and other activities that add to their classroom experience. Clubs provide a learning environment, which fosters leadership skills, and through faculty guidance students are able to teach each other and work together to meet common goals; further, students see a direct link between their work and the success of their clubs. Because clubs have as their primary audience other students, those in clubs become astute at gauging the needs and desires of learners on their campus.

Field trips, interactions with professionals in specific fields, and an awareness of opportunities within certain professions are just a few of the
ways clubs are effective in supporting the educational mission at Carl Sandburg College. They also allow a student an experiential learning environment.

Examples of educational club activities on campus:
- Mortuary Science Club took students on a field trip to the Batesville Casket Company;
- Psychology, Nursing and Radiology Technology Clubs have taken students to conferences;
- Delta Psi Omega Drama Club has taken students to see various plays and theatres in the area;
- Students in Free Enterprise (SIFE) has participated in community service projects including cleaning up of a nature preserve. SIFE students have also competed in regional competitions;
- The Mortuary Science Club maintains the grounds at a rural cemetery;
- The Cosmetology Club has participated in design competitions;
- The Criminal Justice Club has visited correctional institutions,
- The Art Club has painted murals downtown and sponsored art shows on campus;
- The Nursing Club has sponsored a blood drive on campus.

**Evaluation:** Continue with student clubs and extra-curricular activities.

**3.c.4 Process:** Standing in front of rows of desks and writing on blackboards is no longer the only method of educating students. Because of technological advancements, students are now able to receive lectures through a variety of information delivery methods. The responsibility of higher education institutions is to create effective learning environments but at the same time be able to employ a variety of methods that can meet differing student needs.

**Outcome:** Carl Sandburg College has responded to a variety of needs among district residents by utilizing blended (hybrid) courses, distance learning, and online courses.

**Conventional Classes with Supplemental Instruction:** Although this is not a technology driven method of instruction, Carl Sandburg College will be offering more classes with supplemental instruction in the upcoming semesters and looking at retention rates and grade distribution to evaluate effectiveness.
**Blended (Hybrid) Courses:** Blended courses began in fall 2006 with a handful of courses: Concepts of Chemistry, Fundamentals of Radiologic Technology Practicum, and Nuclear Medicine Procedures 1. In the spring of 2010, 25 different courses were offered.

**Distance Learning:** Records from fall 2005 to fall 2009 demonstrate a 49 percent growth in distance learning course offerings.

**Online Courses:** Records from fall 2005 to fall 2009 show a 60 percent growth in Internet course offerings. Students did not succeed as well (grade of C or better) in online courses six of the eight terms reviewed. Shown below for the eight terms is the difference between success rates for online courses and non-online courses:

### Course Retention from 10th-final day

<table>
<thead>
<tr>
<th>Term</th>
<th>Blended</th>
<th>Distance Learning</th>
<th>Internet</th>
<th>Traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 06</td>
<td>75%</td>
<td>90%</td>
<td>81%</td>
<td>89%</td>
</tr>
<tr>
<td>SP 07</td>
<td>100%</td>
<td>91%</td>
<td>82%</td>
<td>89%</td>
</tr>
<tr>
<td>FA 07</td>
<td>100%</td>
<td>93%</td>
<td>80%</td>
<td>88%</td>
</tr>
<tr>
<td>SP 08</td>
<td>80%</td>
<td>91%</td>
<td>83%</td>
<td>87%</td>
</tr>
<tr>
<td>FA 08</td>
<td>100%</td>
<td>89%</td>
<td>83%</td>
<td>87%</td>
</tr>
<tr>
<td>SP 09</td>
<td>100%</td>
<td>90%</td>
<td>83%</td>
<td>87%</td>
</tr>
<tr>
<td>FA 09</td>
<td>87%</td>
<td>96%</td>
<td>92%</td>
<td>95%</td>
</tr>
</tbody>
</table>

### Pass Rate (D or Better)

<table>
<thead>
<tr>
<th>Term</th>
<th>Blended</th>
<th>Distance Learning</th>
<th>Internet</th>
<th>Traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 06</td>
<td>83%</td>
<td>93%</td>
<td>87%</td>
<td>91%</td>
</tr>
<tr>
<td>SP 07</td>
<td>100%</td>
<td>84%</td>
<td>83%</td>
<td>92%</td>
</tr>
<tr>
<td>FA 07</td>
<td>100%</td>
<td>100%</td>
<td>85%</td>
<td>92%</td>
</tr>
<tr>
<td>SP 08</td>
<td>100%</td>
<td>97%</td>
<td>90%</td>
<td>92%</td>
</tr>
<tr>
<td>FA 08</td>
<td>100%</td>
<td>84%</td>
<td>86%</td>
<td>89%</td>
</tr>
<tr>
<td>SP 09</td>
<td>100%</td>
<td>77%</td>
<td>87%</td>
<td>86%</td>
</tr>
<tr>
<td>FA 09</td>
<td>70%</td>
<td>87%</td>
<td>85%</td>
<td>88%</td>
</tr>
<tr>
<td>Term</td>
<td>Blended</td>
<td>Distance Learning</td>
<td>Internet</td>
<td>Traditional</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>------------------</td>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>FA 06</td>
<td>83%</td>
<td>78%</td>
<td>77%</td>
<td>82%</td>
</tr>
<tr>
<td>SP 07</td>
<td>100%</td>
<td>76%</td>
<td>81%</td>
<td>83%</td>
</tr>
<tr>
<td>FA 07</td>
<td>100%</td>
<td>95%</td>
<td>78%</td>
<td>82%</td>
</tr>
<tr>
<td>SP 08</td>
<td>100%</td>
<td>94%</td>
<td>82%</td>
<td>87%</td>
</tr>
<tr>
<td>FA 08</td>
<td>100%</td>
<td>74%</td>
<td>75%</td>
<td>80%</td>
</tr>
<tr>
<td>SP 09</td>
<td>100%</td>
<td>69%</td>
<td>83%</td>
<td>80%</td>
</tr>
<tr>
<td>FA 09</td>
<td>55%</td>
<td>80%</td>
<td>78%</td>
<td>83%</td>
</tr>
</tbody>
</table>

**Evaluation:** Continue these efforts and explore other delivery methods. The instructional team will develop a definition of blended courses that quantifies classroom time versus online work. Retention and pass rates should be evaluated to identify strengths and weaknesses in various delivery methods to strive for improvement in student success.

**3.c.5 Process:** *Multimedia classrooms* were developed during the early part of the decade. Each classroom has a computer and a projector, while some have symposiums and *Smart Boards*. The Allied Health Department recently purchased *iClickers* to increase evaluation of immediate in-class learning. With a variety of direct information delivery systems, instructors are able to address a variety of learning styles within one learning environment.

**Outcome:** The College has six symposiums, nine *Smart Boards*, and 80 *iClickers* for faculty use. One instructor saw a seven percent increase in scores on an exam in which *iClickers* were used during the PowerPoint lecture. A recent survey of faculty demonstrated over 70 percent use some combination of technology as a primary method of delivering information in face-to-face classes.

In the College Prep Center (CPC), a portable computer lab of 24 laptops was added in 2009. This alleviated problem of not being able to schedule the computer lab because of its high volume of need. The portable computer lab allows students to work on projects while remaining in the classroom.

**Evaluation:** Continue to explore the effectiveness and use of these technologies. New technologies such as the *iTunes University* partnership have helped the College supplement classroom instruction. *iClickers* will be used beginning Fall 2010 for *Interactive Television (IATV)*.
transfer/university studies courses between Carthage, Bushnell, and Galesburg campuses. The College will continue to monitor trends in instructional technologies to provide students and faculty a technology rich, supported learning environment.

3.c.6 Process: Many clubs and outreach programs require members to participate in volunteer programs. Examples are the George Washington Gale Scholar Program, Upward Bound, many Student Clubs, the Honors Program, etc.

Outcome: Recent community service activities organized by campus clubs:

- The Student American Dental Hygienist Association (SADHA) has sponsored and conducted free dental sealant clinics for children during the ISDA sponsored Give Kids A Smile Day in February.
- The Psych Club raised approximately $2,600 and donated $1,500 of it to Safe Harbor (a domestic violence shelter) in 2007-2008. For Christmas 2009 the Psychology Club donated stockings for children at the domestic violence shelter.
- The Art Club painted the wall in front of a downtown building in Galesburg after a fire. The city requested help and provided materials.
- The Criminal Justice Organization (CJO) has participated in a few activities for community support. One of the key goals of CJO is to give back to the community in some way. The organization selected Safe Harbor Family Crisis Center for the second year. It has been doing food drives to help stock their pantry in both the fall and spring semesters. One student volunteered at the organization. In 2004, the CJO was involved in assisting the Child Development Program in a Kids’ Identification program at Railroad Depot in which the organization fingerprinted kids for packets.
- Each year members of the Radiology Club participate in Walk for the Cure and the Great American Smoke Out, and they will often help with various blood drives here on campus. They have donated excess fundraiser money earned to help with organizations such as Habitat for Humanity and the Humane Society.
- The Mortuary Science Program and its CSC student membership group Sigma Phi Sigma have performed various volunteer acts throughout the years, from sponsoring one or more families at Christmas to working the Kettle Campaign for the Salvation
Army. Sigma Phi Sigma has also volunteered at the Rescue Mission in the kitchen and has replaced the sign at the State of Illinois Cemetery. In addition, it has cleaned up the State of Illinois Cemetery and identified the stones and has gone on several fieldtrips to historic sites and cemeteries.

- **Phi Theta Kappa** has held coat drives, food drives, and book sales to support the Adult Literacy program. The organization has also done flower planting at nursing homes each spring. It has also supported Safe Harbor.
- **Student Government Association** (SGA) has conducted a food drive and a penny drive for the cancer society, and each year it provides gifts for two children on the Wal-Mart Angel tree.
- **George Washington Gale Scholars** sponsored a coat drive in the winter of 2009, Christmas in Action, and other programs. Each student is required to perform 20 hours of community service each year.
- **Students in Free Enterprise** (SIFE) participated in Christmas-in-Action, held an interview and resume workshop for people from the Rescue Mission, and offered business plans for small businesses in the community.
- **Sandburg Environmental Awareness Club** (SEAC) aided in the cleanup of a local park.
- Almost all of the clubs were involved with the two "Day of Music" events held a couple of years ago - first to benefit the Hurricane Katrina relief efforts and then to benefit the Red Cross "Burn the Mortgage" drive, raising $5,000 and $1,000 respectively. At the beginning of the spring 2010 semester plans were being made to raise funds for Haiti earthquake victims.

**Evaluation:** *Continue with these efforts.*

3.c.7 **Process:** The **Student Environmental Awareness Club (SEAC)** has participated in prairie burns and lakeside clean-ups to help preserve examples of that ecosystem. Over the course of a couple of weeks in the spring of 2009, several student members of the SEAC were actively involved in an off campus prairie burn. The first week several students, along with the club advisors, spent several hours picking up trash from a restored prairie plot on the north end of Galesburg. A week later a few of the same students, club advisors, the Galesburg Fire Department, and two retired area biology professors returned to burn the lot. The burn is a maintenance technique that enhances growth in a
The prairie environment. The plants in this plot are becoming very rare, and this allows students to sample what the natural ecosystem used to be like before the plow was invented.

**Outcome:** The outcomes included increasing students’ participation in active, hands-on learning and increasing knowledge about this particular type of natural ecosystem and its restoration. Gaining an awareness of limited resources helps students understand they are part of a world bigger than themselves and must live a life that recognizes the effect individual decisions have on the global environment.

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

---

**3.c.8 Process: Drama Club (Delta Psi Omega)** — The CSC Drama Club has participated in two events, which focus on raising social awareness. The first event was in October 2004, when the Carl Sandburg College theatre presented a play that dealt with domestic violence in a comedy. To promote domestic violence awareness, Safe Harbor, the local women’s shelter, was contacted, and they provided informational literature at the performances. Canned goods were collected at admission for donation to the shelter.

The second and most recent event was the participation in *Not in Our Town*, a community event held nationally every October to promote an awareness of biases that lead to violence. This was held in Galesburg in October of 2008 (as done in previous years). In 2007 a film was shown, and only eight people attended, while in 2008 attendance increased to 65 people. The program consisted of short scenes that the Drama Club students had written themselves, followed by small group and large group discussions.

**Outcome:** The students who took part in *Not in Our Town* were very motivated to be a part of this social awareness program and took ownership of it. Collecting canned food and distributing literature about domestic violence were two ways the theatre program wanted to make a difference. Sixty-five persons engaged in lively, thoughtful conversations about how to combat racism and other prejudices that lead to violence. As a result of the program, the theater club was invited back to perform the following year. In October of
2009 12 students participated in 3 scenes. Each scene depicted biased situations, which were followed by small group discussions.

**Evaluation:** *Continue with this program.*

**3.c.9 Process:** *Guest Speakers* have always been a valuable resource of education. Besides the coordinator of student life, various clubs and departments organize campus speakers as well.

**Outcome:** According to the coordinator of student life, there are between 75-100 students and staff who attend Black History Month, Women’s History Month, and other diversity presentations. Students seem to enjoy and learn from these programs. Faculty members often bring their classes and have discussions afterwards.

**Evaluation:** *Continue with guest speakers.*

**3.c.11 Process:** The College offers a class through the Political Science program that travels to *New York City* or *Washington, D.C.* These two trips engage students in educational cultural experiences that could never be achieved in a classroom.

**Outcome:** The class has an enrollment of 18-20 students. The trip includes several guided tours of the city. The cultural diversity demonstrated in an urban environment is something that cannot be duplicated in the classroom. The actual historical sites are also something that cannot be replicated. The instructor collects papers from his participating students which demonstrate the value and effectiveness of experiential learning.

**Evaluation:** *Continue with this process and look for other ways to accomplish these types of experiential learning opportunities to enhance student learning.*
Providing Expectations to Enhance Learning Environment

3.c.12 Process: Various entities within the College have established Codes of Conduct in the classroom, clinical, laboratory and athletic venues. These policies are not only congruent with the College mission statement, but provide a learning environment of known expectations of behavior.

Outcomes: The College has had 75 occasions to use the “Procedure on Disciplinary Due Process” since October 1999. This number includes academic dishonesty reports. Athletic team members and allied health students are required to follow additional sets of guidelines. The Athletic guidelines and the agreement form are on file in student services and allied health houses their own guidelines and agreements.

Evaluation: Continue with this process.

3.c.13 Process: The Student Government Association (SGA) is the officially recognized student governance body. Representatives at-large are elected in the fall and executive officers in the spring. According to the SGA constitution, this organization is responsible for providing a means to voice student concerns, for providing a structured activity program, for conducting campus elections, and for promoting interest in College affairs and activities.

Outcomes: There is an SGA Representative to the Board of Trustees who is nonvoting member (advisory role only). Students do serve on some faculty committees, such as Student Services Committee, Special Events Committee, Curriculum Committee, Technology Committee, Risk Management Committee, and the Enrollment Management Committee. The attendance by students has been sporadic. Since the College is nonresidential, it is difficult to get students to stay for meetings that may interfere with job and/or family responsibilities.

SGA has enhanced the learning environment mainly through programming, for example, speakers for Black History month and Women’s History month. SGA also allocates money to clubs to bring in speakers or present programs pertaining to a variety of disciplines: Nursing speakers, Mortuary Science speakers, programs on Internet safety, etc.
Evaluation:  *SGA has not been a robust organization for several years. Many different approaches have been taken to attempt to increase participation. This is an area that needs to be reviewed in the strategic planning process.*

---

**Structuring Processes to Best Serve Students**

**3.c.14 Process:** During the most recent gas price surge in 2007, the College looked at its academic schedule to determine if a four-day academic schedule could be utilized. The College knew from other surveys in the past that many students drive at least some distance to the college. When gas prices topped $4 a gallon, Instructional Team looked at scheduling options that would allow students to only need to drive to campus four days a week. The Branch Campus in Carthage has operated under this model for quite some time as many of their students commute. Consequently, the College moved to the four-day academic schedule in the spring of 2008.

**Outcome:** Results from a small sample survey indicate students are saving money and time due to the four-day class schedule. The areas mentioned were childcare, time, fuel, and meals. Students believed they were able to get better jobs and balance work and academia more effectively on the four-day class week schedule. Below are some of the student comments:

- “Once I get a car I know the day schedule will come in ... even better. But not having one that leaves one less lousy day for me to find a ride.”
- “I love having Friday to dedicate to homework.”
- “It gives much more time to study and complete assignments.”
- “I think it is a great idea and saves money.”

**Evaluation:** The 4-day schedule will continue at this time. Survey results from over 500 students indicate that the 4-day schedule is appreciated by students. Other scheduling options may need to be developed if space becomes a problem.

---

**3.c.15 Process:** The *Online Orientation* offers technology instruction, awareness of learning differences, study strategies, and available academic support services. It can be viewed in a video format or read in a text transcript; whichever meets the needs of the student. All new students are required to
view the online orientation. A registration block is placed on the new student's records that stops registration until the orientation has been completed.

The orientation contains ten sections. Each section is locked by a question that prohibits the viewer from going to the next section. The viewer must correctly answer the question for that section before being allowed to move to the next section. The questions are related to the subject material in that section of the orientation. This process provides some assurance the viewer has read the material in each section of the orientation. When the viewer answers the question for the tenth section, a window opens containing a contact information form. Once the student fills it out, s/he clicks the send button. The information is transmitted to the Admissions Office. If the information matches what is on file, the student has completed the orientation, and the registration block is removed from his/her records. If the information does not match, it alerts the Admissions Office to contact the student to update his/her contact information and confirm or deny completion of the orientation.

**Outcomes:** The completed contact information forms are kept on the College database. This allows the College to identify who has completed the orientation and monitor the enrollment process. It is too soon to tell what effect this has had on retention. This process was implemented in April 2009. Records show 687 new students had completed the orientation by December 20, 2009. It is the intent of the College to survey students after the start of the semester to see what, if any, impact the orientation may have had on their college experience.

**Evaluation:** *The orientation process needs to continue and the College needs to continue to look for ways to increase participation. Orientation is critical to student success. In addition, the College will consider ways to make orientation mandatory for students taking online courses for the very first time.*
3.c.16 Process: A number of Answer Centers are set up during the first two weeks of each semester. The time and location vary to make them accessible to as many different students as possible. Counselors set up tables with information and are available to answer any questions students might have. Answer Centers are scheduled at all three sites: Galesburg, Bushnell, and Carthage. However, they are called Solution Centers rather than Answer Centers at the latter two locations.

Outcomes: At the Galesburg Campus, 440 students were seen at the Answer Centers for the fall 2008 semester. At Bushnell 10 students were seen and at Carthage, 14. For the spring 2009 semester, the name changed from Answer Centers to Welcome Centers for the Galesburg Campus.

A detailed summary of answer center activities has been uploaded to the Virtual Resource Room.

Evaluation: Continue with this process. These have been very well received.

3.c.17 Process: CSC has also engaged the help of current students as Peer Advisors and Ambassadors to assist students throughout the semester. They help students in filling out FAFSA, CSC applications, logging into the portal, and getting their Email. They also assist students on the phone and update information on the campus monitors. Carl Sandburg College has made great strides in incorporating technology to improve the frequency of communication with students. The Peer Advisors operate separately from the CSC Ambassadors. The Peer Advisors are supervised by the Retention Specialist Office, and the CSC Ambassadors are supervised through the Marketing and Public Relations office.

Outcomes: The Peer Advisors spend most of their time helping new students input their enrollment application into the computer system, access the new student online orientation, learn how to access their student email account, and learn how to log in to mySANDBURG. The Peer Advisors began work in November 2007. They continued until September 2008 when funding ran out.
Currently the Peer Advisors are funded via the federal work-study program. Operations resumed in April of 2009, and the program continues to the present time.

The Ambassadors work closely with the marketing, recruiting and foundation offices. The College Ambassadors serve as receptionists for students, staff, and visitors. They conduct tours with and for the president of the College, the College Foundation, Recruiters, Marketing & Public Relations Office, and Business and Community Services Office.

Ambassadors also assist in preparing mailings, uncomplicated reports and summaries, and various data entry. They provide information about campus parking, electronically scan CSC news clippings for archival purposes, assist with updating CSC’s social media pages (such as Facebook, MySpace and Twitter), post materials on The Main Campus bulletin boards, monitor and maintain College bulletin boards, maintain messages on the College marquee at The Main Campus drive-way entrance, and maintain and upload announcements and messages on the campus TV monitors and on the Education Channel 22 CSC-TV.

**Evaluation: Continue with this process.**

---

**Capital Improvements**

There have been many *capital improvements* within the last 10 years. Some involve simple renovations of existing structures, while other projects are completely new. By having up-to-date facilities, students are provided with a sense of comfort that fosters and supports education. It makes an indirect statement about how much the College believes in and supports academics.

**Renovation**

3.c.18 Processes: Within the last few years classrooms were painted, new carpeting installed, desks were replaced, and the Fine Arts Theater was renovated. Faculty offices were furnished with new desks along with carpet and paint. The Student Lounge in Lower C building had furniture replaced to provide a more contemporary area, and the Galesburg campus dining center
was updated as well. CSC has also installed *Metasys Climate Control* to help maintain a comfortable classroom environment. The dining center and the Lookout Lounge also were refreshed with new seating, carpet, paint, and flat screen TVs.

**Outcomes:** Although there is no quantifiable data to support how these improvements increase learning and teaching, facilities do make a qualitative difference.

**Evaluation:** *Facilities look better, and students and employees alike have commented on the improvements. The College will continue to monitor areas with aging furniture and room configurations.*

**3.c.19 Process:** There were major renovations in the *Student Services Area* in 2007.

**Outcomes:** Although difficult to document, it is believed this renovation provided students with greater ease locating the Business Office, Counselors, and Financial Aid Office. The restructuring of this area also provided students with more privacy when dealing with counselors and/or financial aid consultants.

**Evaluation:** *Renovation met the needs of these areas. Sustainability is now the area that attention needs to be directed.*

**3.c.20 Process:** Major changes were made in the *Security Offices* to enhance campus operations. Parking lots were also improved.

**Outcomes:** Having a secure environment, students are able to come to campus and not worry about safety, which allows them to concentrate on their academic goals.

**Evaluation:** *Continue with this process. Safety concerns are ongoing and are an area of continued vigilance. Accreditation and ongoing training through the Sustainability Security Program (SSP) are keys to ensuring the safety and security of the College community.*
3.c.21 Process: The *Nursing Lab renovation* constitutes a commitment to support and develop the nursing program. The lab was reorganized to allow students more open access areas to practice nursing skills and room where groups can practice together. Sections were designed to simulate hospital rooms with non-functional setups similar to what they see at clinical sites.

Equipment is reviewed yearly for needs and updates. There are six computers in the lab that nursing students can use. There are also 40 computers used by students for Assessment Technologies Institute (ATI). ATI is a web-based educational resource for nursing students. Financial investment in software and nursing lab equipment purchased each year demonstrates support and desire to develop the nursing program.

**Outcomes:** The open times in the lab allow more students to reinforce any skills they are not comfortable with or further practice skills. The new equipment simulates what it found in hospitals today and helps meet the requirements of NLNAC, our nursing accreditation agency, to keep up with current national trends in nursing. Instructors found that more students were willing to practice on their own time and that pass rates improved dramatically. One instructor noted that before the renovation, often as many as 50 percent failed the initial test but during the fall 2009 term only 10 percent, 4 of 40 Practical Nursing students, failed.

**Evaluation:** *Renovation met the needs of the nursing students.*

3.c.22 Process: The *Children’s School room renovation* began in approximately 2002. This provided more classroom space for The Children’s School. The agricultural program was cut due to lack of enrollment, so The Children’s School utilized the classrooms devoted to the agricultural department. Expanding The Children’s School also provides greater opportunity for child development students to observe a greater variety of ages and increases the number of children who could be cared for from the community and students.
Outcomes: Taking over the agriculture classrooms actually allowed a collaboration classroom with Galesburg CUSD #205. The collaboration classroom serves children ages 3-5 years, which was the largest population on the waiting list during this time.

This renovation also allowed for a classroom for student teaching. Child Development students were previously scheduled one at a time; now more students are able to participate at one time. The addition of this new classroom provided more convenient lab hours for students and an opportunity to observe different curriculum and teaching techniques used by fellow students.

Child development students are not the only students who are afforded educational opportunities provided through The Children’s School. Developmental psychology students, education students, and others involved in case studies and general observation also participate.

In addition, the opening of the second preschool room allowed The Children’s School to offer childcare to more student families than before. In fact, full-time student families receive full day childcare at a reduced rate in the new room as three hours of the day is provided at no cost to the parent.

<table>
<thead>
<tr>
<th>Percentage of Preschool Room Slots</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC Employee</td>
</tr>
<tr>
<td>5%</td>
</tr>
</tbody>
</table>

Evaluation: Continue to operate The Children’s School as both an early education/childcare service and laboratory setting for CSC students from a variety of disciplines. Support The Children’s School administration in achieving the goal of operating as a model lab site for other early education programs.
Creation

3.c.23 Process: The Art Gallery was created in 2008 within the main lobby of the D building.

Outcomes: The Art Gallery provides an atmosphere of sophistication in a very open, unused area. It also gives students a sense of pride to display their work and encourages students to enroll in the art program. The Carl Sandburg College Student Juried Art Show (a student art contest) is held each spring in the Gallery with an outside juror judging the submissions. Prior to 2007, the art shows were held at a variety of places, some even off campus at a local antique mall. Then the D Lobby was renovated in 2007 to become a gallery, and the rest of the shows have been held on campus at that location. Dick Blick Co., a local art supply store, began donating awards for some of the students when the gallery was opened.

An art student is expected to have experience installing art in a gallery setting, and this facility provides this learning opportunity. New art in a gallery setting also offers students a chance to develop critique skills. While no correlation can be made between any new enrollment in art classes and the installation of the Art Gallery, it does provide a constant visual reminder of the College’s art program, creating interest in the program.

Evaluation: Continue to use and improve the art gallery space. Additional lighting and more display walls are needed. Increased funding is need for upkeep, advertising, and opening receptions.

3.c.24 Process: The Student Success Center (SSC) was built in 2005 to house two Federal TRiO programs, Academic Support Services, and the Testing Center.

Outcomes: CSC had no formal Math and Writing Lab until the Student Success Center opened in January 2005. One-on-one tutoring was the only student resource prior to this time. Tutoring was provided only when the student was receiving a D or below. Since the College has implemented the lab
system, students can now attend from the first day of classes, and if their goal is to get an A, the SSC supports that goal. The coordinator believes more students are successfully completing their courses and being retained, and at the same time getting a better knowledge base and graduating from their programs.

Being paired with the TRiO programs also has many benefits. All of the SSS students learn about the labs from their first day in the program. This is important as they are an identified at-risk group. Also, Upward Bound has benefitted from accessing top-notch tutors from the labs and employ them as evening tutors for the high school participants.

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

### 3.c.25 Process

The [Dr. Donald G. Crist Student Center](#) was completed in 2003 and although the last North Central accrediting team questioned its reasonability it has turned out to be quite an asset to the campus.

**Outcomes:** The Crist Student Center creates a higher education atmosphere by providing a place for students to congregate, presentations to be given, and activities to be held. Prior to the Crist Student Center, there was no central place for the above to happen. Although the theater is a wonderful facility for guest speakers, its location hinders attendance. There is at least one activity each month sponsored by SGA. There are also a variety of programs throughout the semester organized by other clubs and/or academic divisions. Eight to ten programs are presented in the Dr. Donald G. Crist Student Center each semester, with approximately 350 students and community members attending.

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

### 3.c.26 Process

In the last decade many technological changes have occurred, and it became necessary for the College to accommodate these changes. A [Mac](#)
lab was created for digital photography, and computer labs were established in the B building so students would have access to technology even if they could not afford it.

Outcomes: Computer labs in the B building were designed to serve students in any class, which require the use of computers directly related to coursework. Many of these classes can be found in the business, management and administration, and information technology programs. Based on credit hour production in these programs, this would amount to an average of 1,098 courses requiring computer usage within an academic year. These computer classrooms are also used by transfer/university classes when an instructor needs to use computer terminals for an in-class project. Additionally, these computer classrooms are open for all CSC students to access as long as no classes are in session.

The final number of computer lab users would be considerably higher than the number noted, but with no log kept on usage, it would only be speculation as to how many more above the business and IT students are utilizing these computer classrooms. In the recent student satisfaction surveys conducted during the 2008-2009 school year by Noel-Levitz, Inc., participating students reported access to technology, specifically adequate and accessible computer labs, as one of the more important items to students. Students also ranked CSC above national averages on student satisfaction with availability of computer labs.

The Mac Lab in C 107 was specifically designed as an art studio, and the cameras and equipment were selected for use in art photography, image manipulation and art printing. Classes such as Digital Photography I and II, Graphic Design I and II, and Computer Art can only be taught in this environment.

Use of these facilities is usually limited to students enrolled in these classes; however, the room is not exclusively for the use of those classes or the Humanities department in general. For example, the professor of education has used the facility for projects for education classes. This facility is a studio, not an open computer lab. The department has purchased specialized equipment which is not to be used by those not specifically enrolled in an art class, and/or
who has not received training on this equipment. This is much the same as the regulations enforced on the kilns in the ceramics studio.

Enrollment in photography classes initially dropped as a result of the loss of the dark room but is beginning to show growth. The addition of a second semester of digital photography in spring 2009 should help to improve enrollment.

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Art 162 Digital Photography</td>
</tr>
<tr>
<td>2007-2008</td>
<td>8</td>
</tr>
<tr>
<td>2008-2009</td>
<td>6</td>
</tr>
<tr>
<td>2009¹</td>
<td>14</td>
</tr>
</tbody>
</table>

Evaluation: *Explore efforts to develop a dark room on campus.*

3.c.27 Process: Areas in the Allied Health fields have been growing at CSC, and Labor Market Statistics indicate continued growth in the field. Because of this it became necessary to devote appropriate space in order to accommodate these growing programs. In 2005 the College built the Allied Health Building (H building), which houses the nursing and mortuary science programs. The Nursing Lab in Carthage was added in 2008. The dental hygiene program is located in the Annex, which was completed in 2002. Further renovation was done in 2005 so cosmetology could be moved to the Annex. The top floor of the Annex was renovated to house the therapeutic massage program in 2010.

Outcomes: During the last three years enrollment in the mortuary science program has remained consistent. Student learning has improved, though, with the addition of an embalming lab allowing students to work on cadavers prior to practicum activities in funeral homes across Illinois. Board pass rates have been above national average and the highest in the state for the past several years, supporting the assumption hands-on learning in the lab reinforces didactic content in the classroom.

Carthage has always had a lab for the Practical Nursing program. In 2008, the Allied Health Lab in Carthage was moved to a larger facility to address the need for space to accommodate larger enrollments. This larger lab now allows

¹ Fall Only
both Practical Nursing and Medical Assisting students to conduct laboratory activities in a more spacious area in simulated clinical/hospital settings. This larger lab has allowed enrollment in the Practical Nursing program in Carthage to double in 2009, when 20 students enrolled in the fall semester.

Enrollment in the Dental Hygiene program has continued to be at maximum capacity of 30 new students in the fall semester since its inception. The physical accommodations of the Annex provide an ample learning environment in the classroom, lab, and clinic settings.

The addition of the Cosmetology program to the Annex in 2005 provided the students with a clinic floor, which allows for better teaching when compared to the old facility. The open-air design of the clinic floor allows the instructor to see all 20 students and allows students to locate the instructor immediately when assistance is needed. A large, flat-panel monitor within the confines of the clinic allows students to watch a skill performed while following along with their accompanying textbook, all while working on a mannequin or peer. The design of the learning environment provides students with the ability to work with mannequins in the lab or clients in the clinic within close proximity to the dispensary, where needed items can be obtained.

The second floor of the Annex is presently undergoing renovation to house the Therapeutic Massage program. Once the renovations are completed, the students will provide services for clients in a spacious 10-bed clinic with privacy for client services yet accessibility for instructor teaching.

**Evaluation:** Continue with this process.

**3.c.28 Process:** The Adult Learning Center was added in 2005. Prior to this the GED, Literacy, and ESL programs were in two classrooms in the College Preparation Center. It became clear attendance was outgrowing physical capacity, and the Adult Learning facility was built to house this growing population.

**Outcomes:** Approximately 500 students attend classes at the new Adult Learning Center. While it is difficult to quantify the difference the new building has made, the new facility provides much needed space for computer usage, special tutoring, book clubs, resources, diagnostic testing, and registration, as
well as classrooms. The new facilities have instilled a sense of pride and ownership in the students and staff. In all but two areas the department exceeded state benchmarks.

<table>
<thead>
<tr>
<th>Programs</th>
<th>% Completers</th>
<th>FY09 State Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Beginning Literacy</td>
<td>66.67%</td>
<td>48%</td>
</tr>
<tr>
<td>ABE Beginning</td>
<td>67.86%</td>
<td>45%</td>
</tr>
<tr>
<td>ABE Intermediate Low</td>
<td>43.28%</td>
<td>41%</td>
</tr>
<tr>
<td>ABE Intermediate High</td>
<td>48.05%</td>
<td>36%</td>
</tr>
<tr>
<td>ASE Low</td>
<td>61.22%</td>
<td>38%</td>
</tr>
<tr>
<td>ASE High</td>
<td>52.27%</td>
<td>NA</td>
</tr>
<tr>
<td>ESL Beginning Literacy</td>
<td>55.56%</td>
<td>52%</td>
</tr>
<tr>
<td>ESL High Beginning</td>
<td>22.22%</td>
<td>49%</td>
</tr>
<tr>
<td>ESL High Beginning</td>
<td>42.86%</td>
<td>50%</td>
</tr>
<tr>
<td>ESL Intermediate Low</td>
<td>33.33%</td>
<td>48%</td>
</tr>
<tr>
<td>ESL Intermediate High</td>
<td>45.45%</td>
<td>37%</td>
</tr>
<tr>
<td>ESL Advanced</td>
<td>37.50%</td>
<td>18%</td>
</tr>
</tbody>
</table>

The number one goal of the Adult Education Program is to help students earn and receive a GED diploma. To that extent, the department was very successful; during the five year window, 94 percent of those who selected “passing the GED” as their primary goal did so. In addition, while the program’s average number of graduates per year had been running at about 45, during the 2008-2009 academic year the program celebrated 105 graduates.

And finally, all GED programs enjoy seeing graduates continue their education by transitioning into either a community college transfer/university course or an occupational degree program. Last year 40 GED graduates attended Carl Sandburg College. The previous year, CSC ranked second in the state for percentage of GED graduates taking college courses. At least one of the graduates made the dean’s list during the fall term.

**Evaluation:** These renovations have met the needs of the students.

**3.c.29 Process:** The Fitness Center is another area that was recently updated. With area residents looking for accessible, affordable training/exercising facilities, the College decided to expand the Fitness Center in 2003.
Outcomes: The number of machines has at least doubled in the Fitness Center due to the new facility. Before there were only a few cardiovascular equipment pieces, and now there are five treadmills, four elliptical machines, and three recumbent bikes. Cardio theatre is hooked up to all cardio equipment. It allows individuals to watch and listen to both of the 52” flat-screen televisions. There are 12 resistance machines in the circuit and a free weight range from five lbs to 100 lbs. Also added were over 12 free weight benches and machines, including the Cable Cross-Over and Smith Machine. Lastly, an inside walking track around all equipment provides a means for students and staff to exercise without worrying about the weather.

Enrollment in the fitness center has increased since the new facility has been added on. Before the new facility, enrollment during fall 2002 was 285 students. After the new addition (fall 2003), there was a 52 percent increase in enrollment (434 students). The College is now able to serve students and community members. The old facility was turned into an aerobics studio, which offers aerobics, muscle conditioning, pilates, yoga, tai chi, and abdominal classes. Without this new facility, none of these classes would be able to take place.

Evaluation: These renovations have met the needs of the students.

3.c.30 Process: The Bushnell Extension Center Expansion in 2003 created three classrooms, a computer lab classroom, and a board/community room. Two of the additional classrooms were set up with interactive televisions. This enabled the College to expand the interactive television schedule with classes originating in Galesburg or Carthage. The additional open lab classroom houses 15 state-of-the-art computers for students, a printer, an instructor’s station, and an LCD projector. This allows students to have access to the most current computer programs for their occupational training, research, and assignments.

Outcomes: Overall, the expansion improved the educational environment for students by increasing class offerings and making technology more readily
available. While creating a distance-learning site in Bushnell allowed for the delivery of additional coursework, usage of the Bushnell site still remains a bit of a challenge. There is not enough enrollment for many face-to-face courses; therefore, much of what is offered at The Extension Center is in the form of distance learning.

**Evaluation:** Investigate adding an occupational or allied health program in Bushnell that could serve CSC and perhaps the adjoining community college district of Spoon River College.
Core Component 3-d
Carl Sandburg College’s learning resources support student learning and effective teaching.

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

Educational Resources

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

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

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

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

**Technology**

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

**Outcomes:** As of fall 2009 there were 17 members of the CSC iTunes University User Group – two administrators, one student, seven members of the technology staff, and seven instructors. But at this time only two instructors use iTunes on a regular basis, with a third instructor having lectures “saved” for students to download. The group meets monthly.

A reading instructor used the audio portion of iTunes University to record her lectures. She reported her students liked being able to return to the lecture(s) and check their lecture notes. If the students had to miss class, they
could listen to the missed lecture. She had one student who was in an automobile accident. The student told her if it had not been for iTunes University, she would have had to drop the class. The instructor plans to use iTunes again this semester and already has the equipment ready to use the first day of classes.

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

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

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

**Outcome:** Retention Alert went live fall 2008. Following are the numbers of students referred through Retention Alert for each semester: fall 2008, 140; spring 2009, 117; summer 2009, 31; fall 2009, 188. Students referred through Retention Alert have persisted to the end of the semester at a rate of 52 percent to 58 percent over the time period the program has been utilized.

  eAdvising was being piloted at the Carthage Campus, but is now used district wide by a limited number of students. The numbers of students using it are as follows: spring 2009, 108; presummer/summer 2009, 80; fall 2009, 111.
Evaluation: *Continue with retention alert and eAdvising but explore ways to increase student use of eAdvising.*

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

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

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

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

**Effective Staffing**

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

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

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

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

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

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

#### 3.d.9 Process: Science lab technician

The science lab technician has been hired to support chemistry, biology, and physics courses.

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

**Evaluation:** Continue with this process.

#### 3.d.10 Process: Since the Library

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

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

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

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

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

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

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

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

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

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

Partnerships and Innovations Enhance Learning and Teaching

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

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

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

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

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

The Adult Education department utilizes an Area Planning Council (APC), which is made up of governmental and social service agency representatives. Currently, there are 27 active members. The Area Planning Council coordinates adult education activities within its boundaries and creates a plan for the coming year. The APC meets four times a year, with each year’s plan due to ICCB by the end of January. Adult Education funding is partially determined by the submitted plan.
3.d.15 Process: The West Central Illinois Partnership for College and Career Success (WCPCCS) consortium is a partnership between Carl Sandburg College, Spoon River College, Western Illinois University, Western Area Career System, Delabar CTE System, and all of the high schools within the two community college districts. Some businesses have also committed to the partnership. The partnership vision is to provide innovative and practical ways of delivering school-based learning, work-based learning, and transitional services. Career and technical education students will have advanced technical, academic, and workplace skills required for successful employment in technical occupations and life-long learning.

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

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

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

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

Projects funded include the following:
- Laptop computers for the TRiO lending program
- IV pumps for the ADN program
- Welding equipment for welding lab expansion
- Updates for the Library at The Extension Center in Bushnell
- Computer and equipment for the assistive technology lab and the math/writing lab for Academic Support Services
Evaluation: Increase the amounts funded for mini-grants if possible. With the decreased financial resources from the state of Illinois the foundation can provide an increased source of funding for classroom equipment purchased and departmental program initiatives.

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

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

<table>
<thead>
<tr>
<th>Outcomes of Tutoring Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Lab</td>
</tr>
<tr>
<td>C or Better</td>
</tr>
<tr>
<td>Withdrew</td>
</tr>
<tr>
<td>74%</td>
</tr>
<tr>
<td>13%</td>
</tr>
</tbody>
</table>

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

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

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

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

The benefits from belonging to this group are as follows:

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

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

Evaluation: Continue with this process.

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

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

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

Evaluation: Continue with these partnerships.
**Criterion 3 Summary**

*Carl Sandburg College Is Challenged By:*
- First and foremost, students who are under-prepared
- Not enough financial resources to meet the needs of under-prepared students
- Title III funding which will end this year.
- The need for a full-time faculty/staff technology person with an instructional design background to enhance the effectiveness of the technology

*Carl Sandburg College Takes Pride In:*
- State-of-the art technology
- A Faculty Teaching and Learning Center
- A full-time Reading Specialist
- Winning a Title III grant
- A commitment to individual classroom assessment techniques (CATs) by faculty
- A commitment to student learning
Other Supporting Processes

The chart below illustrates other processes that support Criterion Three. In an effort to eliminate redundancy and keep the Self-Study Document as concise as possible, processes were described in detail only under the criterion where they were most relevant.

<table>
<thead>
<tr>
<th>Secondary Support Processes: Criterion 3</th>
<th>Process Location in Primary Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Agreements (C)</td>
<td>5.c.7</td>
</tr>
<tr>
<td>CSC Technology Help Desk (C)</td>
<td>3.d.11</td>
</tr>
<tr>
<td>Online Standards Committee (C)</td>
<td>3.b.4</td>
</tr>
<tr>
<td>iTunes University Partnership (C)</td>
<td>3.d.3</td>
</tr>
<tr>
<td>Faculty Teaching Learning Center (B)</td>
<td>3.d.12</td>
</tr>
<tr>
<td>ACT/COMPASS Assessment (C)</td>
<td>3.a.1</td>
</tr>
<tr>
<td>Tuition Reimbursement (B)</td>
<td>4.a.2</td>
</tr>
<tr>
<td>Math and Writing Lab (C)</td>
<td>3.d.17</td>
</tr>
<tr>
<td>Youth For International Understanding (C)</td>
<td>1.b.6</td>
</tr>
<tr>
<td>Illinois Consortium of International Studies and Programs (D)</td>
<td>4.c.7</td>
</tr>
<tr>
<td>5 year Cycle of Program Evaluation (D)</td>
<td>4.c.2</td>
</tr>
<tr>
<td><em>iClickers, Smart Boards, Syposiums (B)</em></td>
<td>3.c.5</td>
</tr>
</tbody>
</table>