

**Assurance Argument**  
**Carl Sandburg College - IL**

Review date: 4/19/2021

## 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### 1.A - Core Component 1.A

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The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

## Argument

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### 1.A.1.

Carl Sandburg College's Mission Statement has undergone a rigorous development and review process since the 1990's. Previous incarnations of the mission, developed in 1990 and amended in 2010, have communicated the institution's commitment to the provision of quality, accessible educational opportunities according to student and community need. During the 2015 strategic planning process, the mission was reevaluated by a diverse pool of stakeholders including the Board of Trustees, College administration, students, educational partners, and community members. This revision condensed the mission and affirmed Sandburg's core commitment to student success, resulting in the current [Mission Statement](#), which reads:

*"The mission of Carl Sandburg College is to provide all students with opportunities for success."*

The amended mission also became the guidepost for Sandburg's [2019 – 2024 Strategic Plan](#). All strategic plan [priorities, goals, and objectives](#) were created to reflect and support the Mission Statement by translating Sandburg's commitment to student success into action. The Strategic Plan serves as the mission's arm in guiding all institutional operations. [Institutional Key Performance Indicators \(KPI's\)](#) allow leadership, faculty, and staff to assess the institution's progress toward these mission-driven goals.

### 1.A.2.

The mission was reaffirmed by the Board of Trustees in 2018 and is reviewed as part of the annual strategic planning process, included as an [agenda item](#).

In addition to the strategic plan, the mission is also supported by Sandburg's [Vision Statement](#), "Where dreams come to life and lives come to change," and [Core Values](#), which include Excellence, Collaboration, Integrity, and Respect. The Core Values guide institutional operations, ethical expectations of students and staff, and educational objectives. One example of the integration of the core values into instruction and public service is Sandburg's [Competency-Based Performance Evaluation](#). This evaluation, completed annually for all faculty and staff, determines employee performance based on each of the four Core Values.

Sandburg's General Education Outcomes (GEO's) reference the institution's emphasis on the mission by focusing on five key areas determined to support student success. The five GEO's include communication, critical thinking, cultural diversity, information technology, and quantitative skills. These GEO's drive all instruction and form the basis of the

syllabus template, which guides all Sandburg course syllabi.

Each of these guiding documents plays a distinct role in operationalizing Sandburg's mission by ensuring that all educational programs, student services, community projects, economic development activities, and cultural activities share a collective commitment to student success.

### 1.A.3.

The nature of Sandburg's mission and related statements is student-driven and focused on creating educational opportunities based on the diverse needs of Sandburg's expansive district. The [Core Values](#) characterize the nature of all programs and services.

Sandburg's [mission](#) is intended to serve its entire district, which certainly includes students, but also encompasses any potential students and K-12, community, and workforce partners. As [Sandburg's district](#) is overwhelmingly rural and spans ten counties, meeting the diverse needs of all constituents is challenging. The College's scope of services, which is highlighted within the [institutional KPI's](#), is based on district need and higher education best practices.

The mission's emphasis on opportunities for success communicates its broad base of intended constituents by recognizing that diverse populations require varied opportunities and supports to succeed in educational endeavors. Supporting documents, including the core values and strategic plan, communicate the nature and scope of Sandburg's diverse programs designed to support all students.

### 1.A.4.

Sandburg's academic offerings are consistent with its Mission Statement in that they are designed to meet the educational and training needs of the district. Sandburg's district stretches across roughly 3,500 square miles, including areas of ten western Illinois counties. Educational offerings include career and technical degree and certificate programs, four transfer track programs (Associate in Arts, Associate in Fine Arts, Associate in General Studies, and Associate in Science degrees), general education courses, developmental education, community education courses, and corporate training opportunities. Carl Sandburg College currently offers [37 Associate Degree programs and 24 Certificate programs](#). The College also offers substantial non-credit training opportunities through the Corporate and Leisure College.

Sandburg's demographic enrollment profile aligns with its Mission Statement as the [diversity of the student body](#) reflects the general population of the College's district. According to the 2019 ICCB E1 Report, White students represent the most numerous demographic at 79.69%, followed by Black/African American students at 7.9% and Hispanic/Latino students at 6.23%. American Indian/Alaska Native (.99%), Asian (.78%) and Native Hawaiian/Pacific Islander (.10%) students make up small percentages of the comprehensive student body. 4.31% of the student body listed their ethnic identity as unknown or declined to answer.

While this demographic profile reflects that of the larger population, Sandburg is committed to diversifying enrollment and increasing representation through targeted recruitment and student support efforts. This is evidenced by [Strategic Plan Priority A3](#): "Increase the retention, persistence, and completion of an inclusive student body." Objectives within this priority include Sandburg's plan to "expand efforts to attract a diverse student population." These include ad campaigns featuring underrepresented populations in CTE programs, collaboration with community partners who address underserved populations, and [broadening participation recruitment plans](#) embedded in programmatic grant proposals.

In order to align with the mission's focus on student success, Sandburg offers a wide array of student support services. Student support services and campus resources are described for students in the [Student Success Guide](#). Support services are available to students at no cost and initiate the student experience with enrollment and financial aid support services. This includes registration services and academic advising services, which are offered according to students' schedules and are also available through online meeting platforms.

Sandburg continues to support students through [academic advising](#), [counseling](#), and [tutoring services](#). Tutoring is also available online through the Brainfuse 24/7 digital platform, and online access to student support services has been significantly expanded during the COVID-19 pandemic.

[Disability Support](#) provides a variety of support for self-identifying students with disabilities, including campus-wide

accessibility and non-academic accommodations. The College's Coordinator of [Veterans and Military Service](#) oversees tuition and academic support for Sandburg's active duty and veteran students. Sandburg also supports veterans in their academic, student life, and co-curricular activities through the Veterans' Drop-In Center and Veterans' Club. The club's mission is to act as a support system for students/military personnel and promote awareness of veteran issues.

Sandburg also offers unique services and programs to meet individual student needs such as pregnancy and parental support, food insecurity, financial hardship, and transportation. Sandburg houses a Lactation Room for nursing mothers and subsidizes an agreement with Galesburg Transit which enables Galesburg students to ride city buses at no cost. The Foundation also works with Student Life to fight food insecurity through the [Take Charge of Hunger program](#). Sandburg partners with private donors and the River Bend Food Bank to stock [Resource Rooms](#) on both campuses providing students with resources to address food insecurity in the community. Sandburg recently adapted its Resource Room into a mobile food pantry in order to assist students facing food insecurity during the COVID-19 pandemic. Students are also directed to broader community resources designed to meet their needs, such as daycare providers, governmental assistance, counseling, housing, money management, transportation, etc., through the [Community Resources Brochure](#), which Sandburg updates and provides to inquiring students each year.

First-generation and income-eligible students receive specialized support through Sandburg's three [TRIO programs](#): Student Support Services (SSS), Upward Bound, and Upward Bound Math/Science. The SSS program provides support and guidance to first-generation students and helps participants transfer to four-year colleges or universities. Both Upward Bound programs are designed to help students excel in secondary and post-secondary education and are open to eligible students at five participating high schools in Knox and Warren Counties.

#### 1.A.5.

The College's Mission Statement, Vision Statement, and Core Values are published in multiple locations. Sandburg's Mission Statement appears on the College's website, [course catalog](#), [student success guide](#) and [staff handbook](#), [syllabus template](#), at the bottom of each [Board meeting agenda](#), and physically throughout the institution including a prominent feature in the Center for Manufacturing Excellence (CME).

The mission and related statements are also shared extensively with faculty and staff during the interview process, through annual trainings, at institutional and departmental meetings, and in annual performance reviews. Orientation, student handbooks, student life activities, and GEO's provide ample opportunities for Sandburg's mission to be shared with and personified by all students.

## Sources

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## 1.B - Core Component 1.B

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The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

### Argument

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#### 1.B.1.

Sandburg demonstrates its commitment to public service by placing community need at the center of its mission and operations. The College's definition of public good is multi-faceted based on its wide district. Sandburg leadership and personnel strongly believe that community colleges are uniquely placed to serve as a community resource and meet unique educational needs.

In order to fill that ever-changing role, Sandburg translates district need to its educational programs and services through collaboration with community stakeholders. Sandburg utilizes [Advisory Committees](#) made up of regional employers, students, faculty, and workforce partners to ensure that its programs meet the district's training needs. The College also looks extensively at regional labor market data to determine educational outcomes, training methods, and the validity of its current and future programs. This process is discussed at length in Criterion 5.

Sandburg also fulfills its mission and serves the public by working to remove financial barriers to success for all students. Financial Aid offers [student aid opportunities](#) through payment plans, connection with federal and state resources, and work study programs. The [2019 IPEDS data](#) demonstrates aid awarded to students at Sandburg.

The College offers multiple [scholarship programs and grants](#) to eligible students. These include the [Sampson Promise](#) and [Galesburg Promise](#) programs, which act as last-payer grants for students who graduate from eligible school districts. These funds are made possible through generous gifts from Sandburg donors and pay up to 64 credits toward a degree for Sandburg students. Dual-credit students can also take advantage of financial aid measures, including a reduced tuition rate for the first six credit hours and federal [Pell Grant eligibility](#) (which is unavailable to dual-credit students at most Illinois community colleges).

Alleviating financial burdens for students is an institution-wide priority, and many faculty members opt into Sandburg's Open Educational Resources Initiative (OER). The OER encourages instructors to utilize online educational resources rather than costly textbooks where possible. Since 2016, the [OER Initiative](#) has been implemented in courses across all of Sandburg's programs and saved its student body an estimated \$2.5 million.

This core service principle of the mission takes precedence over institutional gain. For example, Sandburg's Financial Aid office offers [FAFSA resources and guidance](#) to any individual, regardless of current or intended enrollment status. This illustrates that Sandburg is dedicated to supporting the community in accessing quality education, even if the individual chooses not to pursue a degree at Sandburg, and places community need over institutional benefit.

Commitment to serving the public good is also instilled in Sandburg students through coursework and student life. For example, Sandburg's Dental Hygiene students practice their skills while providing community access to affordable dental care in [Sandburg's Dental Hygiene Clinic](#). Sandburg students also showcase their commitment to public service in student life activities. Student involvement has been especially evident as the community navigates the COVID-19 pandemic. Throughout the year, student life groups put together relief and gift boxes for community members and distributed them throughout the district.

Carl Sandburg College is a nonprofit public institution that does not seek private investors, contribute to a related or

parent organization, or support external interests. Sandburg's [funding is almost entirely reliant on district tax dollars, state aid, grants, and tuition](#). Therefore, the College is accountable to taxpayers, students, and its district. This accountability drives Sandburg's mission, services, and educational programs, and is further demonstrated through the College's commitment to accessible, affordable, and quality higher education.

### 1.B.2.

Carl Sandburg College is a nonprofit public institution that does not seek private investors, contribute to a related or parent organization, or support external interests. Sandburg's funding is almost entirely reliant on district tax dollars, state aid, grants, and tuition. [Link to General Funds Revenue 2018 – 2024] Therefore, the College is accountable to taxpayers, students, and its district. This accountability drives Sandburg's mission, services, and educational programs, and is further demonstrated through the College's commitment to accessible, affordable, and quality higher education.

### 1.B.3.

Carl Sandburg College engages with external constituencies throughout its district and responds to their needs. Sandburg's Strategic Plan Priority C and its corresponding [Institutional KPI 3](#) focuses on broadening community alliances in order to increase educational opportunities. Sandburg also meets community need by forming partnerships with [external grantors](#) to support institutional programs and projects.

Besides its robust academic programs tailored to labor market need, Sandburg serves as a pivotal resource in providing accelerated training opportunities and employment resources. In 2020, a large employer left the Carthage area. Sandburg's leadership and CTE staff/faculty worked with the regional Workforce Investment Board and community stakeholders to provide those out of work with quick pathways to credentials. The partnership held meetings for affected employees and [special workshops](#) for the affected employees regarding resume writing and interviews. These workshops were invaluable to those who attended, as most were seeking immediate employment rather than continued education.

Many training programs and community resources are offered through Sandburg's Corporate & Leisure College's community education programs. These include [youth programs](#), such as summer camps and online educational programs for K-12 students throughout the COVID-19 pandemic. The College offers [non-credit training courses](#) such as corporate classes in Microsoft Quickbooks and Excel and a Food Protection Manager Certificate course.

Sandburg also works with external stakeholders to meet community health needs. Recently, Sandburg's nursing students and faculty worked with local Cottage Hospital to provide COVID-19 vaccinations to eligible community members. Similarly, Sandburg works with healthcare providers like [Bridgeway Mental Health, Employment, & Family Services](#) and Eagle View Community Health to provide workshops and resources on drug abuse and mental health to students and members of the community.

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- SS\_Bridgeway Mental Health Programs\_03192021

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## 1.C - Core Component 1.C

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The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

### Argument

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#### 1.C.1.

Carl Sandburg College integrates opportunities that prepare students for informed citizenship and workplace success into both curricular and cocurricular activities. Aspects of all five [GEO's](#) prepare students for both informed citizenship and workplace success, including the evaluation of ideas and information, demonstration of proficient communication, acknowledgement of cultural diversity, proficiency in information technology, and the use of logical skills and reasoning.

Students have opportunities to learn, practice, and demonstrate these competencies both in the classroom and through career development opportunities. Sandburg's for-credit academic internship programs and career development programs are discussed at length in Criterion 4.A.4.

Sandburg encourages informed citizenship in a globally-connected world through its international programs. These include international studies courses, [study abroad programs, and faculty-led trips](#). The College offers [financial aid and scholarships](#) to provide all students access to study abroad opportunities. Sandburg also has a substantial population of international students whose cultures and languages contribute to the rich tapestry of multicultural experiences and activities on campus. Multiculturalism on campus is celebrated through Sandburg's [Hall of Flags display](#), which honors the many states and countries Sandburg students call home. The Hall of Flags was designed to honor diversity on campus and create a culture of cooperation, unity, and respect.

Students enjoy several co-curricular opportunities that integrate informed citizenship and workforce preparation into their activities. These include multiple student organizations that celebrate diverse voices and offer peer support. Sandburg's [Student Government Association \(SGA\)](#) not only instills these priorities into its participants, but also promotes academic and social policies that facilitate self-development of all Sandburg students.

Other [student organizations](#) promote informed citizenship, including Women of Character (WOC), Sandburg Forum, Phi Theta Kappa, and Men of Distinction (MOD). All these student life groups share goals of strengthening bonds between students, promoting the exchange of ideas, and encouraging leadership. Sandburg is also home to many program-based student organizations founded to offer peer support and prepare students for success in their chosen professions. These include Welding Club, the Sandburg Tech Squad, Sigma Phi Sigma (for mortuary science students), Criminal Justice Club, and Associate Degree Nursing Club.

In 2020, TRIO Student Support Services showcased informed citizenship in action when they held a [voter registration drive](#) to help students on campus register and understand the voting process.

#### 1.C.2.

Carl Sandburg College strives to ensure that all parties demonstrate inclusive and equitable treatment of diverse populations. Sandburg's mission of providing all students with opportunities for success requires a focus on equity and the inclusion of a diverse student body. This is reflected in [Strategic Plan Objective A1](#), which aims to, "Advance equitable access, engagement and success of all students."

The College's focus on diversity and inclusion is supported by institutional policies, including its [Policy 2.10 Anti-](#)

[Discrimination](#), [Policy 2.15 Disability Compliance](#), and [Policy 2.30 Title IX](#). These policies, along with the [Diversity Statement](#), reflect the College's commitment to diversity and are public so that all constituents understand Sandburg's role in a multicultural society. The College includes its [Equal Opportunity and Nondiscrimination Statement](#) in the academic catalog, recruitment brochures, and in all publications advertising institutional activities.

Sandburg's commitment to inclusive and equitable treatment of all students depends on the institution's ability to recognize and support the needs of a diverse student body. This has been approached through several studies, include a 2019 Clarus Market Assessment Report (addressed in Criterion 5.A.2,) and a [2020 Comprehensive Local Needs Assessment](#) (CLNA). The CLNA allowed Sandburg to uncover equity gaps for students, faculty, and staff. Some of the most pressing equity gaps include: underrepresentation of minorities and special populations among students and faculty; fewer resources for adjunct instructors and students who require ELA support; lack of transportation options and internet access for rural students; lack of affordable childcare options in the region; and barriers to completion for first-generation college students.

Sandburg continues to take concrete steps toward addressing equity gaps. Sandburg's Welcome Center provides prospective students with [Diversity and Inclusion Postcards](#) to communicate Sandburg's commitment to diverse enrollment. In order to meet the language needs of the district, Sandburg offers institutional forms in [French](#), [Spanish](#), and English. Recruitment staff provide translators during academic advising appointments and utilize live translation services while speaking on the phone with prospective students, applicants, or their families. The institutional website is compliant with screen-reading software and has a translation option. Sandburg also offers an intermediate [English Language Acquisition \(ELA\) class](#). This class is provided at both campuses through distance learning and is offered to community members free of charge thanks to a [Dollar General Literacy Foundation grant](#).

In order to support first-generation and low-income students and celebrate increased access to higher education, Sandburg's TRIO programs host an annual TRIO Day event. In 2020, to examine diversity and identity, [TRIO hosted Steve Pemberton](#), a former Upward Bound participant who went on to become a successful businessman and author. Pemberton addressed students on identity, overcoming obstacles to success, and providing opportunities for others who may need support.

The College strives to amplify diverse viewpoints and grow institutional knowledge of inclusivity and equity through professional development. At the 2019 Professional Development Day, Sandburg welcomed [Deon Clark](#) as keynote speaker. Mr. Clark spoke to faculty and staff on how to support and empower students from diverse backgrounds. Clark also addressed students on identifying reasons to persist in attaining their educational goals.

In 2021, Sandburg is set to host the [In2Ed Conference](#). This project, funded by a [grant from the Illinois Community College Board](#), will provide professional development and ongoing support for CTE educators across Sandburg's district. The In2Ed Conference was developed to reduce equity gaps for CTE faculty, including adjuncts, uncovered in the [CLNA](#). These professional development activities not only provide inclusive opportunities for faculty and staff, but also equip Sandburg personnel with resources and tools to advance equitable and inclusive treatment of all students.

### **1.C.3.**

Carl Sandburg College fosters an environment of inclusivity and respect for all faculty, staff, and students. [Board Policy 1.14 Diversity and Inclusion](#) forms the basis of Sandburg's approach to education in a multicultural society. This policy is manifested and operationalized by the [Office of Diversity and Inclusion](#). Diversity and Inclusion staff work with the Sandburg community to cultivate appreciation and respect for all human differences, while also ensuring that students are taught to treat all people with respect and honor human dignity. This is further implemented through GEO 3, which aims to ensure that students, "engage others with civility, empathy, honesty, and responsibility, and work well in an environment with a diverse population."

The Office of Diversity and Inclusion oversees several student organizations who serve as a platform for diverse backgrounds, ideas, and perspectives. These include the Black Student Association, Hispanic/Latino Student Association, and MOD/WOC. Together, the student organizations and Office of Diversity host annual campus-wide events created to celebrate diversity and foster a culture of respect, including Black History Month and Hispanic/Latino Heritage Month events. Other student organizations, such as the Gay-Straight Alliance, serve as support groups and offer safe spaces for students to network and prevent biases on campus.

Sandburg also strives to ensure its employment practices reflect its commitment to the inclusion of diverse perspectives.

Carl Sandburg College is an equal opportunity/affirmative action employer and educator, and complies with all applicable federal, state, and/or local laws prohibiting discrimination. Sandburg has made a concentrated effort to ensure its staff composition reflects the demographic profile of the district. This is reflected in [Strategic Plan Objective D3](#), which aims to strengthen human resource capital through a competitive compensation program, strategies focused on employee retention, and a commitment to inclusivity in hiring. Due to this institutional focus, Sandburg's population of racial and ethnic minority members among full-time staff has doubled from [5.3% in 2010 to 11% in 2020](#). Institutional leadership recognizes that much work is required before Sandburg reaches a fully representative staff population and will continue practicing equitable hiring practices, integrating questions related to diversity, equity, and inclusion into the hiring process, and seeking diverse pools of potential hires.

In order to promote respect for all human experiences and provide opportunities for all students to succeed, faculty and staff are required to complete a multitude of formal trainings. These include trainings on Title IX and diversity. Specific trainings equip personnel with knowledge that supports a culture of respect and enables students from all backgrounds to succeed. The College's capacity for inclusion is currently expanding thanks to the recently formed Diversity, Inclusion, & Equity Committee within Sandburg's Administration Team. The Committee is currently formulating a plan to survey the institution on campus climate and planning future employee training opportunities.

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## 1.S - Criterion 1 - Summary

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Summary

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The mission of Carl Sandburg College was evaluated by a diverse pool of internal and external stakeholders and adopted by the Board of Trustees in 2015. The mission was reaffirmed by the Board in 2018 and is reviewed annually as part of the institution's strategic planning process. Sandburg's commitment to meeting the diverse training and educational needs of its district is the focus of its mission, which aims to provide all students with opportunities to succeed. The Mission Statement is reflected and supported by institutional policies and documents, including the Vision Statement, Strategic Plan, and Core Values of Excellence, Collaboration, Integrity, and Respect. These values, along with the mission, drive the institution's academic offerings, student support services, co-curricular activities, community services, enrollment profile, collaborative efforts, and institutional priorities and practices. By placing student need at the center of its mission, Carl Sandburg College maintains a commitment to the public good. Sandburg educates students and serves its district within the framework of a diverse, multi-cultural society and globally connected world.

### Sources

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

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The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

### Argument

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#### 2.A.1.

The institutional integrity of Carl Sandburg College is guided by the mission “to provide all students with opportunities for success.” The [Mission Statement](#) was developed in 2015 and reaffirmed through an extensive [community-based strategic planning process](#) beginning in April of 2018, which culminated in a new [2019 – 2024 Strategic Plan](#) which supports the mission statement. Board members, administration, faculty, staff, students, and community partners participated in the College’s strategic planning process. The mission is cited at the bottom of all Board agendas and reviewed as part of the annual strategic planning process, included as an [agenda item](#).

#### 2.A.2.

Carl Sandburg acts with integrity in all its operations. The foundation of fair and ethical behavior for the governing board, administration, faculty, and staff is multiple policies and procedures as referenced in the [Policy, Regulation and Procedure Manual](#). All College policies are reviewed for accuracy and relevance on a rotating basis as exhibited in the [Board of Trustees agendas](#).

The duties and responsibilities of the Governing Board of Trustees are referenced in [Board Policy 1.12](#). Board officership is defined in [Board Policy 1.15](#), as is Board authority in [Board Policy 1.7](#). All policies defining Board membership are compliant with the Illinois Public Community College Act (110 ILCS 805/). The Board is bound by the conflict-of-interest statement within this act, as documented within [Board Policy 1.15](#). Board members and administrative, budgetary College employees complete and sign an annual Conflict of Interest Statement that is administered by the Clerk’s Office of Knox County, Illinois. Carl Sandburg College abides by the provisions of the Illinois State Officials and Employees Ethics Act (5 ILCS 430), as documented in [Board Policy 2.19](#) Ethics and Gift Ban. The Board complies with the Illinois Open Meetings Act and [Board Policies 1.10](#) Open Meetings and [1.11 Closed Sessions](#).

Sandburg’s institutional [Core Values](#) reflect a culture which values the collective and individual responsibility of ethical behavior, and ultimately holds individuals and the shared community accountable for personal and professional behaviors. Institutional integrity regarding academic affairs is guided by [Board Policy 1.2](#) whereby “the College shall provide for a decision-making process involving employee consultation. Faculty shall be consulted in areas such as curriculum, subject matter, faculty evaluation, academic standards, and student affairs relating to the aforementioned areas.” Monthly Faculty Assembly meetings (held by faculty and attended by the President and his Cabinet), and informal staff meetings held by the President support the evidence of a shared governance structure. The [agendas of the voting Faculty Assembly](#) show that topics of discussion include program curriculum changes, departmental assessment analysis and resulting changes, state affairs, the strategic plan, employment, legislative activity, operations, and Board of Trustee activity.

To further ensure a culture of integrity, employees are formally orientated and bound by signed acknowledgement to Administrative Services Policies detailing appropriate use of [Policy 2.8 Use of College Facilities](#), [2.9 Use of College](#)

[Equipment](#), and [Policy 2.17 Computer and Internet Acceptable Use](#). Employees are protected and held responsible for “the highest ethical standards and legal business conduct ... report[ing] concerns regarding internal wrongdoing with reasonable cause, and ... provide[d] assurance that they will be protected from retaliation for such reporting,” in accordance with [Policy 2.31 Whistleblowing](#). Additionally, employees receive annual training on [Policy 2.21 Student Harassment and Sexual Harassment](#), [Policy 2.22 Employee Harassment and Sexual Harassment](#), and [Policy 2.30 Title IX](#).

Financial integrity is ensured through internal controls of communication, policies and procedures, and governance structures, and external controls of annual independent audits and transparent reporting to governing bodies and our community. Monthly Board agendas provide evidence of Financial Reports including, but not limited to, the [Year-to-Date Revenue/Expenditure Report](#) and [Monthly Investment Report](#). The Carl Sandburg College website houses a webpage, [Budgets and Financial Information](#), which lists the [2021 Annual Budget](#) and all previous budgets from 2005-2020. Once a year, the College is reviewed by a comprehensive financial audit. The [2020 Comprehensive Annual Financial Report](#) proves an unqualified opinion. The College is pleased to report that Sandburg is the recipient of the [Certificate of Achievement for Excellence in Financial Reporting](#) for years 2003 – present. This certificate of achievement is presented by the Government Finance Officers Association of the United States and Canada to government units and public employee retirement systems whose comprehensive annual financial reports achieve the highest standards in government accounting and financial reporting. The [2019-2024 Strategic Plan incorporates Key Performance Indicators](#) of financial health under the Operational Excellence and Sustainability section. The measures analyzed and shared with College stakeholders are maintaining an annual operating balance of 25% of previous year’s budget annually through September 30, 2024 and maintaining a cash balance of 60 operating days annually through September 30, 2024.

Development, administration, and review of the budget are collaborative as demonstrated by the [Annual Budget Process Packet](#). The packet is sent to each budget manager in February and includes Payroll, Checklist, Budget Input and Development Instructions. Inputs include employee, program, and capital requests. The credit hour revenue budget is established in collaboration with the CFO office and Instructional Team. The draft of the budget is finalized in April, submitted tentatively to the Board of Trustees in April or May, and voted on by the Board of Trustees in June of each year. A public hearing on the budget is held each year prior to its adoption. Notice of the hearing is published in local newspapers and the provision specified in the Public Community College Act for Adoption of Annual Budget is upheld. Purchases of services, materials, supplies, and equipment approved in the budget are bound by [Policy 2.12 Bidding/Purchasing](#) and Illinois Community College Board regulations on capital purchases.

## Sources

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- [ASC\\_Faculty\\_Assembly\\_Minutes\\_02212020](#)
- [CFO\\_2019 GFOA Award for Financial Reporting\\_03192021](#)
- [CFO\\_2020 Comprehensive Annual Financial Report\\_03192021](#)
- [CFO\\_Annual Budget Process Packet\\_03192021](#)
- [CFO\\_Budgets and Financial Information Webpage\\_03192021](#)
- [CFO\\_FY21 Budget Educational and Financial Plan\\_03192021](#)
- [CFO\\_January 2021 Monthly Investment Report\\_03192021.pdf](#)
- [CFO\\_January 2021 Year-to-Date Rev Expend Report\\_03192021.pdf](#)
- [IE\\_2019-2024 Strategic Plan Survey Results\\_03172021](#)
- [IE\\_2019-2024\\_Strategic\\_Plan\\_03032021](#)
- [IE\\_Institutional Key Performance Indicators\\_03192021](#)
- [PRE\\_Board of Trustees Regular Meeting 1-17-19 Agenda Item 4.3-A\\_031921](#)
- [PRE\\_Mission Statement Vision Statement and Core Values\\_03172021](#)
- [PRE\\_Mission Statement Vision Statement and Core Values\\_03172021](#)
- [PRE\\_Policies Regulations and Procedures Manual\\_03192021](#)
- [PRE\\_Policy 1.10 Open Meetings\\_03192021.pdf](#)
- [PRE\\_Policy 1.12 Duties and Responsibilities of the Board\\_03192021](#)
- [PRE\\_Policy 1.15\\_03192021](#)
- [PRE\\_Policy 2.12 Bidding and Purchasing\\_03192021.pdf](#)
- [PRE\\_Policy 2.17 Computer and Internet use\\_03192021.pdf](#)
- [PRE\\_Policy 2.21 Student and Sexual Harassment\\_03192021.pdf](#)

- PRE\_Policy 2.22 Employee and Sexual Harassment\_03192021.pdf
- PRE\_Policy 2.30 Title IX\_03192021.pdf
- PRE\_Policy 2.31\_03192021
- PRE\_Policy\_1.11\_06012012
- PRE\_Policy\_1.2\_06012012
- PRE\_Policy\_1.7\_06012012
- PRE\_Policy\_2.19\_07282014
- PRE\_Policy\_2.8\_02282011
- PRE\_Policy\_2.9\_06162011
- PRE\_September Board Meeting Item 3.9\_03192021

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

### Argument

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#### 2.B.1.

Carl Sandburg College presents itself clearly and completely to prospective and current students, and the public through a variety of communication and media modes. Academic programs and requirements are represented online on the Academic and [Student Consumer Information](#) tabs of the College website. Student consumer information includes the [College Navigator](#) that provides comparisons of different colleges' costs, [student complaint policies and procedures](#), the [student code of conduct](#), the [net price calculator](#) that provides a calculation of student costs, the [annual report on campus safety](#), and [student outcomes](#), including graduation, retention, and transfer out rates. To maintain transparency, the College includes all per-credit-hour fees within the advertised tuition price, rather than as an additional credit fee. While a few specific programs include additional program costs, these additional fees are communicated transparently and clearly with students. Individual programs and their respective requirements are listed in multiple marketing materials as represented by the [Mortuary Science program web page](#). Recently, Sandburg amended its website to include Illinois Career and Technical Education Pathways. These pathways are presented clearly and efficiently online, allowing prospective and current students the ability to map their education with their career goals. All pathways pages have admission information for each program and include cost sheets in order to maintain tuition transparency with students.

Full-time faculty credentials and qualifications are listed in the [College Catalog](#), and the Student [Consumer Information web pages](#).

The [Accreditation webpage](#) on the College website houses information on the Higher Learning Commission Mark of Affiliation that is linked to the HLC website where details of the College's accreditation status can be viewed. Action letters and full accreditation details can be viewed through the HLC website link. Additionally, accreditation links and status are displayed for the College of Nursing, Dental Hygiene and Mortuary Science programs.

#### 2.B.2.

The faculty provides evidence to support claims it makes regarding its contributions to the education experience through research, community engagement, experiential learning, and economic development through a variety of means. [Outcomes Assessment Reports](#) associated with [General Education Outcomes\(GEOs\)](#), retention and completion data, and Classroom Assessment Reports (CARs) are reported and recorded in [Faculty Assembly Minutes](#). [Key Performance Indicators](#) for academic departments are reported annually.

### Sources

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- ACS\_Departmental KPI Reports\_03192021
- ACS\_GEO\_Materials\_2020\_03022021
- ACS\_Mortuary Science AAS Degree Requirements\_02152021
- ACS\_OAC\_Minutes\_02072020
- ASC\_Faculty\_Assembly\_Minutes\_02212020
- IE\_Student Outcomes Data\_03192021
- PRE\_2019 Campus Safety Report\_03192021
- PRE\_Accreditation Webpage\_03192021

- PRE\_Student Complaint Policy and Procedures\_03192021
- PRE\_Student Consumer Information Webpage\_03192021
- SFA\_Net Price Calculator\_03192021
- SS\_Sandburg College Navigator\_03192021
- SSS\_2020-2021 Student Success Guide\_03192021
- SSS\_2020-2021 Student Success Guide\_03192021 (page number 22)

## 2.C - Core Component 2.C

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The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

### Argument

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The [Carl Sandburg College Board of Trustees](#) is autonomous to make decisions in the best interest of the institution and to assure its integrity. Carl Sandburg College District #518 was created by a majority vote of the residents of the district in an election held September 24, 1966, under the Illinois Community College Act. The authority of the Board of Trustees of Carl Sandburg College is derived from the Illinois Public Community College Act as approved by the 74th Illinois General Assembly on July 15, 1965, and as added to and amended by legislative action.

The Board has the powers enumerated in the Illinois Public Community College Act. This enumeration of powers is not exclusive, but the Board may exercise all other powers consistent with the Illinois Public Community College Act that may be requisite or proper for the maintenance, operation and development of any college or colleges under the jurisdiction of the Board. The Board consists of [seven elected members](#) that serve six-year terms and are rotationally voted upon by the district's constituents. The Board serves College District #518 comprised of the counties of Fulton, Knox, Hancock, Henderson, Henry, McDonough, Mercer, Schuyler, Stark and Warren. Additionally, Board voting membership includes a student trustee that rotates annually and is selected by the membership of the Student Government Association. In accordance with [Board Regulation Number 1.2.1](#), the College's Faculty Assembly is entitled to have one of its members participate in the regular and special meetings of the Carl Sandburg College Board of Trustees. As such, the Board includes a faculty and staff member that volunteer to hold a one-year, voting membership. Board officership of Chair, Vice-Chair, and Secretary is elected annually by voting Board members.

#### 2.C.1.

Members of Carl Sandburg's governing Board comply with trustee training as defined under Illinois Public Act 99-0692, requiring all community college trustees elected or appointed after January 1, 2017, to complete four hours of training during their first, third, and fifth years in office. For a community college trustee to obtain credit for training, the program must be offered by the Illinois Community College Trustees Association (ICCTA) or a provider approved by the Illinois Community College Board (ICCB). Board members report on their training experiences during the [Board Reports](#) held at all Board meetings. These trainings and materials include information on responsibilities of Board members, defining the role and mission of the College, evaluating institutional performance, establishing tuition and property tax rates, hiring and evaluating the president, establishing institutional budgets, approving contracts and expenditures, setting the tone for institutional leadership, and representing the community to the College and the College to the community. The responsibilities of the Board are clearly defined under [Board Policy 1.12](#) on Duties and Responsibilities of the Governing Board.

#### 2.C.2.

The Board of Trustees' monthly meeting agenda reflects deliberations that prioritize the preservation and enhancement of the institution. On an annual basis the Board reviews and adopts the [Budget](#) and the [Strategic Plan](#). The strategic plan reflects the College's mission, Core Values, strategic priorities, and Key Performance Indicators. The budget provides alignment for the need and use of resources that are required to execute the strategic plan. Key Performance Indicators,

reflected on [Institutional Dashboards](#), are categorized by Student Access and Success, Teaching and Learning, Community Alliances, and Operational Excellence and Sustainability. The Board receives bi-annual reports on these measures, which may be viewed on the College's website at any point in time. Monthly reports on the financial status of the College are a standard Board item as exhibited by the [Year-to-Date Revenue/Expenditure Report](#) and the [Monthly Investment Report](#). Bi-annual Board retreats provide the Board an avenue for focus on major environmental and institutional opportunities and challenges. The outcome of these retreats provides strategic guidance on the preservation and enhancement of the institution.

### 2.C.3.

The Sandburg Board employs policies, procedures and practices that provide methods for constituencies to connect with and present their interests to the Board. Board meetings follow the Illinois Open Meetings Act (5 ILCS 120/ Open Meetings Act). [Agendas for meetings](#) are posted at the Board room door and on the College's website no less than 48 hours prior to each meeting. Each agenda item is linked to the appropriate document including informational PowerPoints and meeting minutes. The agenda includes Items from the Floor section, and those interested in speaking to the Board under Items from the Floor must contact the President's Office 24 hours prior to the meeting for details regarding their presentation.

As elected officials who must be reelected every six years, members of the governing Board are active community leaders who are directly responsible for ensuring that the needs and interests of their constituents are actively represented to the College.

### 2.C.4.

The governing Board has established policies, regulations and practices that provide for independence from undue influences. The Board is bound by [Board Policy 2.19 Ethics and Gift Ban](#), which states that Carl Sandburg College shall abide by the provisions of the State Officials and Employees Ethics Act (5 ILCS 430). If an individual believes this policy is or was violated is encouraged to file a written complaint with the College's President or Chairman of the Board of Trustees in accordance with [Board Regulation Number 2.19](#). This regulation also bans prohibited political activity, provides limitations on receipt of gifts, and documents a process for the appointment of an Ethics Officer and Commission. Also, [Board members are not permitted](#) to participate in an administrative decision regarding a project if the decision is likely to benefit that person or a member of his or her immediate family. In addition, Board members and budget officers of the College are required to annually file an Economic Statement of Interest, administered by the County Clerk of Knox County, Illinois. The filings are held at the Knox County Courthouse in Galesburg, Illinois. [All monetary and in-kind gifts to the College are vetted and accepted through the independent Carl Sandburg College Foundation](#). The Foundation, which has a self-governing Board of Directors with full authority to accept or reject gifts, helps to ensure that the College governing Board is not unduly influenced by large gifts to the College. Sandburg is currently in the process of creating and adopting a policy that establishes annual ethics training required of the Board.

### 2.C.5.

The Sandburg Board is bound by policy governance as detailed in [Board Policy 1.1](#) on Policies, Regulations, Procedures. This policy delegates day-to-day management of the institution to the administration and documents that policies are adopted by the Board of Trustees under authority granted by the legislature of the State of Illinois. The Carl Sandburg College Board of Trustees is the governing entity of the Carl Sandburg College District. In this role, the Board of Trustees retains authority to enact, rescind, or modify all policies governing the district. [Board Policy 1.2 on Governance](#) clearly defines the regulations and procedures of the College shall provide for a decision-making process involving employee consultation. Faculty shall be consulted in areas such as curriculum, subject matter, faculty evaluation, academic standards, and student affairs relating to the aforementioned areas.

## Sources

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- CFO\_FY21 Budget Educational and Financial Plan\_03192021
- CFO\_January 2021 Monthly Investment Report\_03192021
- CFO\_January 2021 Year-to-Date Rev Expend Report\_03192021

- FOU\_Fundraising Procedure and In-Kind Donation\_03182021
- IE\_2019-2024\_Strategic\_Plan\_03032021
- IE\_Institutional Dashboards\_03192021
- PRE\_Board of Trustees Webpage
- PRE\_February 2021 Board Meeting Agenda\_03192021
- PRE\_June 2019 Board Meeting Minutes\_03192021
- PRE\_Policy 1.1 Policies Regulations Procedures\_03192021
- PRE\_Policy 1.12 Duties and Responsibilities of the Board\_03192021
- PRE\_Policy 1.15\_03192021
- PRE\_Policy\_1.2\_06012012
- PRE\_Policy\_2.19\_04192018
- PRE\_Reg 1.19.1 Ethics and Gifts Ban\_03192021
- PRE\_Reg 1.2.1 Faculty Participation in Decision Making\_03192021

## 2.D - Core Component 2.D

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The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

### Argument

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#### 2.D.

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Carl Sandburg College is committed to freedom of expression and the pursuit of truth in teaching and learning. The Board of Trustees and College employees fully embrace freedom of expression as documented in [Article 15, Academic Freedom and Responsibility](#) of the [Professional Negotiations Agreement](#) between the Sandburg Education Association and the Board of Trustees. Further documentation of this commitment includes [Policy 3.2 Copyright of Materials](#) which protects faculty rights to instructional materials they develop and in [Policy 3.4 First Amendment Guarantees](#), which protects freedom of speech, peaceable assembly, petition, and association as well as civil rights accorded to all employees.

[Policy 3.18 Student Rights and Responsibilities](#) recognizes that students are citizens as well as members of an academic community. The College recognizes that each student has the freedoms of speech, assembly, association, the press, and the rights of petition and due process, which are guaranteed by the state and federal constitutions. As members of an academic community, students have the right and responsibility to participate in the formulation and review of all College regulations and policies directly affecting them. This is evidenced by student-held Board of Trustees and faculty/staff committee seats. Students in these seats represent the interests of the student body. The Student Trustee selected to represent students on the Board of Trustees also serves on the Student Government Association and the Illinois Community College Board Student Advisory Committee (ICCB-SAC), meets regularly with the Coordinator of Student Life, and informs Board of Trustee meeting information with the student body through the Student Trustee Report.

Furthermore, grievance policies are in place for employees and students. [Policy 2.36 Student Complaints](#) and [Procedure 3.16.1.1 Student Code of Conduct & Disciplinary Due Process](#) detail the pathway for student due process. The employee avenue for issuing complaints and due process based on the terms of the agreement between the Sandburg Education Association and the Board of Trustees is outlined in [Article Seven, Professional Negotiations Agreement](#).

### Sources

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- PRE\_Policy 2.36 Student Complaints\_03192021
- PRE\_Policy 3.18 Student Rights and Responsibilities\_03192021
- PRE\_Policy 3.2\_09022005
- PRE\_Policy 3.4\_09022005
- PRE\_Procedure 3.16.1.1 Student Code of Conduct\_03192021
- PRE\_Professional\_Negotiations\_Agreement\_2018\_Final\_03212021
- PRE\_Professional\_Negotiations\_Agreement\_2018\_Final\_03212021 (page number 21)
- PRE\_Professional\_Negotiations\_Agreement\_2018\_Final\_03212021 (page number 33)

## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

### Argument

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#### 2.E.1.

Given that Carl Sandburg College is a two-year community college, the volume of research is very limited. Students that have conducted basic, informational research are guided in ethical compliance, ethical behavior, and fiscal accountability individually by their respective instructors. No projects involving human subjects have been conducted by students in the last ten years. Students learn about research methods and protocols in [SSC 120 Statistics for Social Sciences](#). They learn to explain their research including methods utilized, data derived, data analyzed, and drawn conclusions.

#### 2.E.2.

Carl Sandburg College is committed to assuring that all data it makes public are accurate and complete. This assurance includes, but is not limited to, data reported on student achievement of learning and student persistence, retention, and completion. The College is committed to utilizing timely, accurate, valid and reliable data to act with integrity in its financial, academic, personnel and auxiliary functions. The administration of this commitment is supported by [Policy 2.35 Data Assurance](#) and [Procedure 2.35.0.1 Data Assurance](#). The College's Office of Institutional Effectiveness provides support for on-campus research while Academic Services provides administration of the process for approval of research using human subjects or protected records.

[The Human Subjects Research Review Board \(HSRRB\)](#) is the Institutional Review Board (IRB) of Carl Sandburg College and has the responsibility for reviewing all research involving humans as subjects that is conducted by faculty, students, or other employees of the College. The Institutional Review Board provides the [Institutional Review Board Guide](#) regarding the use of human subjects, to assist researchers who submit applications to the HSRRB for their review. The IRB Guide discusses principles and policies related to the use of human subjects in research. An update of the guide is currently in progress.

#### 2.E.3.

Students are offered guidance in the ethical use of research and information resources through a variety of policies and methods. Board policies that guide students include [Policy 3.22 Copyright](#), which documents the intent of Carl Sandburg College to comply with intellectual property, copyright, and fair use guidelines. Sandburg also employs a Copyright Compliance Officer to ensure alignment with and execution of Policy 3.22. [Policy 2.17 Computer and Internet Acceptable Use](#), and [Policy 3.16 Discipline](#), charge the administration with establishing and implementing disciplinary regulations and procedures for student violations of college rules and regulations including plagiarism and other forms of academic dishonesty. These policies and practices are available to students in the [Student Success Guide](#) and the [College Catalog](#). More importantly, an explanation of plagiarism and the discipline associated with the practice of plagiarism are noted on all [course syllabi](#). The library provides a video and an introductory library tutorial, utilized for student instruction, on the ethical use of research and information resources. Faculty are trained in plagiarism policies and disciplinary practice in annual faculty workshop sessions.

#### 2.E.4.

Carl Sandburg College policies on academic honesty and integrity are documented in [Policy 3.16 Discipline](#) and [Procedure 3.16.1.1 Student Code of Conduct & Disciplinary Due Process](#). These documents can be found in multiple communications including the [Policy, Regulation & Procedure Manual](#), [The Student Success Guide](#), and the section on [What to Include in Your Syllabus](#) in the [Faculty Handbook](#). The success guide lists multiple policies and procedures including Academic Dishonesty, Computer Acceptable Use Policy, Copyright Infringement Policies and Sanctions, Student Complaint Procedures, and Student Conduct.

Regarding the enforcement of academic honesty and integrity policies, confidential data, without citing specific student information, indicated from 2009 to 2019, 81 cases of academic dishonesty were reported. The outcomes of these complaints resulted in an assignment of a failing grade in 15 cases. 51 of the cases resulted in the student receiving a grade of “F” for the test or assignment. Since 2019, there have only been 20 additional cases of plagiarism with zero instances resulting in an assignment of a failing grade. 13 students received a grade of “F” for the test or assignment. While the number of cases has risen, attributed to the shift to online learning as a result of the COVID-19 pandemic, the number of “F”s awarded has decreased dramatically. Sandburg considers this a positive shift, as it showcases faculty efforts to educate rather than punish struggling students.

## Sources

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- ACS\_8.1 What to Include in Your Syllabus\_03192021
- ACS\_ENG 102 Syllabus\_03192021
- PRE\_IRB Guide\_03192021
- PRE\_Policy 2.17 Computer and Internet use\_03192021
- PRE\_Policy 2.35 Data Assurance\_03192021
- PRE\_Policy 3.16 Discipline\_03192021
- PRE\_Policy 3.16 Discipline\_03192021
- PRE\_Policy 3.22 Copyright\_03192021
- PRE\_Policy 3.25 IRB\_03192021
- PRE\_Procedure 2.35.0.1 Data Assurance\_03192021
- PRE\_Procedure 3.16.1.1 Student Code of Conduct\_03192021
- SBS\_SSC 129 Description\_03192021
- SSS\_2020-2021 Student Success Guide\_03192021
- SSS\_2020-2021 Student Success Guide\_03192021 (page number 22)

## **2.S - Criterion 2 - Summary**

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The institution acts with integrity; its conduct is ethical and responsible.

### **Summary**

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The Carl Sandburg College Board of Trustees, Faculty, Staff and Administration are committed to acting with integrity and upholding conduct that is ethical and responsible. Stakeholders in the college are held accountable to Core Values of Excellence, Collaboration, Integrity, and Respect. All employees are expected to align their personal behavior with ethical standards, policies, procedures, and practices upheld by the institution. If there are concerns or complaints of behavior that violate these values, the College has policies and practices in place to address them. The Board of Trustees is autonomous to make decisions and is trained on fiduciary responsibility to fulfill its role of policy governance. While the Board has strategic oversight of the institution, it delegates administrative and academic responsibility to the President, Administration, Faculty and Staff. Academic Services are overseen by the Vice-President of Academic Services with shared governance by the faculty.

### **Sources**

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*There are no sources.*

## 3 - Teaching and Learning: Quality, Resources and Support

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The institution provides quality education, wherever and however its offerings are delivered.

### 3.A - Core Component 3.A

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The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### Argument

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#### 3.A.1

Carl Sandburg College continuously updates individual courses and respective programs through Program Review and curriculum revisions. These processes ensure both courses and programs are current and appropriate to student performance. Each department reviews the Academic Catalog annually to assess course offerings to ensure they are current and relevant prior to publication.

Sandburg participates in the [Illinois Articulation Initiative \(IAI\)](#), and all colleges and universities participating in this agreement accept a package of IAI general education courses in lieu of their own comparable lower-division general education requirements. Thus, Sandburg has 301 transfer-designed courses active according to ICCB.

Before changes to or the creation of courses and/or programs are sent to outside entities, Sandburg utilizes multiple internal steps to ensure the curriculum process is efficient and effective. This process revolves around the philosophy of [Shared Governance](#), and faculty are consulted in academic-related decision-making and the responsibility to serve on committees: [Regulation 1.2.1](#), [Regulation 2.4.1](#), [Regulation 2.4.3](#), and [Regulation 2.4.4](#). Curriculum change and new program proposals are examined by the department, Curriculum Committee, Faculty Council, and Faculty Assembly. The Program Development Team provides the final approval for all new programs. This process is confirmed in [Policy 3.3](#) and [Regulation 3.3.1](#).

In some instances, this process is not a smooth one. For example, the Career and Technical Education (CTE) department compressed an existing welding certificate into a one-year format to shorten the time from program entry to employment. The resulting change caused additional credit hours to be added to one semester. This created a monetary barrier for students who were awarded the [Galesburg Promise scholarship](#) as the allowable credit hours in one semester was exceeded. Following robust conversation in alignment with the aforementioned policies and regulations, a revised curriculum was presented and approved by [Faculty Assembly](#).

Sandburg recognized its Program Review process could be strengthened and Program Review was selected as the [Quality Initiative](#). The Program Review process itself will be further discussed in 4.A.1. The [Program Review Schedule](#) identifies which programs are responsible for assessments to ICCB.

Sandburg participates in a state advisory committee that provides guidance and strategic planning for the [State of Illinois program review process](#). The advisory committee is comprised of representation from multiple community colleges of various sizes in Illinois and is facilitated by the Illinois Community College Board and Office of Community College Research and Leadership at the University of Illinois. The Carl Sandburg College Dean of Institutional Planning holds a two-year seat on this committee.

To sustain high quality and relevance of courses and programs, career and technical education degree programs utilize both formal and informal employer advisory group feedback. For example, several programs incorporated the [Employability Skills Academy](#) to reinforce students' soft skills: [Advisory Feedback](#). The [Employability Skills Academy](#) is a sixteen-hour Academy committed to enhancing student success and provide learning experiences that may effectively improve the success rate in gaining and retaining employment. Graduates of the Academy earn a certificate of completion and one vocational skill credit. These Advisory Committees also contribute to curriculum revision: [Policy 3.1](#). Additionally, the State of Illinois is now requiring institutions to resubmit all Perkins-funded programs for approval to ensure that programs of study are progressive, accessible, incorporate challenging academic and technical content, align with industry needs, and lead to credential.

Several degree programs adhere to third-party accreditation standards for individual program(s) and profession(s). Those programs can be found in the [Academic Catalog](#). Sandburg aligns course and program requirements with 3<sup>rd</sup> party accreditors and state/federal compliance. The College currently holds accreditation for programs from The Accreditation Commission for Education in Nursing, Illinois State Board of Nursing, Committee on Accreditation of Education Programs for the Emergency Medical Services Professions, The Commission on Dental Accreditation, Commission on Accreditation of Allied Health Education Programs and The American Board of Funeral Service Education. Each accreditor outlines standards and student performance required to remain accredited. The guidance provided through standards and performance measures ensure that students who complete the accredited program can attain licensure and are well prepared to enter the workforce.

Sandburg also participates in [Partnerships with Other Colleges/Universities](#). [IAI approved courses](#) are reviewed for updates every five years, in which updated syllabi are required for continued approval. Transferrable courses that are not general education courses follow a different process: [Form 13](#). After a transfer course is approved by Faculty Assembly, the Executive Assistant to the VP of Academic Services circulates Form 13s, along with Sandburg's coordinating course brief and syllabus, to six Illinois universities (specifically, Northern Illinois University, Eastern Illinois University, Western Illinois University, Southern Illinois University, Illinois State University and Bradley University). It is required that at least three of the universities return the Form 13 demonstrating acceptance of the course for transfer credit before the new course can be submitted to ICCB. Additionally, Sandburg has partnerships with private institutions who do not participate in IAI, like Knox College and Monmouth College, where Sandburg courses transfer directly. Sandburg also has a partnership with the Saint Francis Medical Center College of Nursing, which offers five guaranteed seats into their BSN program to qualifying students upon completion of the RN degree at Carl Sandburg College.

### 3.A.2.

Carl Sandburg College offers undergraduate education at the Associate Degree level and certificates for liberal arts, sciences, career, technical, and health fields.

All Associate Degrees are articulated, and the requirements for said degrees can be found in the [Academic Catalog](#). In addition to course and course sequence information, the catalog provides information regarding working conditions, employment opportunities, accreditation, licensure, department contact, faculty and facility. Additionally, information including, but not limited to, application, estimated cost, sample schedule, and student organizations is available on the [program pages](#) organized by pathways. When viewing the requirements for an [individual](#) program, the prospective student can ascertain requirements of the individual award, both in terms of general descriptions and specific credit hour requirements to earn the award.

All Sandburg programs and courses utilize [General Education Outcomes \(GEOs\)](#). GEOs are institutional-level learning outcomes embedded at the course-level. Upon completion, Sandburg students will be articulate in communication, critical thinking, cultural diversity, information technology, and quantitative skills. GEOs are tied into learning objectives for every course taught at Carl Sandburg College and noted in the approved course briefs and course syllabi. Individual programs communicate unique [Program Goals](#) per third-party accreditor, state, or individual assessment requirements and preferences.

### 3.A.3

Carl Sandburg College adheres to a standard course brief which includes learning objectives, [GEOs](#), and course outlines, for each individual course. Regardless of class modality or class location, the learning objectives are met, as documented in the [Course Briefs](#).

Carl Sandburg College developed and utilized an internal syllabus template; however, during Fall 2018, Sandburg modernized their [syllabi](#) with Concourse, an automated syllabus generator, to ensure consistency, efficiency, and ADA compliance.

Regardless of class modality, all instructors fulfill the same requirements for their courses. For online courses, Sandburg provides an [Accessibility and Online Course Standards](#) Form and an [Online Course Form and Standards](#) in order to safeguard those objectives for students. In addition to online and dual credit courses, Sandburg also offers hybrid courses. These courses utilize the same [Online Course Form and Standards](#) as online classes.

Dual credit courses fulfill the same requirements, as Sandburg's dual credit faculty and students are treated as any other Sandburg faculty or student. Sandburg ensures this process by following the same requirements for non-dual credit courses: maintaining minimum instruction for credit awarded, assurance of qualified faculty requirements, and access to student supports. The largest amount of the dual credit student population is taught via online courses, while the smaller amount of the dual credit student population is either taught at the high schools or embedded directly at Sandburg's campuses. Both scenarios dual credit and non dual credit meet the approved and documented requirements. All additional locations are on file with HLC, as demonstrated with [Approval of Additional Locations](#). In addition, a [Site Checklist](#) was established to ensure consistency between all sites.

Sandburg values professional development. Faculty are offered training across all campuses in all modalities in multiple ways, including Faculty In-Services, Faculty Moodle Orientation, and TechConnect. To support transitioning to online instruction after the pandemic in 2020, the University of Illinois Center for Innovation in Teaching and Learning (CITL) hosted a [virtual workshop](#) for interested full-time and adjunct faculty during the Summer 2020 semester. This opportunity contributed to the topics included in the Fall 2020 Faculty In-Service.

Sandburg's [Faculty In-Services](#) provide professional growth opportunities for all faculty enrich their contribution to the College mission. At the beginning of the fall and spring semesters, full-time faculty participate in the day-long event. The Faculty Growth and Assessment committee forms the agenda based upon faculty input, collaborates with administration, faculty and staff to secure presenters and facilitators, and follows up with faculty evaluation. Sessions focus on pedagogy, technology tools, student resources, and strengthening of the professional community. Keynote speakers have included [Ryan Cumpston](#), [Tony Franklin](#), and [Claire Howell](#). Adjuncts are invited to attend. Individuals unable to attend are offered an additional evening [In-Service](#) each January to provide accessibility and participation. The [Adjunct In-Service](#) is a different event that covers similar but not identical topics.

The Faculty Moodle Orientation helps faculty orient themselves with the Moodle Learning Management System, which is utilized by Sandburg's online, hybrid, and face-to-face classes. Moodle incorporates convenient grading tools that are easily accessible for students and ensures consistent management for faculty. Students are automatically enrolled in Moodle courses based on the official class roster.

The opportunity to participate in [TechConnect](#) is available for all faculty annually. This workshop is scheduled during the summer and facilitated by the Faculty Teaching and Learning Center (FTLC). Topics range from online pedagogy to outcomes assessment, but each workshop incorporates hands-on training allowing faculty to apply the techniques they have learned.

Sandburg utilizes a [Course Workload Estimator](#), which assists each faculty member in calculating the estimated student time obligation included in the course. This tool, from Rice University Center for Teaching Excellence, demonstrates that students are expected to spend a minimum of two hours outside of class for every hour in class, and this expectation is incorporated in each course syllabus.

Any course must be approved by the Dean or Associate Dean before it can be offered as dual credit course. The instructor must meet the same qualifications as any other instructor of that course or program and must formally apply and provide a resumé/curriculum vitae and official transcripts for consideration and approval by the Dean or Associate Dean. Once the course and the instructor are approved, the instructor must submit a syllabus to the Dean or Associate Dean for each semester that the course is offered for dual credit. The syllabus must meet the learning objectives of the course as stated in the approved course outline.

Sandburg was making the transition to offering more virtual instruction, but Spring 2020 further advanced those efforts. For example, in the Humanities and Fine Arts department, the Associate Dean set a Key Performance Indicator (KPI) to generate more online classes taught by full-time faculty. In addition, Sandburg offers a CNA course, NUA

105.101BX/101DC and 801BX/801DC. This course is blended: the theory is online, and the lab and clinical are face-to-face. Using this modality allows Carthage to have a CNA class and program at their campus while adhering to the Illinois Department of Public Health guidelines.

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## 3.B - Core Component 3.B

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The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

### Argument

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#### 3.B.1 and 3.B.2

Carl Sandburg College offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments. The first two sub-components in Criterion 3B relate to the embedded general education program at Carl Sandburg College.

Sandburg's general education program is the foundation of all associate degrees awarded.

Sandburg offers a wide variety of programs leading to degrees and certificates to serve a variety of student needs. The Associate in Arts (AA), Associate in Science (AS), or Associate in Fine Arts (AFA) degree is for those students planning to transfer. In support of our Associate in Arts and Associate in Science degrees, Sandburg offers areas of concentration to guide the student in completing courses in a selected discipline. To graduate with an associate degree and an area of concentration, the student must successfully complete the required courses in the degree plan for the specific area of concentration. If the student meets all degree and graduation requirements, the associate degree with the selected area of concentration will be listed on the student's transcript. In addition, Sandburg offers Career and Technical Education (CTE) and Health Professions (HLP) programs through a Certificate, which may be completed in as little as nine months, or as an Associate in Applied Science degree, which may be completed in as little as two years. This specialized approach to education results in graduates who enter the job market with highly marketable skills and backgrounds.

A general education curriculum provides an opportunity for students to acquire some breadth of knowledge, proficiency in skills that are deemed to be commonly shared by those receiving a college education and allows students to gain competence in pursuit of intellectual inquiry and the examination of personal, social, and civic values.

Sandburg is committed to general education and includes appropriate general education coursework in all degrees as well as many of the certificates. These courses are identified in the catalog description as a general education core or an elective course: [SOC 101 Course Description](#), [BIO 101 Course Description](#), [SOC 205 Course Description](#), and [BIO 211 Course Description](#).

Carl Sandburg College's general education program is born of Sandburg's mission and the [Illinois Articulation Initiative \(IAI\)](#). Since Sandburg offers both technical and liberal arts education, and because some programs must meet third party accreditation standards, the general education requirements differ between various programs. Regardless of an individual student's educational focus, Sandburg utilizes [General Education Outcomes \(GEOs\)](#) for all classes to streamline general education. GEOs are Sandburg's educational outcomes: once students complete Sandburg (i.e., with a degree, certificate, or transfer), they will be articulate in communication, critical thinking, cultural diversity, information technology, and quantitative skills. These GEOs were established by the faculty-led Outcomes Assessment

Committee in 2011 and are embedded at the course level: OAC Minutes [4.1.11 \(Official Name Change\)](#), [minutes 10.2.11 \(collapsing eight goals into five\)](#), [minutes 11.4.11 \(beginning rubrics\)](#). The OAC designed GEO Rubrics for faculty to utilize when completing their CARs. These rubrics were first established in Spring 2012 and have been continually updated to enhance the assessment process: OAC Minutes [minutes 2.3.12](#) and [9.7.12](#). The last update was Summer 2020.

Course objectives in every course are aligned to at least one GEO and have been examined by Sandburg's faculty-led Curriculum Committee. As part of our classroom assessment process, GEO progress is assessed and reported in the [Annual Assessment Report](#). GEO assessment is gathered because it is embedded directly into the [Classroom Assessment Report \(CAR\)](#). All instructors, both full-time and adjunct, are required to conduct a CAR annually. The main purpose of the CAR is to apply appropriate outcomes assessment techniques, share outcome data and best practices with colleagues are included in the Annual Assessment Report.

GEOs are reviewed annually by the OAC. During Fall 2019, the [OAC recommended to the faculty](#) to update GEO 3, Cultural Diversity, to Liberal Arts and Cultural Literacy. To further facilitate discussion, the [Assessment News Fall 2019](#) prompted all faculty to provide input on this update. After much discussion amongst all faculty, especially the OAC and Curriculum Committee, the consensus was to [not update GEO 3 itself but rather update the rubric](#).

While GEOs are utilized on both the transfer and non-transfer sides of the institution, occupational programs may also be required to meet accreditation standard from their affiliated organizations. Sandburg's program faculty, deans, and associate deans work collaboratively with 3<sup>rd</sup> party accreditors to ensure student learning outcomes are appropriate, align with certification and licensure, and provide students with opportunities for success. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

### **3.B.3.**

Carl Sandburg College celebrates the diversity and inclusion of our student population and is committed to provide an educational environment that exposes students, faculty, and staff to the cultural differences found within our community, country, and around the world as articulated in the [Diversity and Inclusion Policy](#).

Sandburg also protects students' rights through the Board [Policy on Anti-Discrimination 2.10](#) and the Board [Policy on First Amendment Guarantees 3.4](#).

Sandburg recognized the importance of cultural diversity and multiculturalism as highlighted in in the [General Education Outcome](#). This specific outcome criteria provides students awareness of differences among people and stereotypes; builds knowledge of diverse ideas, perspectives, and experience; and engages others with civility, empathy, honesty, and responsibility, and work well in an environment with a diverse population.

Each program in Allied Health departments have cultural diversity as part of their curriculum. Nursing teaches about cultural diversity, for example, in the first year as it relates to nursing practice: NAD 105 and NUP 105.

Sandburg's diversity efforts are further initiated by the Coordinator of Diversity and Recruitment through formal and informal educational programs. Several examples are listed on the [Office of Diversity and Inclusion](#) webpage. Two programs that highlight Sandburg's diversity efforts are Men of Distinction and Women of Character: the purpose of each group is to continually strengthen the bonds between men and women respectively; develop leaders through community service, while increasing cultural awareness both academically and socially on Carl Sandburg College's campus and throughout the community. Both clubs are premier honorary organizations that focus primarily on building relationships with first and second-year students to help them become successful throughout their college experience. The Coordinator of Diversity also advises, and mentors underrepresented students on an individual and organizational basis.

To further recognize human and cultural diversity, Sandburg has hosted multiple speakers—two noteworthy speakers are Dion Clark and Steve Pemberton. Both speakers' focus pertained to understanding students of color and the challenges those students face through the individual experiences they faced.

During Fall 2019, TRIO SSS hosted a speaker who concentrated on the challenges of being a first-generation student: [Postcard FG Celebration Day](#). During Summer 2020, the Director of TRIO SSS and another TRIO support staff

member participated in a class presented by Dr. Taleah Dummer-Ferrell to learn about how to support students of color at a predominantly white institution: [Underrepresented at a PWI Syllabus](#). Due to the insight gained from this course, counselors, academic advisors, and student support services staff members participated in a virtual seminar presented by Dr. Dummer-Ferrell covering the same topic.

Faculty participate in training pertaining to cultural diversity at semi-annual in-services. During Spring 2018, [Sandburg hosted a speaker, Tony Franklin](#), who provided diversity training. In the spring of 2020, Robert Glatz from Lincoln Prairie Behavior Health Center provided LGBTQ+ sensitivity training which focused on communication [Spring 2020 Workshop](#).

### 3.B.4

Faculty, students, staff, and administrators contribute to scholarship and the discovery of knowledge through creative work. In the fall of 2017, students used the knowledge gained in ICT 135 under the instruction of Dr. Herath to compete at the Consortium for Computing Sciences in Colleges (CCSC) [Midwest Region Conference](#). In the fall of 2019, ICT students collaborated with CRM students on a Mock Crime Scene Investigation which offered students outside the program areas to ask question and learn more about both areas of study. Students who are enrolled in ENG 141 staff Sandburg's literary magazine, the [Phizzogs](#). Students work together to promote the magazine and manage the intricate submission, review and publishing process. Artwork and creative writing submissions are received from faculty, students, staff, and administrators. Sandburg faculty and students further contribute to creative work in the [Lonnie Eugene Stewart Gallery for the Student Art Show](#). The Art Program Coordinator and Gallery Director is responsible for the gallery's layout and oversees multiple art shows throughout the year. The theatre instructor is also charged with hosting plays at Sandburg, which involve students in the [production and performance](#) for community members. Students are involved in theatre productions as technicians, designers, stage managers, performers, and front of house staff for each production. Sandburg's welding program hosts [Welding Contests](#) and [Welding Competitions](#).

[Study Abroad](#) programs and other student travel opportunities, in alignment with the Illinois Consortium for International Studies and Programs [[link to webpage](#)], are available to all Sandburg students. International trips are coordinated by faculty and staff members, usually along with a guide from the destination they choose, allowing participants to engage directly with citizens through cultural and educational exchanges.

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## 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

### Argument

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#### 3.C.1.

Carl Sandburg College's [Strategic Plan](#) specifically identifies "strengthen human resource capital" as an area of focus for the institution. Although our [current employee base is inclusive](#), it is important to building upon current capital. As an equal opportunity/affirmative action employer and educator that complies with all applicable federal, state, and/or local laws prohibiting discrimination. [Policy 2.10](#), Sandburg strives to "cultivate a commitment to inclusivity in hiring." Human Resources has identified a [KPI](#) to align with this overarching goal. The Director of Human Resources, has attended [training](#) on how to attract more diverse faculty and staff: Minority Faculty/Staff Recruitment and Selection Committee Diversity Training. All Sandburg employees who serve on employment search committees must [complete diversity training](#) that discourages biases: [Interview Committee Diversity Training](#). Furthermore, all Sandburg employees are required to complete an interactive diversity training annually. This training helps participants to be mindful of diverse student populations as well as diverse faculty and community populations: [Certificates of Completion](#).

#### 3.C.2

Carl Sandburg College employs adequate numbers of both full-time and adjunct faculty per class size and student enrollment faculty trend. The ratio of students to faculty is 12:1 as reported in the 2020 [IPEDS Fall Enrollment Survey](#). Sandburg has decreased the ratio of student to faculty for the past five year. It is also important to note that Carl Sandburg College faculty have strong continuity as seen through [longevity](#) with the institution.

Sandburg's full-time faculty follow the [Policy, Regulation & Procedure Manual](#). These expectations outline faculty responsibilities for teaching, professional development, involvement in their academic programs, and involvement at Sandburg and in the community. Adjunct faculty refer to the Faculty Handbook for guidance on faculty expectations and how to administer their courses. The following policies, regulation, and procedure provide faculty specifics on roles and responsibilities: [Policy 1.2](#), [Policy 2.39](#), [Regulation 2.4.1](#), [Procedure 2.4.0.1](#), and Procedure [3.24.0.1](#).

A shared governance system is established at Sandburg, which includes a monthly Faculty Assembly meeting, where all full-time faculty attend: [Policy 1.2](#), [Policy 2.4](#), [Regulation 2.4.1](#), and [Procedure 2.4.0.1](#). [Committee Assignments](#) are also a part of the shared governance system. Both departmental and committee information are shared at Faculty Assembly amongst faculty members, as well as invited administration members. All additions and changes to curriculum are passed by faculty members of the Curriculum Committee, and these changes are then approved by all faculty at Faculty Assembly; likewise, all additions and changes to assessment are implemented by faculty members of the Outcomes Assessment Committee, and these changes are then highlighted during Faculty Assembly.

#### 3.C.3.

Carl Sandburg College follows the HLC requirements for qualified instructors. For those teaching in our general education courses, qualified faculty must possess a minimum of a master's degree in the discipline they wish to teach. If they do not have a Master's in the discipline, then the qualified faculty must hold a master's degree in another discipline and eighteen graduate credit hours in the discipline they wish to teach. For those teaching career, technical, or health professions, qualified faculty must possess a minimum of 2,000 hours of on-the-job work experience and field specific credentials when applicable. All dual credit faculty follow the same process and require the same credentials. It is important to note that some programs, like Nursing, require faculty be master's prepared. Sandburg requires that faculty have one level above the credential they teach if appropriate.

The college maintains a [Qualified Faculty Rubric](#) on faculty. The rubric documents qualifications of education, teaching experience, industry credentials, receipt of official transcripts for the highest degree and/or certificates earned, and verification from employers of the 2,000 work hours completed.

In addition, all faculty are provided with job descriptions that list the minimum degree required and/or preferred degree. In the case of the CTE faculty job descriptions, the 2,000 hours in the skill or trade along with other required certificates or licenses are posted.

#### **3.C.4.**

Carl Sandburg College evaluates its faculty regularly in a number of ways in addition to the established tenure process: Policy 2.2 and Regulations 2.2.1, 2.2.2 and 2.2.3.

Student Evaluations occur consistently at Sandburg. All faculty members are evaluated by students at least once a year. All sections taught by non-tenured faculty and adjuncts are evaluated by students once a semester. All adjunct faculty have at least one student evaluation each semester for the first three years of instruction. After the first six semesters, adjuncts faculty are evaluated as needed or requested by the faculty. Student evaluations are conducted for full-time, tenured faculty annually. Instructors receive information from evaluations after the conclusion of the semester so they can assess and improve their courses. Non-tenured faculty's evaluation results also go to the Tenure committee, Deans or Associate Deans, and VP of Academic Services. During the tenure process, faculty might choose to discuss one of these outcomes per student evaluations. Tenured faculty's evaluations only go to the faculty member. Adjunct faculty's evaluations also go to the Deans or Associate Deans and VP of Academic Services.

Classroom Observations are uniform for all faculty. For non-tenured full-time faculty in the tenure process, the Tenure Committee is responsible for distributing blank forms, collecting completed evaluations, distributing copies of the assessments, and serving as the depository of all the evaluation documents. For tenured faculty and adjunct faculty, Deans and Associate Deans are responsible for the aforementioned process. The purpose of this evaluation process is to improve instruction, to help the individual faculty member improve his or her level of job performance, to make a basis for year-end recommendation for rehiring, and to provide information for making a tenure recommendation/decision.

In addition to supervisor and student evaluations, new faculty are provided faculty mentors from the Faculty Development and Growth and Assessment Committee as they proceed through the tenure process. The [Mentoring Process](#) is not limited to new faculty [*link to form*]. Tenured faculty can also participate in [Voluntary Mutual Mentoring](#). Include some specific outcome of continuous improvement in teaching or professional development that resulted from evaluations and mentorship.

#### **3.C.5.**

Carl Sandburg College highlights the importance of professional development into the [Strategic Plan](#), D.3.4: Ensure professional development opportunities for college employees. Sandburg has tools available for both full-time and adjunct faculty to stay current in their disciplines and to be skilled in their teaching roles.

Sandburg offers Credit for Professional Activities. Sandburg grants faculty credit for completing professional activities. Credit is awarded for advancement on the salary schedule for participation in professional activities, which are approved in advance by the Vice President of Academic Services. Coursework at an accredited university is also awarded credit. A revised form has been implemented to make granting credit for professional activities more efficient. Sandburg provides opportunities for sabbatical leave and faculty tuition reimbursement. According to the [Professional Negotiations Agreement](#), a faculty member who has served six consecutive years without a sabbatical leave at Sandburg is eligible upon request for sabbatical leave.

Sandburg's Faculty Growth and Assessment and Development [[link to committee participants](#)] committee is focused on enhancing the professional development of their peers. This committee concentrates on mentorship assistance, faculty support, and curriculum projects in addition to funding professional development activities and leading the Faculty In-Services at the beginning of each semester. These Faculty In-Services are comprised of internal speakers as well as outside speakers: Spring 2015 Faculty Workshop Agenda, Fall 2017 Faculty Workshop Agenda, and Spring 2019 Faculty Workshop Agenda [[link to agendas](#)].

TechConnect is an annual opportunity led by the Faculty Teaching and Learning Center (FTLC) for both full-time and adjunct faculty to participate in workshops offered by Instructional Technology to keep up-to-date with new technology and teaching and learning tools to best educate students: [TechConnect 2015 Agenda](#), [TechConnect 2018 Agenda](#) and [TechConnect 2020 Agenda](#). The FTLC uses our LMS to house resources, provide experiences, and offer collaborative opportunities for faculty.

[The Curricular Assessment Handbook: CAR Manual](#) is a resource document that educates faculty about outcomes assessment at Sandburg as it pertains to the Classroom Assessment Report (CAR). The CAR is a requirement of all faculty, both full-time and adjunct, and is submitted once every academic year. This manual helps faculty to identify outcomes assessment characteristics that define the process; understand classroom-level assessment; apply appropriate outcomes assessment techniques in an annual CAR to submit to the Outcomes Assessment Committee (OAC); and share data with colleagues to analyze and evaluate best practices at the classroom, programmatic, and/or institutional levels of assessment. All faculty have access to the CAR Manual and other assessment resources including GEO rubrics, Assessment Newsletters, and past CARs from all departments through a course in our LMS.

### 3.C.6

Carl Sandburg College full-time faculty members hold a minimum of five Office Hours per week in accordance with the Faculty Provisions of the [Professional Negotiations Agreement](#). These requirements ensure availability of faculty to students for a variety of reasons and encompass a minimum of three working days. Furthermore, all full-time faculty members are on Sandburg's campus for an average of thirty hours, with a minimum of twenty-five hours, including class time, posted office hours, and general preparation time. Overload hours are excluded from this on-campus time commitment.

Adjunct faculty are [contractually obligated](#) to be accessible for student inquiry and provide students with accurate and timely feedback.

During the pandemic, while Sandburg was closed, faculty still upheld these obligations, but they did so virtually. Many faculty increased their accessibility through holding additional office hours and facilitated study groups.

### 3.C.7.

Sandburg strives for [well-qualified staff](#) who understand the needs of our students. All staff members have job descriptions that detail the job responsibilities and minimal skills, experience, and educational background required or preferred for new hires. Preference is given to staff who successfully communicate with students of all ages, regardless of socio-economic status, sex, or race. Many of Sandburg's [interview questions](#) focus on determining if the perspective employee has experience working with community college students, can communicate with people from various backgrounds, can understand the challenges community college students face, and can be an advocate for students traditionally under-represented in higher education. Sandburg determines where a position falls based on factors like current similar positions and/or required education as determined by the industry or possibly ICCB regulations. Sandburg has a required qualification and then preferred qualification. For our TRIO programs, the TRIO regulations strongly encourage hires have professional or personal experience in overcoming barriers similar to those of TRIO eligible students.

Sandburg offers professional development opportunities for staff. A [Professional Development Day](#) is held annually where sessions related to growth and development are offered to all staff. Due to the pandemic, Professional Development Day was not held in 2020. Staff have opportunities to attend conferences related to position and departments provide separate trainings through external sites. Staff are also invited to attend professional development offered to faculty, for example Invisible-Disabilities-Visible-Support, Cyber Security and Awareness, and Generational Differences. Staff also participated in a training on Mental Health First Aid during the [Spring 2019 Faculty Workshop](#). Additionally, the professional development team began offering virtual sessions in Spring of 2020. Sessions are created

based on expressed interest from employee surveys. Examples of sessions held include time management, virtual communication, and customer service. As with faculty, Sandburg offers tuition reimbursement to all employees for furthering their education and free tuition at Sandburg for employees.

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## 3.D - Core Component 3.D

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The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

### Argument

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#### 3.D.1.

All Carl Sandburg College students have access to student support services throughout their educational journeys, regardless of location or modality—that is whether the student is full-time, part-time, or dual credit, and whether that student attends face-to-face at main campus, the branch campus, the Annex, a dual credit high school, or virtually. Sandburg offers multiple services to help students succeed, including, but not limited to, the following list:

- Academic Advising,
- Business Services,
- Bus Ridership,
- Career and Personal Counseling,
- Career Services,
- Disability Support Services,
- Financial Aid,
- Food Bank/Resource Room,
- Retention Services,
- Student Life,
- Testing Center,
- TRIO Student Support Services,
- Tutoring Services, AND
- Veterans Services.

Additionally, Sandburg provides Library, Technology, and Diversity services for all students.

Dual credit students have the same access to Student Support Services as do more traditional students. Academic advising, counseling, disability support, tutoring, library services, financial aid, activities, and food resources are available to all students. Also, dual credit students are issued a college ID that grants them access to Sandburg athletic and student life events, as well as any discounts provided to college students by area businesses. Students are informed of these resources during Parent/Student Dual Credit Information Nights, during Orientation and, again, as needs are identified during the semester. Sandburg also ensures the high school counselors are aware of these resources. The high schools have a Dual Credit bulletin board on which dual credit announcements, the Insider, and other items of interest are posted.

The Bookstore also works with students at a distance. Textbooks and other items can be purchased online and shipped to the Branch or to the individual. If such items arrive at the Branch, the student is called to let him/her know the items are available for pickup.

Dual credit students have additional avenues, too. Those taking classes onsite at their high schools, have access to services the high school provides, such as counseling, library services, and disability support. The high school and the College work together to meet the needs of dual credit students. Dual credit students are welcome to attend student

events and participate in student clubs. Specifically, dual credit students have enjoyed activities offered by the Sandburg Tech Squad and utilized the E-sports arena.

Since Sandburg is committed to providing support for student learning, the Student Services Committee facilitates surveys every year to identify areas Sandburg can improve upon. Sandburg alternates between the [CCSSE Survey](#) and the [Noel-Levitz Survey](#), resulting in assessments for each survey every other year. The former evaluates student engagement, while the latter evaluates student satisfaction. Sandburg utilizes both surveys for multiple reasons, but both surveys provide Sandburg with data on how to best provide student support services suited to the needs of its student populations.

Some examples of how Sandburg has utilized this data is as follows:

- The parking lot lights on the Main Campus have enhanced by brighter and more directed lighting and the security camera system was improved;
- Furniture was added to several study areas;
- Face-to-face tutoring was expanded on a district-wide basis, and online/virtual tutoring was added;
- The Library was remodeled with the addition of technologically equipped study areas for small group collaboration;
- The number of online resources were increased in the Library;
- Efforts were made to attract a developer to provide off-campus student housing, and the Villas were built;
- An agreement was reached with the Galesburg Transit System to provide free rides to Sandburg Students; AND
- Hours of service were increased in the Financial Aid , Admissions and Records, and Advising & Counseling Offices.

The three TRIO programs at Sandburg also provide student support services suited to the needs of its student populations by offering college access and success to eligible students. TRIO programs are administered and funded by the United States Department of Education. Sandburg's TRIO SSS program provides support and guidance to eligible students during their time at Sandburg. The goal of this program is to help participants graduate from Sandburg and transfer to a four-year college or university in pursuit of a bachelor's degree. Sandburg has hosted a TRIO SSS program since 1997. Sandburg received its first TRIO Upward Bound grant in the Fall of 1999. Beginning with the 2019-20 academic year, the Sandburg TRIO Upward Bound program entered its fifth grant cycle. Sandburg's TRIO Upward Bound Math-Science program is designed to prepare first-generation and income-eligible college bound students for success in higher education. The goal of this program is to help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in those fields. Sandburg received its first TRIO Upward Bound Math-Science grant in the 2017-2018 academic year.

### 3.D.2.

Carl Sandburg College provides learning support through the [Student Support Services](#) office, which is centrally located on the main campus but is also available for additional locations, including online.

[Face-to-face Tutoring](#) is available for all Sandburg students through the Tutoring Center, located on the main campus. The Tutoring Center acts as a hub of tutoring activity and reaches beyond the bounds of the Tutoring Center itself and beyond the main campus in Galesburg. Tutoring is widely accessible for all Sandburg students in multiple ways: in-person at the Galesburg and Branch campuses, online, and via Teams.

[Online Tutoring](#) [[link to brochure](#)] is gaining more popularity in today's technological climate, for students who take face-to-face classes, not just online students, have been utilizing this service. Sandburg contracts with Brainfuse, a company offering online tutoring services and study aids, to provide free, 24-hour tutoring. Brainfuse offers their one-on-one live tutoring service via computer, tablet, or smartphone.

[Disability Support](#) is available for all Sandburg students who qualify. Students with disabilities have the same right to equal access to education as non-disabled students. Sandburg provides the following accommodations:

- Alterations to the physical environment;
- Classroom supplements and tools;
- Testing support, including providing a reader, testing in an alternate location, and extended testing time; AND
- Permission to use tools and services in the classroom (voice recorders, guided dogs, ASL interpreters, etc.).

Sandburg offers preparatory instruction in the subjects of English and math.

For English, placement is determined by appropriate [Placement Test Score](#) of Accuplacer, SAT, or ACT scores. The Illinois Community College Board (ICCB) has advocated co-requisite instruction for development courses. In Sandburg's model, ENG.097 will become the co-requisite to support students in the successful completion of ENG.101. Students who scored just below the required score for ENG.101 can take ENG.097 the first 8 weeks of the semester and ENG.101 the second 8 weeks. This allows students to complete ENG.101 in one semester.

Math, placement is determined by multiple measures. If students have qualifying scores on their SAT or ACT or have taken high school courses of Algebra 1 and 2, and Geometry all with grades of C or better, the student can enroll in a college level math course. If the student does not meet these requirements, then the student is placed in a math class based on their Accuplacer scores.

For students who are close to placing out of developmental math courses, like MAT 085 and MAT 098, Sandburg offers the co-requisite 1-unit course MAT 089 that students take with MAT 109. It allows students to bypass the developmental courses. Each week these students meet an additional hour to review key concepts and/or get extra support so they can be successful in MAT 109.

Sandburg, the Regional Office of Education (ROE), and the Illinois Community College Board (ICCB) have received grants to work with the high schools in the district to create transitional math courses that will allow students to bypass developmental math courses. The transitional math courses are for high school seniors who, if they earn a C or above, can take Sandburg's MAT 109, MAT 110 and SSC 120 courses without placement testing. Sandburg worked with Knoxville High School to create a transitional math course and obtained approval by the State for portability. Portability allows the course to be accepted at all Illinois community colleges and some participating universities and helps students avoid remedial math courses. Students' ability to use this course as a prerequisite is limited to 18 months. Sandburg has a local committee to approve high schools' transitional math courses.

In addition, Sandburg is also working on a co-requisite. The idea is that students avoid taking a whole semester of developmental courses before taking a general education math course, since they could take it at the same time; this is limited to students with some deficiencies as indicated by a placement test score. Sandburg currently only has this option for MAT 109 but is planning on incorporating more.

Sandburg uses multiple measures to ensure students are enrolled in classes appropriate for their academic preparation and demonstrated abilities. Students have options to provide prior standardized assessment scores and/or high school transcripts to show they meet the required levels to opt out of taking the college's entrance assessment, Accuplacer Next Generation. Students meet with their assigned academic advisor for an initial hour-long advising appointment where the advisor reviews the student's previous academic transcripts, standardized tests scores when available, and interviews the student to ensure selection of appropriate degrees or certificate programs, as well as appropriate course placement, including prior learning credit.

### **3.D.3.**

Carl Sandburg College has a comprehensive and organized program of academic advising along with career and personal counseling. All students are required to meet with their assigned academic advisor prior to registering for classes. This appointment is traditionally conducted in person but can also be achieved via phone, Microsoft Teams, or email. The Branch Campus is staffed with advisors, and other locations are also visited by the advising staff. The [academic advisors](#) serves as a valuable information resource to the student in the areas of program requirements, college graduation requirements, and transfer coursework. Requiring all students to meet with their assigned academic advisor is a fairly unique practice, as most other schools only require incoming freshman to meet with an advisor prior to enrollment, but Sandburg believes students thrive with direction and guidance.

Sandburg's advising staff specialize in programs, so they are well-versed in the curriculum, admission requirements for our limited enrollment programs, and the

rigor and requirements of these programs. The advising staff also stay in communication with the Deans/Associate Deans, program coordinators, and faculty associated with their assigned programs to remain current to better advise students.

During the first academic advising appointment, the advisor learns about the career goals of the student, their intended major, possible transfer schools when applicable, and other information such as work schedules, reliable transportation, and other commitments that might interfere with the student's academic pursuits. The first advising appointment is typically scheduled for an hour to give the student and advisor time to get to know one another, explain the intended degree plan, register for courses, and answer questions. The advising staff use [Student Planner Software](#), which allows the advisors and students to plan out their academic schedule to complete the degree or certificate. This software provides course planning, scheduling and degree/certificate tracking through the mySandburg portal, which affords real-time access to students and advisors. This software allows for easy changes and corrections as the student progresses through their program and gives them a target completion date to work towards.

Additionally, Sandburg offers [Career Counseling Services](#) for both new and returning students who are having difficulty choosing a career and academic program. Two full-time faculty career counselors are available to assist students with the career decision-making process. Both members of the counseling staff have completed a master's degree in counseling or a related field.

Counseling and advising staff also may assist students by utilizing [Career Cruising](#), an on-line career counseling resource that is free for all Sandburg students. Career cruising offers an interest survey with 116 items which, when completed, ranks the top 40 occupations for students to consider. Career Cruising also provides a thorough and current occupational research component, which includes projections for growth or decline, wages and benefits, typical career paths, and interviews of individuals employed in the profession. Career Cruising also provides students with links to the websites of colleges and universities that offer educational programs needed for employment in a specific field. Currently, the data on usage reflects significant use, with the 2019 totals at 7,370: [Career Cruising Usage](#).

Students who are undecided also have the option to enroll in the career development class, entitled [PSY.152: Career and Life Planning](#). This one-semester hour transferrable course assists the undecided student with the process of making a well-informed and insightful career decision. Personality assessments, interest inventories, and value assessments are administered to generate insightful career options and to assist students as they clarify and coordinate their career and personal goals. Common decision-making obstacles are explored through the use of the Career Thoughts Inventory. This instrument identifies the student's readiness to commit to a career plan and also provides insight to personal beliefs that may be hindering the student's ability to commit. Students complete the CTI as a pre and post-test for the course to identify progress and to recognize hurdles that may remain after completing the course. In addition, guided occupational research, individualized career counseling sessions, and academic-planning activities are utilized to help students produce tangible career and academic plans upon completion of the course.

### **3.D.4.**

In terms of technological infrastructure, [The Faculty Teaching and Learning Center](#) (FTLC) provides technology support services for faculty. The FTLC helps faculty implement pedagogical strategies and techniques (detailed in Criterion 5.B.2) that make a significant impact on student engagement and success.

In terms of performance spaces, the Theatre seats 185 people and has recent upgrades and modifications:

- New light and sound system electronics
- New, safer tech booth that meets accessibility standards
- Increased storage space
- Compliant chemical storage

The Lonnie Eugene Stewart Gallery is a large and versatile gallery space that is utilized for four installations a year, including our juried student exhibit. It is also used to host events for students, the Board, and the general public.

[Sandburg's Library](#) has physical library spaces at the Main Campus and the Branch Campus. The libraries are open fifty hours per week when classes are in session. The Main Campus library has a large computer lab and designated study rooms. It also includes study carrels, bar seating near the windows, armchairs, and large tables for group study. Several of the tables have been surfaced with whiteboard paint for collaborative work. The Branch Campus also has study space and computer stations available for student use.

The library has three rooms for individual or small group study; each of these contain a large TV monitor and peripherals for projecting a student's laptop screen. One study room additionally contains a laptop already connected to

the TV and an Apple TV.

The main campus library recently created a MakerSpace which can also serve as a classroom. The MakerSpace contains two 3D printers, one GlowForge laser cutter, a Silhouette Cameo cutting machine, two computers (to run the software for the other equipment), a color printer, and miscellaneous craft supplies. The room has table space and seating for 28.

The library computer lab has forty PCs running Windows 10, and thirteen Apple computers running MacOS High Sierra. An additional two computers are designated for library catalog searching, and a touchscreen computer is designated for searching the library's OverDrive e-book collection. The library also has wi-fi access throughout. Printing, copying, and scanning options include: one photocopier, two scanners, two black and white printers, and one color printer.

The library also has seventy Chromebooks, fourteen mini iPads, thirty-two regular iPads, and eighteen laptops available for students, faculty, and staff to checkout. Currently, there are five Chromebooks available at the Carthage location.

Sandburg has two biology labs, one chemistry lab, and one physics lab on the Main Campus, which were renovated in 2015. All labs were painted, cabinet doors and drawers were re-faced, the floors were refurbished, table surface on all the labs were replaced, and the plumbing and all the electrical outlets were updated. Technology was also upgraded at the time. New computer teacher stands were added to each room. Smartboards replaced the chalk boards in both biology labs, and Apple TV was set up in all the labs. The Branch Campus also has one lab that meets educational needs. The Nursing lab was updated and simulation technology. The Dental Hygiene program has received updated equipment and instructional space has been refurbished.

## Sources

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### **3.S - Criterion 3 - Summary**

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The institution provides quality education, wherever and however its offerings are delivered.

#### **Summary**

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#### **Sources**

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*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

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The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

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The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

### Argument

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#### 4.A.1.

Sandburg established a five-year cycle for program review in 1993. Department or program leadership complete program reviews as established by the Illinois Community College Board (ICCB). The schedule designating assigned years is noted in the [Program Review Schedule](#).

Sandburg established the program review process as the [Quality Initiative](#). Collaboratively, Sandburg revamped the [process](#) establishing measurable goals, revising the forms for collection of the information, and reviewing the information with a continuous improvement mindset. Determining an accepted, collective definition of “program” was challenging since [ICCB](#) uses “program” and “discipline” interchangeably. Sandburg defined “program” as anything that ends with a credential, including A.A., A.S., A.G.S., and A.A.S. degrees, as well as certificates.

To improve the use of program review findings, Sandburg reviewed program-level goals. All programs with [third-party accreditors documented](#) their program goals as per their accreditation requirements: Document of Third-Party Accreditation Programs. Sandburg’s [General Education Outcomes](#) (GEOs) serve as program-level goals. These five goals were established in the Outcomes Assessment Committee in 2011, revised from a [larger list of Educational Outcomes](#). In some cases, program goals were reviewed. Instructional Team works with Academic Services to research, review, and document program goals in the catalog and on the pathway. Dialog is taking place regarding the alignment of program goals with courses.

The program review process is an extensive self-study that includes assessing program goals, evaluating program need, examining program cost effectiveness, enhancing program quality, and continuous improvement. Sandburg [historically](#) utilizes program review data to better the student experience in accordance with its mission. Sandburg utilizes program review as a basis for program evaluation for future statements, delivery methods, extended partnerships with community worksites, students supports, and technology uses.

#### 4.A.2.

Credits earned at Carl Sandburg College approximates the effort expended in 50 minutes of class work and 100 minutes of study during each semester week: [Policy 3.23](#) and Procedure [3.23.0.1](#).

Sandburg's [Registrar assesses transcripts](#) from other institutions and confirms the institution is regionally accredited. If so, that transcript is evaluated toward the student's individual program to ensure student success, including minimizing repetition of courses, course placement in program track, and maximizing financial aid benefit. If an institution is not regionally accredited, the granting of credit changes. A student who earns credit for ENG 101 at an unaccredited institution, for example, will not earn credit for ENG 101 at Sandburg upon transfer; instead, that student may earn elective credit. The [Allied Health Transfer Guide](#) and the [Credit Granting Guide](#) illustrates how specific courses transfer.

Enrolled Sandburg students may also receive credit for prior experience as outlined in the [Credit Granting Guide](#).

#### 4.A.3.

Carl Sandburg College's credit for prior learning and transfer courses are authorized by the Curriculum Committee, Faculty Assembly, and the Board of Trustees. Additionally, the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE) both approve course content. Specifically, [Policy 3.9](#) and [Policy 3.10](#) state clear limits on the number of credits that can be transferred.

Once a year, Sandburg's Coordinator of Admissions and Records reviews the [Credit Granting Guide](#) to make sure that the information in the guide is still accurate. If it is not, then a revision is made and it is sent back to Faculty Assembly for approval. Once approved, the new Credit Granting Guide is published on the website and shared.

As documented in the "Residency Requirement" under the "[Graduation Policies and Procedures](#)" section of the Academic Catalog, Associate Degree candidates must earn fifteen of the required semester hours in residence at Sandburg, and certificate candidates must earn one-third of the required semester hours in residence at Sandburg. "College residency" is defined in the [Academic Catalog](#) as enrollment in and completion of Sandburg courses. Credits earned by means other than coursework (i.e., examination, advanced placement, and so on) may not be counted as part of the residency requirement for either degrees or certificates.

The Admissions and Records Office conducts the degree audit. The [degree evaluation](#) includes the amount of credit required to graduate, the institutional credits, and GPA. The degree evaluation displays a warning if the requirements have not been met.

As stated in the "[Academic Credit](#)" section of the Academic Catalog, transcripts are evaluated against the program identified on the admission application. If an active program is not identified, the student is contacted by the Admissions and Records Office before proceeding. Transfer credit is accepted for courses applicable to the program identified by the student as outlined in the transfer process. Remedial credit is also transferred and may waive the Accuplacer exam. A re-evaluation of previously earned credits may be requested by the student or their advisor and is common practice when a student chooses to identify a different program.

#### 4.A.4.

Carl Sandburg College ensures the academic integrity of all courses and programs: [Policy 3.3](#) and [Regulation 3.3.1](#). This process is based upon Regulation 1.2.1 and in the [Curriculum Process](#) document.

Suggestions for programs and changes to programs come from faculty, board members, advisory committees, industry partners and members of the community. The formal process begins with faculty. Improved documentation of the program development process began in the fall of 2019. The chairperson of the Curriculum Committee, Deans and Associate Deans, the Associate Vice President of Academic and Student Planning, and Director of Financial Aid and Academic Services were included in the development. The process provides guidelines and identifies collaboration from preparation through implementation stages. The process aligns with the ICCB documentation requirements.

Course prerequisites are specified in [course proposals](#) and are approved by the Curriculum Committee, Faculty Council, and Faculty Assembly. [Prerequisites](#) are documented on the course proposals which are also provided to ICCB and IAI for the approval process. Course prerequisites are documented in all syllabi, "class search" results, and the [Academic Catalog](#).

Course descriptions, course outcomes, and course calendars are all specified in course proposals and are also approved by Sandburg's Curriculum Committee, Faculty Council, and Faculty Assembly. Instructors adhere to the approved course briefs when designing course offerings to meet the approved course proposal, [Illinois Articulation Initiative](#) (IAI) and Illinois Community College Board (ICCB) requirements. Specific student learning outcomes are established by the faculty and utilized across all sections for a course as specified in the Faculty Responsibilities section of the Faculty Handbook under *Course Description, Brief, Topical Outline, and Syllabus*. Additional student learning outcomes may be added at the individual instructor's discretion. [General Education Outcomes](#) (GEOs) are set at the college level to provide focus and clear expectations for all Sandburg courses. GEOs are linked to [all individual student learning outcomes](#). Sandburg utilizes a course-level assessment. All Composition I students must pass the [Proficiency Exam](#), which assesses basic critical thinking and writing skills, before taking Composition II. Full-time and adjunct composition faculty grade proficiency exams with each exam having a minimum of two graders. If the graders disagree on the performance, a third reader is required. After the grading process, the composition faculty gather [data](#). Utilizing this data, the composition faculty discuss pedagogy, assignments, faculty development needs, etc., in order to maintain rigor.

Expectations for student learning are articulated in several ways:

([ENG 101 Syllabus](#), [Dental Hygiene Syllabus](#))

- Students have constant online access, via Moodle, to Concourse syllabi, which specify General Education Outcomes (GEOs), Student Learning Outcomes (SLOs), major assignments, and due dates: , ;
- Instructors can easily post videos, assignment prompts and examples on Moodle to assist with student understanding of requirements and expectations;
- Students are expected to understand and avoid academic dishonesty, including but not limited to the plagiarism policy (Policy 3.27 proposed 3/26/21) , which is addressed in the [Student Success Guide](#) and individual course policies; And
- Sandburg faculty, advisors and student success coach utilize the [Starfish](#) software to communicate with students regarding their academic progress early in the semester and to keep students informed about progress in individual classes to promote success in the classroom.

Sandburg provides academic support and learning resources for all students. In line with its mission to provide all students with opportunities for success, Sandburg promotes a culture of student support in which all staff and faculty take part. The following systems are in place to ensure equivalent access to learning resources, regardless of the location or manner of a student attendance:

- Library Workshops, such as “Choosing a Research Topic” and “Evaluating Information,” teach students what is expected of them at the college level, and faculty from across campus can request or participate in these workshops. These workshops take place at Main Campus, but the Coordinator of Library Instructional Services and Library staff also visit the Branch Campus and dual credit locations. Since the Spring 2020 semester was precarious with school closures, the Coordinator of Library Instructional Services organized virtual workshops to support all students' needs.
- The “[embedded librarian](#)” feature can be added to any Moodle course. This feature supports students in conducting responsible, college-level research and writing.
- [Sandburg's librarian](#) also visits classrooms to provide demonstrations and supplemental materials to students with the goal of clarifying expectations and assisting with self-remediate if necessary.
- Sandburg provides access to instruction through a [variety of delivery modes](#). Instruction is delivered in the traditional face-to-face format, in a virtual synchronous format over Microsoft Teams, as a hybrid of the three, or all three in the multiple modality format. To facilitate remote attendance, Sandburg allows students to connect through Telepresence robots, which approximate the experience of physical attendance over a video connection. Students can easily control the robot from their device at a remote location.
- Sandburg ensures accessibility of course materials. Sandburg aims to make course materials as accessible as possible to all students.
  - Sandburg's Foundation provides financial assistance to students in need to improve their access to course materials, including scholarship for books and resources. Sandburg is currently pursuing grants to support technology needs of students.
  - Instructors strive to reduce the cost of course materials by researching the use of [Open Educational Resources](#) (OER) before selecting textbooks. Students access OERs online and for free.

- Standard procedure for instructors of all classes is to provide the syllabus, assignments, and other course content via our Learning Management System (LMS), ensuring accessibility from anywhere.
- Course materials are provided in accessible formats including formatting text documents for screen readers, captioning for videos, and complying with access requirements specified in student Letters of Accommodation.
  - For students who have a learning disability, such as dyslexia or attention deficit, it often helps to have texts read aloud. Academic Support Services reads tests aloud as an accommodation and can provide software and alternative-format textbooks. PDF textbooks from AccessText (accesstext.org) are generally the accommodation for students who have purchased physical textbooks, which allows for the use of a text-to-speech program, like Natural Reader (naturalreaders.com) to read highlighted text aloud to students. A text-to-speech program can also be used with Moodle tests and all other highlightable text; images of text, such as a scanned PDF with no actual text data, is not usable by a text-to-speech program and is considered inaccessible. In this case, Academic Support Services re-types the materials.
  - For students who require a screen reader, such as NVDA or JAWS, more formatting needs to be done. Publisher's marks, poorly encoded lettering, chemical and mathematical symbols and equations not correctly encoded, and poorly-structured reading order make documents incomprehensible. Academic Support Services utilizes in-house efforts and companies such as AMAC (Georgia Tech's accessibility center) to adapt materials to an accessible format. Sandburg has maintained a membership with AMAC for that purpose.
  - Academic Support Services also assists when captioned media is needed. If the instructor does not already have access, the Coordinator of Academic Support Services can send videos and audio files for captioning and transcription by AMAC. Sandburg also provides sign language interpreters by contracting with local interpreters or interpreter agencies.
- Sandburg provides a variety of computer resources to ensure that all students have access. In addition to the provision of computer labs and lab classrooms across both the Main and Branch campuses, laptops are available for loan for all Sandburg students via the Library and Academic Support Services. Sandburg provides access to the Microsoft Office 365 suite for free via students' online portals, ensuring that commonly used software is available wherever students have computer and internet access. Students on the Galesburg campus additionally have access to the [One Button Studio](#), which enables them to record videos for classroom presentations without needing expensive recording equipment.
- Fall 2020 established a new modality by isolating one component of multiple modality format, virtual synchronous. Unlike blended or online asynchronous classes, the virtual synchronous modality allows for students to experience a classroom via Microsoft Teams. This addition was created out of students' desire to have a face-to-face experience during the COVID-19 pandemic.
- [Sandburg's Faculty Teaching and Learning Center](#) (FTLC) supports the faculty to ensure high quality support for students. While the FTLC initially focused on introducing and enhancing technology in the classroom, the FTLC has expanded to include other areas to assist faculty with instruction, including assessment techniques.
- Many [student supports](#) are provided by dedicated programs on campus. These include Library resources, Academic Support Services (including tutoring and disability support services), TRIO Student Support Services and Upward Bound/Upward Bound Math Science programs, and Career Resources and the Employability Skills Academy.
- [Sandburg's Library Services](#) consist of a large, open library space at the Main Campus in Galesburg with additional library space and resources at the Branch Campus in Carthage. Library services include library instruction and consultation with a librarian, resource and technology lending, and online database and academic resources available to students attending all locations and online, including four dual credit high schools and the Annex. Library workshops and events, access to a Makerspace (with a 3D printer and other crafting supplies), and convenient access to the Tech Help Desk are available to students visiting the Galesburg Campus Library. Additionally, the Extension Instructional and Technology Services Specialist also provides technical support in the Library at the Branch campus.
- [Sandburg's Tutoring Services](#) are available both face-to-face and online. Free tutoring services are provided to all Sandburg students face-to-face through Academic Support Services and online via [Brainfuse](#). Face-to-face tutoring is available on a walk-in or appointment basis throughout the day on the Galesburg campus, and via video chat with students attending at all other locations or online (including dual credit students). Additional tutoring (especially in CTE programs) is available exclusively by arrangement and in labs on the Main Campus. Online tutoring is available with the online platform, Brainfuse, for students at all locations, students attending

online, and dual credit and Upward Bound students.

- Sandburg's TRIO Student Support Services, Upward Bound, and Upward Bound Math/Science programs are available for all who qualify. All TRIO programs at Sandburg are available per the corresponding Federal TRIO program guidelines. TRIO Student Support Services (SSS) offers advising, learning support, mentorship, and educational events for first-time, full-time college students with the intent to transfer to a four-year college. These services are available to students attending the Galesburg campus or online-only students able to meet at least five times per semester with a TRIO staff member. TRIO Upward Bound and Upward Bound Math/Science provide similar supports as well as tutoring for high school students who may also be enrolled in dual credit courses.
- [Sandburg's Career Development Office and Employability Skills Academy](#) aid students as they pursue internships and careers after graduation/completion. Resume and cover letter workshops, job search counseling, interview practice, etiquette consultations, career expos, and job listings are available via the Coordinator of Career Development, who also provides essential skills training as part of the Employability Skills Academy. The Employability Skills Academy (ESA) partners closely with most CTE and HLP programs to provide career path-specific trainings. ESA trainings are provided to students at all locations, including dual credit students; ESA trainings are *not* currently available completely online but has been offered in a virtual synchronous environment. The Career Development Office is also included in advisory committee meetings.

Sandburg ensures all faculty are qualified for the areas in which they teach. Faculty hiring is a collaborative effort with the proposed position description, candidate criteria, and interview questions beginning at the department level. Human Resources ensures that all applicants who are hired meet the [specified qualifications](#). Furthermore, faculty development funds enable faculty to stay current in their discipline or pursue additional graduate course work. In addition, student evaluations, for adjuncts, tenure-track and post-tenure faculty, encourage continual assessment and reflection.

And finally, Sandburg guarantees dual credit courses are equivalent in learning outcomes and levels of achievement to its higher education curriculum. Sandburg offers dual credit courses in the high schools, online, and on campus. All dual credit instructors are vetted using the aforementioned process to assure qualifications are met.

Dual credit classes are taught by full-time, adjunct, or high school faculty. Regardless, all faculty teaching Sandburg courses must meet the same specified qualifications for qualified faculty and file the appropriate paperwork, including documentation of credentials, with Human Resources Sandburg does work with faculty under a dual credit gap plan.

Deans, Associate Deans, Branch Director, and Dean of Student Success work with dual credit faculty to ensure each class section meets the same course objectives at all of Sandburg's campuses. This commitment begins by providing current course briefs, any departmentally required textbooks or exams, and a sample syllabus to new dual credit instructors, which is the same process for all new hires. Dual credit faculty go through the same observation/evaluation schedule, and a student evaluation is conducted for all dual credit classes each year. Concourse syllabi ensure consistency across departments, courses, and class sections. Grade distributions for classes taught by these individuals are included in the end-of-semester grade distribution report shared with Instructional Team.

Beginning with the 2020-2021 academic year, all Sandburg dual credit instructors sign an agreement outlining faculty expectations. The Branch began a similar practice during the 2019-2020 academic year. The latest version of this contract was implemented campus-wide after the COVID-19 crisis during the Spring 2020 semester when high schools closed and dictated that continuation in their non-dual credit was optional. Obviously, dual credit courses continued under our guidance.

Sandburg has contracts with all our high school partners. These documents are signed annually and dictate the terms of dual credit, instructor qualifications, student responsibilities, and so on. The contract stipulates that Sandburg has authority over the course content, which includes how many minutes students must be in class, faculty hiring, and other student obligations.

#### 4.A.5.

Carl Sandburg College received an affirmative [Illinois Community College Recognition in 2017](#). This recognition allows Carl Sandburg College to continue to function as an officially recognized community college district and states that Carl Sandburg College's educational programs meets the criteria and standards of the Illinois Community College Board.

The following Carl Sandburg College programs are [accredited by specialized agencies](#):

- The Nursing program is fully accredited by the Accreditation Commission for Education in Nursing (ACEN) and the *Illinois Department* of Financial and Professional Regulation (IDFPR).
- The Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Committee on Accreditation of Educational Program for the Emergency Medical Services Professions (CoAEMSP).The
- Dental Hygiene program has been approved by the Illinois Community College Board and the Illinois Board of Higher Education. The program in dental hygiene is accredited by the American Dental Association and the Commission on Dental Accreditation and has been granted the accreditation status of “approval without reporting requirements.” The Commission is a specialized accrediting body recognized by the United States Department of Education. Graduates from the Dental Hygiene program will be eligible to take the National Dental Hygiene Board Examination, the respective clinical dental hygiene board examination, and the examination for registration as a dental hygienist in the respective state.
- The Mortuary Science program is accredited by the American Board of Funeral Service Education (ABSFE).
- The Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (MAERB).

Sandburg has pursued a type of partnership with Lincoln Electric by taking steps to become affiliated with the [National Coalition of Certification Centers \(NC3\)](#) for the automotive technology and welding courses. NC3 partners with industry leaders, like Snap-On and Lincoln Electric, to support industrial programs by offering industry-recognized credentials as a part of the program. Additionally, as of Fall 2020, the IT and Cyber Security AAS is active and available for enrollment. Sandburg is working to become a Center for Academic Excellence (CAE) in Cyber Defense through the National Security Agency Central Security Service.

#### 4.A.6.

Carl Sandburg College strives to evaluate the success of all its graduates. Success could be defined as gainful employment in the field in which the graduate has earned a degree or credential AND/OR transfer to a four-year institution to pursue a higher-level degree or certification in the student’s intended major or field of study. Graduates are any student who completes a program of study designed with a degree or certificate as an intended outcome. All the credentials offered—Associate Degrees, Associate of Applied Science Degrees, certificates, and board/certification/licensure exams—ensure preparation for advanced study or employment. Any program with a credential—that is a degree or certificate—as an intended outcome achieves Sandburg’s mission.

For example, the transfer rates for Associate Degrees are measured through National Student Clearinghouse data and IPEDS. Sandburg takes anyone who appears on the IPEDS A1 Enrollment Report and sends the file to National Student Clearinghouse (NSC). The NSC returns the file with transfer destination and enrollment status for any student who transferred to an institution that participates in the National Student Clearinghouse, so this document includes students other than first-time, full-time, degree-seeking. Additionally, Sandburg defines which population (such as, degree-seeking), determines graduates, and filters the data in this report in order to see which graduates transferred with degrees. While this process is not a mandated reporting field for any agencies, Sandburg nonetheless takes the initiative to collect it. [IPEDS](#) has a mandated reporting field for the “transfer out” rate. This includes first-time, full-time, degree-seeking students who transfer anytime either with a Sandburg credential or without.

Dental Hygiene students take an [exit survey](#) as part of their program accreditation, a formal employment survey challenging to get graduates and/or dentists to complete: Dental Hygiene [Employer Survey and Dental Hygiene Exit Survey](#). Furthermore, Radiologic Technology students have not completed employment surveys because of low response rates. As for LPN students, both ADN and PN students complete an exit survey.

Graduate surveys have been conducted for decades but the response rate has been low. Currently students must complete a survey prior to receiving their cap and gown. The survey collection and questions have been modified based upon ICCB recommendations. Sandburg is currently sending out skills gap feedback surveys to employers to collect information for a [Perkins application: Survey Results](#). This data is specific to the Perkins V Comprehensive Local Needs Assessment process.

The transfer rates, along with student success and student preparedness, for Associate of Applied Science Degrees and certificates can also be measured through board pass rates, site supervisor feedback, and continued education.

For [board pass rates](#), Illinois Community College Board has mandated reporting fields on board pass rates for Radiologic Technology, Nursing, Dental Hygiene, and EMS. Furthermore, Mortuary Science has their own board pass rate data for their accreditation, and the CNA program has state exam pass rates.

Site supervisor feedback is required from clinicals, practicums, and/or internships. Some employer feedback is collected at through advisory meetings. Internships are taken for credit which means course briefs and assessments are present. During the 2017-2018 academic year the former CTHE department conducted a pilot for adjunct faculty evaluations. During that pilot it was recognized that evaluations lacked questions specific to internships or practicums. A series of questions were added to address evaluation of internships. [The Office of Career Development](#) began collaborating with academic programs on internships in 2021.

Sandburg is aware of the lack of graduate outcomes data for and is working toward rectifying that gap which includes reducing the in-house duplication of efforts. There are inconsistencies with data collection (that is, tools and methods), as well as with how those outcomes are reported. There are also inconsistencies with how data is stored. For example, some programs might have instructors who just “know” what their graduates are doing due to personal contacts with them. Other programs may have done departmental graduate surveys that are maintained by the department chair.

In 2020, Sandburg implemented the Evaluation Kit to obtain student success data from the students at the course level. Evaluation Kit was purchased during the 2020 fiscal year. There was considerable setup and training involved before conducting the current pilot for MNS adjunct faculty during Fall 2020. The pilot was successful and use has been implemented across all academic departments. The data is collected at the section level as it has been using Survey Monkey and Microsoft Forms. Sandburg plans to aggregate the data for an institutional perspective.

Sandburg wants to exhaust the investment in Evaluation Kit. It can do far more than Sandburg’s previous means. The pilot and continued training will further educate Sandburg about its capabilities. It is feasible to branch off from the standard faculty evaluations to gather data that can be aggregated at other levels such as the course or program level.

Sandburg’s Director of Admissions and Records ensures compliance with the IAI requirements, which helps students with transferability of courses. The Director of Admissions and Records and the Coordinator of Admissions and Records conduct the graduation evaluations to ensure students complete degree and certificate requirements. Advisors have access to live degree audits to advise students and ensure they are meeting program requirements. Students can see their program requirements and progress towards completion through [Student Planner](#).

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## 4.B - Core Component 4.B

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The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

### Argument

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#### 4.B.1.

Carl Sandburg College assesses academic and cocurricular areas of the student experience. Assessment efforts are led primarily by the Outcomes Assessment Committee (OAC) and Institutional Effectiveness (IE).

The OAC has faculty, staff, student, and administrative representation. This committee establishes an [Assessment Plan](#) every three to five years to track with outcomes-related assessment efforts. The first assessment plan was established circa 2009 and evolved to a specific objective-based plan. The current plan categorizes annual objectives that are repeated every year and enhancement objectives that are fulfilled that academic year.

Sandburg developed [General Education Outcomes](#). These outcomes provide the organization behind both academic and cocurricular assessments and are posted on [Sandburg's Assessment Website](#), in the [Academic Catalog](#), and under the "Outcomes" section on every [Course Syllabus](#).

As discussed in section 4.A.1, the OAC designed the [GEOs](#). The committee revised eight, broad [Learning Goals](#) into five more specific outcomes, and refocused the purpose behind these outcomes, solidifying the foundation for both academic and cocurricular assessment at Sandburg.

Prior to Fall 2011, each learning goal was assigned to an individual academic or non-instructional area. For instance, the learning goal focusing on communication was assigned to the Humanities Department. While Humanities courses do, indeed, utilize this goal, every other department at Sandburg can—and should be able to—as well. Thus, these goals were limiting as tools of assessment, but they instigated a new beginning in terms of academic and cocurricular assessment. It is also important to note that while Sandburg was not using the terminology, "cocurricular" or "cocurricular assessment," it was still occurring, just under the terminology, "non-instructional assessment."

The updated five [GEOs](#) serve as Sandburg's educational outcomes. Therefore, once students complete Sandburg, they will be articulate in communication, critical thinking, cultural diversity, information technology, and quantitative skills. These outcomes also define what parts of the student experience are assessed at Sandburg: academic, or curricular, assessment focuses on the student experience inside the classroom; conversely, cocurricular assessment focuses on the student experience outside the classroom. Essentially, if students are applying or developing a GEO, that experience is being assessed.

After generating applicable GEOs appropriate for the Sandburg community, the OAC began its work on implementing assessment techniques that utilized those GEOs. For the academic areas, the OAC established [General Education Outcome Criteria](#) that assisted in the design of rubrics to assess embedded assignments in Spring 2012. These [GEO Rubrics](#) [[link to GEO Rubrics](#)] are updated annually and are holistic in nature. OAC representatives presented embedding GEOs into the individual courses to their individual departments in Fall 2013, and currently, GEO(s) are connected with course objectives on all course syllabi.

The GEO rubrics are utilized in the Classroom Assessment Report (CAR) process, but it was not always so. Sandburg first began its classroom assessment by utilizing [Classroom Assessment Techniques](#). A faculty member spearheaded a way to enhance the classroom assessment process and distributed her revised form to the OAC. The OAC reviewed the

faculty member's suggestion, and the CAR was born: [OAC Minutes 2.4.11](#).

Since the first CAR at Sandburg, the form has been modified to grow with the curriculum and the faculty. Perhaps the most noteworthy changes occurred in Fall 2015 and Fall 2020.

The OAC developed an updated CAR during Fall 2014 in an effort to make classroom assessment more user-friendly and to generate more streamlined and accurate data: that form was electronic. During the Spring 2014 semester, the Social and Behavioral Science department participated in a pilot. That pilot facilitated not only GEO assessment but also artifact collection: [Annual Summary Report 2014](#).

That updated CAR was implemented institution-wide [Fall 2015](#). The Assistant Dean of Assessment worked with faculty to prepare for the new process at both the Fall In-Service and a CAR Workshop: [Assessment News, 2016](#).

For the 2020-2021 academic year, the [form](#) was updated once again to reflect new modalities influenced by the COVID-19 pandemic.

These GEO rubrics also serve as assessment tools for cocurricular areas. While informal cocurricular assessment was present at Sandburg for decades, the OAC began refining that process substantially in 2011, and in 2017, the OAC and cocurricular assessment pilot members adjusted the process even further in order to prevent superfluous reporting and to create assessments that Sandburg employees could utilize to enhance the student experience.

Prior to 2017, cocurricular assessment was categorized as non-instructional assessment, and two forms were created by the OAC to assess those areas. [The Campus Wide Business/Support Services Assessment Form](#) was intended to assess multiple semesters while Campus Wide Business/Support Services Assessment Form B assesses one semester.

In Fall 2015, the Coordinator of Library Instructional Services submitted a cocurricular assessment that focused on utilizing Library Workshops to facilitate discussion about and enhance instruction on research techniques in the classroom for students. This assessment utilizes data from one semester, Fall 2015, to increase student attendance and participation for said workshops: [Campus Wide Business/Support Services Assessment Form: Library Workshops](#).

The pilot for the refined cocurricular assessment process began Fall 2017. The Assistant Dean of Assessment generated a Co-Curricular Assessment Form during Summer 2017 that was piloted during the 2017-2018 academic year: [Annual Summary Report 2017-2018](#). This form utilized the definition of co-curricular assessment that was established by the Outcomes Assessment Committee (OAC): a co-curricular experience occurs when students apply a Sandburg GEO outside of the classroom: [OAC Minutes 4.21.17](#).

After the 2017-2018 and 2018-2019 pilots, the process of cocurricular assessment was refined even further. The OAC determined cocurricular experiences will be assessed in one of two ways: services that are regulated by ICCB submit annual program reviews, or clubs, organizations, and other services that do not complete program reviews will complete an annual cocurricular assessment form. This way, co-curricular areas are not assessing the same activities more than once.

The [Annual Summary Report 2019-2020](#) published data in Fall 2020 for five cocurricular areas: the Criminal Justice Club, the Quills Writing Club, the Student Nursing Association of Illinois, the Employability Skills Academy, and the Men of Distinction. Each faculty/staff member in charge of said cocurricular activity filled out a revised [Cocurricular Assessment form](#).

At the October 2020 OAC meeting, the cocurricular member on the OAC recommended that cocurricular areas that do not submit program review should assess annually, like faculty assess one class per academic year.

The Office of Institutional Effectiveness (IE) enhances and supports Sandburg's commitment to Quality Improvement, and is based on Sandburg's [Mission Statement, Core Values, and Vision Statment](#), and facilitates the College's program review process. As discussed in 4.A.1, rograms are researching program goal and revising or reestablishing as needed. These are being added to the catalog.

Thus, Sandburg incorporates multiple assessments to ensure these learning goals are achieved, including, but not limited to Classroom Assessment Reports (CARs) and Program Reviews. These assessments, along with others, will be further explained in 4.B.2 and 4.B.3.

#### 4.B.2.

Carl Sandburg College initiated a culture of assessment by embedding assessment topics into Faculty Assembly and all department meetings circa 2008. The Assistant Dean of Assessment publicly shares the [Annual Summary Report 2019-2020](#) at the beginning of each fall semester and distributes an [Assessment Newsletter Fall 2020](#) at least once per academic year: both documents highlight assessment stories, trends, and activities for all stakeholders.

Faculty members work to enhance these assessment discussions by sharing data, assessment trends, and ideas during these meetings. For example, during the presentation of the Annual Summary Report: 2018-2019, the Assistant Dean of Assessment discussed a faculty recommendation to revise the third GEO of Cultural Diversity into Liberal Arts and Cultural Literacy: [Faculty Assembly Minutes 9.20.19](#). Members of the Faculty Assembly discussed this potential change, and at the next meeting, the Assistant Dean of Assessment distributed an [Assessment Newsletter Fall 2019](#) that initiated members to vote on whether the GEO should be updated. The voting members voted against updating the GEO, but the issue went back to the Outcomes Assessment Committee (OAC). Committee members discussed the complications of updating the outcome, specifically updating all syllabi, and how to still achieve the philosophy behind “Liberal Arts and Cultural Literacy”: [OAC Minutes 2.7.20](#). Ultimately, the committee voted to update the rubric in hopes that the same purposes behind changing the outcome itself would be achieved.

Sandburg recognizes that one of the best tools for faculty in the assessment process is each other. Therefore, Sandburg faculty have led workshop sessions about syllabi templates, rubric construction, CAR tutorials, and so on: [Faculty In-Service Agenda](#).

The OAC also hosts workshops to assist faculty with their [Classroom Assessment Reports](#) (CARs).. The first semiannual CAR Workshop that the OAC hosted in Spring 2016 was primarily intended for adjunct faculty members—to assist them in the new CAR process. The workshop evolved into something much bigger, and now, these workshops not only assist to foster faculty CAR completion but also more connection between full-time and adjunct faculty.

In addition to faculty utilizing information gained from assessment, Sandburg began implementing an annual [Professional Development Day](#) for all non-teaching Sandburg employees in 2016. This workshop provides all Sandburg employees the opportunity to learn how to make the student experience more successful.

#### 3.B.3.

While the term “assessment” might mean a great many things to many people, in the context of the assessment process at Carl Sandburg College, the collective definition of the term “assessment” simply means gathering information to improve instructional practices for the student population and acting upon it.

In order to establish and revise the processes and methodologies for the assessment of student learning, Sandburg first established an outcomes assessment approach. There are many characteristics that define the outcomes assessment process, but the four primary characteristics that are fundamental for classroom assessment at Sandburg pertain to focus, purpose, timeliness, and evaluation. Since outcomes assessment focuses on students’ final products rather than teachers’ pedagogy, this student-centered approach is driven by the students’ efforts to meet course objectives and is a continuous process that utilizes set criteria to measure students’ successes: [Curricular Assessment Manual](#).

The focus of outcomes assessment at Sandburg is on students’ final products in the classroom, not the faculty or their pedagogy. All faculty (full-time, adjunct, online, and dual credit faculty) complete an annual classroom assessment report, the [CAR](#), to see if students can apply the knowledge they are learning in the assessed courses: [MOA 11.18.14](#) and [Adjunct Contract](#). Sandburg recognizes that assessment is a continuous process. The outcomes assessment philosophy helps faculty to measure students’ successes against set criteria and by utilizing rubrics: [Curricular Assessment Manual](#).

The four primary levels of assessment at Sandburg are classroom, course, program, and institution.

At the classroom-level, the CAR is not an evaluation of or a self-reflection on pedagogy; the CAR is an analysis of student performance. The Outcomes Assessment Committee (OAC) examines the submitted, completed CARs for trends and problems at the course, departmental/programmatic, and institutional/GEO levels. Individual committee members report back to their relative departments and discuss how to best utilize data moving forward: [HFA Department Summary Report 2019-2020](#). Many departments incorporate best practices identified in CARs into Key Performance

Indicators (KPIs).

Course-level assessment is not required of all faculty, but many faculty members contribute to this type of assessment at Sandburg. While the previous level assesses a particular section of a particular course, course-level assessment, assesses overall course-level learning outcomes. For example, a CAR can assess a specific comma review activity for a particular ENG 101 section, [CAR](#), but a course assessment could assess whether all students taking all sections of English 101 during the Spring 2019 semester are ready to progress to [English 102, Proficiency Exam Data](#).

Program assessment is required of all programs as outlined by the Illinois Community College Board (ICCB). Programs at Sandburg complete multiple reports each year that contribute to an official ICCB report that is on a rotational five-year cycle: [FY 20 Program Review](#).

Sandburg's Quality Initiative identifies enhancing the program review process because ultimately, a polished program review process can enhance the student experience [Quality Initiative Proposal](#).

In the past, program reviews were driven by the rotational, five-year review cycle mandated by ICCB: documents were assigned, annually delivered to ICCB, and filed in the Office of Academic Services. Sandburg could prove compliance at the time of ICCB audits, but many of those involved in this process did not think the work they were doing meant anything of consequence.

An ad hoc Program Review Committee participated in two Quality Initiative meetings during the Spring 2015 semester. These meetings unveiled a new perspective about program-level assessment: instead of feeling like program reviews were a distraction or disconnection from students, this group wanted the reviews to facilitate change that enhanced programs and curriculum, thus relating and connecting the process itself to the student.

During these meetings, it was unanimous that the current process was outdated, and after identifying problems in and difficulties with the process, several members of this ad hoc committee suggested revisions. Furthermore, this group discussed the importance of sharing findings, whether those findings be gains or losses.

The first step to improving the outdated program review process was to redesign the old horizontal, internal form that was sent to ICCB in addition to the ICCB template. Ideally, the horizontal form was supposed to help complete the ICCB template, but many felt that rather than helping, it in fact hindered the process.

The next step was to implement the process annually, as opposed to every five years.

The [ICCB Program Review Manual 2017-2020](#) substantially changed the process of program review.

Institutional assessment is embedded into the annual CAR as a form of General Education Outcome (GEO) assessment. GEOs are the institution's educational outcomes: [Curricular Assessment Manual](#). GEO assessment is primarily achieved with common [GEO Rubric](#), which were designed by faculty during OAC meetings and are now utilized by all faculty while completing their annual CAR.

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## 4.C - Core Component 4.C

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The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Argument

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#### 4.C.1.

Carl Sandburg College has defined goals as outlined in the Strategic Plan [[link to Strategic Plan](#)]. Utilizing this document, all departments, including financial aid, tutoring, advising, and TRIO, generate [Key Performance Indicators](#) (KPIs) and define goals of student success.

The KPIs in the current Strategic Plan, were developed with baseline data but also designed as stretch goals based on a SWOT analysis. KPIs are reviewed regularly during Admin Team meetings, departmental meetings, and Board of Trustees meetings to ensure progress. Furthermore, the current Strategic Plan and KPIs were developed based on institutional, community, and regional trend data to ensure that they are realistic *and* ambitious.

The Strategic Planning process for Sandburg includes an environmental scan, a community survey, and the determination of the mission statement, current priorities, institutional goals, and core values. As part of the 2019-2024 Strategic Planning process, Sandburg engaged in a [community focused strategic planning event](#). Students, faculty, staff, community members, business partners, and K-12 partners representing the entire district attended the event. The outcome of the event included obtaining comprehensive feedback that provided richness to the environmental scan and strategic insight on how to best meet the needs of the students.

Sandburg's mission is to provide all students with opportunities for success. To ensure that these goals are appropriate to Sandburg's [mission](#), student populations, and educational offerings, the KPIs in the Strategic Plan must connect achievement with support. Sandburg uses [institutional level KPIs](#) to set benchmarks. Retention, persistence, and completion are foundational to student success; therefore, the institution has goals specific to these student performance indicators. Each department has its own set of KPIs that help address the needs of unique student populations and educational offerings. Departmental KPIs are designed to support the institutional KPIs; therefore, the College is progressively working towards the mission.

Sandburg supports student success in multiple areas:TRIO, the Office of Diversity and Inclusion, Tutoring, Student Life, Advising, and Counseling. Each area is briefly explained below:

- TRIO Student Support Services (SSS) is a program that provides support and guidance to eligible students during their time at Sandburg. The goal of the program is to help participants graduate from Sandburg and transfer to a four-year college or university in pursuit of a bachelor's degree. Sandburg has hosted a TRIO SSS program since 1997.
- TRIO Upward Bound, a federal grant program, was originally developed from the Educational Opportunity Act of 1964. Created as a result of the War on Poverty, TRIO Upward Bound was designed to increase the success of low-income students in post-secondary education. Carl Sandburg College received its first TRIO Upward Bound grant in the Fall of 1999. Beginning with the 2019-20 academic year, the Sandburg TRIO Upward Bound

program entered its fifth grant cycle.

- The Upward Bound Math-Science program is designed to prepare first-generation and income-eligible college bound students for success in higher education. The goal of Upward Bound Math-Science is to help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in those fields. Carl Sandburg College received its first TRIO Upward Bound Math-Science grant in the 2017-2018 academic year.
- The Office of Diversity works with the Sandburg community to cultivate appreciation and respect for all human differences. Through formal and informal educational programs, the Office of Diversity engages students, faculty, and staff, as individuals and in community, to reflect on and learn about complex issues that either impede or facilitate social justice.
- Sandburg is an active and engaging campus, and Student Life offers a wide variety of opportunities for students to get involved and get the most from their college experience, like campus events, international programs, student government, student ambassadors, and more.
- Academic Advising is an interactive process involving the student and his/her academic advisor. The academic advisor serves as a valuable information resource to the student in the areas of program requirements, college graduation requirements and transfer coursework.
- Sandburg recognizes that students are often juggling family and work responsibilities in addition to the academic demands of college life, so Counseling Services are available to all students.

As described in 3.A.1, program offerings are determined through the program review process and strategic collaboration with advisory groups, community workforce partners, and student input. Additionally, data obtained through institutional reports, labor market data, and global trends shape program offerings. Faculty lead program development through committee and assembly involvement. As discussed in 4.A.4, a [program development planning form](#) is used to ensure that program development is comprehensive and meets institutional requirements.

#### 4.C.2.

Carl Sandburg College's average full-time student retention rate for year's 2014-2018 reports at sixty-six percent, with an average of 331 students graduating with an Associate Degree, and 170 students graduating with one- and two-year certificates. The average part-time retention rate for the same time period reports at fifty-one percent: [Retention Rate Data](#).

Sandburg collects information in multiple ways: [IPEDS report](#), [Community College Survey of Student Satisfaction \(CCSSE\)](#), [Noel-Levitz Student Satisfaction Survey](#), Financial Aid Satisfactory Academic Progress (SAP) report, Academic Standards Report, HLC, VFA, Program Review, ICCB annual reports, internal reports requested by individual departments, third-party accreditor reports, KPI reports, CARs (GEO assessment embedded), and Cocurricular assessment forms. In addition, TRIO programs collect retention, persistence, and graduation data annually for participants.

- Student programs, support resources, and facilities are adapted to respond to feedback and trends noted in the [CCSSE](#) and [Noel-Levitz survey](#): CCSSE Data. Individual student interventions occur based on the Financial Aid SAP report and Academic Standards Report.
- In 2020, Sandburg implemented the Evaluation Kit to obtain student success data from the students at the course level. This Evaluation Kit was purchased during the 2020 fiscal year. There was considerable setup and training involved before conducting the current pilot for MNS adjunct faculty during Fall 2020. The data is collected at the section level as it has been using Survey Monkey and Microsoft Forms. Sandburg plans to aggregate the data for an institutional perspective.
- General Education Outcomes (GEO) assessment is embedded into Classroom Assessment Reports (CARs), and the Assistant Dean of Assessment produces an [Annual Summary Report](#) that publishes current CAR and GEO data each academic year. This report is shared at the September Faculty Assembly every year and highlights significant assessment trends and changes: Annual Summary Report 2019-2020.
- Starfish is a retention system used to notify advisors, faculty, coaches, and students with concerns and/or successes about academic performance. This system pulls data from Colleague and uses predictive analytics to develop a retention risk score for each student (based on historical retention factors): Carl Sandburg College [Starfish Milestone Meeting](#) and [Starfish Retention Solutions](#).
- TRIO programs produce an annual performance report for the U.S. Department of Education related to standardized objectives for persistence, graduation, and good academic standing.

#### 4.C.3.

Carl Sandburg College's most recent initiatives include the implementation of Starfish, a student success tracking system that initiates early warning communications between students and faculty; a Student Success Coach, a new position that helps to connect students to resources that are available at Sandburg. In 2020, Sandburg implemented the Evaluation Kit to obtain student success data from the students at the course level. This Evaluation Kit was purchased during the 2020 fiscal year. There was considerable setup and training involved before conducting the current pilot for MNS adjunct faculty during Fall 2020 which led to further implementation. The data is collected at the section level as it has been using Survey Monkey and Microsoft Forms. Sandburg plans to aggregate the data for an institutional perspective.

Additionally, the [Tutoring Center](#) offers free peer tutoring services along with an online tutoring services for distance learning students: Tutoring Center. Face-to-face tutoring is available for all Sandburg students through the Tutoring Center, located on the main campus. The Tutoring Center acts as a hub of tutoring activity and reaches beyond the bounds of the Tutoring Center itself and beyond the main campus in Galesburg. Tutoring is widely accessible for all Sandburg students in multiple ways: in-person at the Galesburg and Branch campuses, online, and via Teams. Sandburg contracts with Brainfuse, which offers their one-on-one live 24 hour tutoring service via computer, tablet, or smartphone. As discussed in section 4.B.1, assessment data has been utilized to establish and increase that online service: [Campus Wide Business/Support Services Assessment Form: Student Services](#).

Other initiatives include a Chromebook/laptop loaning system for students who began Fall of 2018, available through the library.

Future initiatives for retention include textbook reserves in the library. The library began a project for the 2018-2019 academic year to investigate the impact of availability of required textbooks via the library's reserve shelf: [CARLI Counts Final Report](#).

In response to data collected, Sandburg adheres to multiple measures:

- [Program Review](#) is an annual process that allows Sandburg to continually make improvements to its programs based on available data (this point is discussed at length in sections 4.A.1, 4.A.2, and 4.A.5).
- The [Annual Summary Report](#) highlights current changes in assessment and drives assessment data for the upcoming academic year.
- [Classroom Assessment Reports \(CARs\)](#) are conducted by all faculty once per academic year and allow faculty to analyze both course learning outcomes and General Education Outcomes (GEOs) to continually make improvements.
- Student Services makes programmatic and service improvements based on [CCSSE](#) and [Noel-Levitz](#) survey data.
- Individual advising interventions occur based on the Financial Aid SAP report and Academic Standards Report; AND
- TRIO programs evaluate each service (workshops, activities) and provide an annual survey to participants for overall program feedback. The staff makes ongoing and annual updates to services and programming based on participant feedback, as well as outcomes data related to persistence, retention, good academic standing, and graduation rates of participants.

#### 4.C.4

Carl Sandburg College's [Strategic Plan](#) focuses on retention, persistence, and completion outcomes: [Key Performance Indicators](#) (KPIs). Most departments have departmental KPIs and strategies that support retention, persistence, and completion efforts. Implementing the data assurance policy will help ensure that Sandburg is [systematic in data collection](#). Cocurricular assessment is more standardized and systematic than in the past. Sandburg accepts definitions used in the determination of retention, persistence, and completion to help ensure accuracy, consistency, and reliability of data collection and analysis. IPEDS definitions are used for retention and graduation rates. In terms of collecting and analyzing that information, Sandburg participates in comparison cohorts with similar colleges, and possesses longitudinal data for IPEDS since 1986. Furthermore, Sandburg utilizes the IPEDS Data Feedback Report, ICCB comparison report, and CCSSE comparison report.

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## **4.S - Criterion 4 - Summary**

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The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### **Summary**

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### **Sources**

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*There are no sources.*

## 5 - Institutional Effectiveness, Resources and Planning

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The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### 5.A - Core Component 5.A

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Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

### Argument

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#### 5.A.1.

Carl Sandburg College has the resources, structure, and processes to successfully fulfill its mission, improve its educational offerings, and prepare for the future. The administrative structures at the college allow for faculty, staff and student voice to be represented at the Board of Trustees level. Sandburg College values the importance of collaborative process and believes that without strong administrative structures, community partnerships, and opportunity for creative problem-solving involving internal and external constituents, the mission of Carl Sandburg College will not be achieved. As demonstrated by [Carl Sandburg College's 2019-2024 Strategic Plan](#), Student Access and Success is supported through the provision of institutional leadership integrating inclusion efforts in all aspects of planning at the College. Sandburg welcomes suggestions for ways in which the college can improve its efforts to provide opportunities for student success.

Carl Sandburg College has the administrative structures necessary to fulfill its mission. The Board of Trustees consists of [7 elected members](#). The Board also includes a student trustee representing student government and students, and a staff and faculty member who represent Sandburg Educational Association, the faculty and staff bargaining unit and are voting members for Board items. The Board approves the policies of the college and approves all strategic planning and financial expenditures related to operational and future spending. The college undergoes regular strategic planning involving both internal and external sectors of the college community. Faculty and staff are responsible for generating program, curricular, and delivery changes to instruction and services to support students and to respond to changes in employment, technology, and demographics in District 518. The College has sufficient resources and institutional investment at the state, regional, and accreditation levels to improve its offerings and plan for the future.

The Cabinet includes senior administrators and other administrators are invited to present on issues or provide input on external national, regional, and state challenges.

The college administrative team includes all administrators at the college, deans and associate deans and this team is charged with reviewing and implementing policy and process changes, initiating discussions about strategic and operational planning. The administrative team works to continuously improve its deliberative process by allowing for input and ideation on key strategic issues for the institution.

Faculty Council includes an executive group of faculty who prepare for faculty assembly. Faculty assembly receives reports for college committees, approves the academic calendar, approves curriculum. Assembly receives a report from the president, vice president for student services, and other college administrators.

Carl Sandburg College regularly [reviews policies](#) at Board of Trustees meetings in alignment with [Policy 1.1 Policies, Regulations, Procedures](#). Revisions to existing policies and additions of new policies are brought before the Board as needed. During the review process, it was noted that a systematic approach to the review and implementation of policies would be beneficial to the College. A [template](#) was constructed to address the addition, amendment, or replacement of policies. The template walks faculty and staff through the institutional steps required to request updates, revisions, and additions of policies. Additionally, a committee comprised of staff, faculty, and students, will be created to review and update college policies. Recommendations from the committee will be presented to the Board of Trustees.

Sandburg's [Professional Negotiations Agreement](#) further demonstrates the College's approach to shared governance. The Sandburg Education Association includes full-time faculty and union-eligible staff; thus, there is only one union at Sandburg. The Board of Trustees negotiates with the Sandburg Education Association using Interest Based Bargaining. This process began in 1996 and a rolling five-year contract has been in place for the past twenty-four years. A communication committee, composed of both Sandburg Education Association members and Board of Trustees representatives, meets quarterly to discuss concerns and maintain open communication. To further support shared governance, all employees of the College, except for adjunct faculty, follow the professional agreement regardless of union affiliation.

Policy and procedures provide the framework for the advisory relationship between faculty and administration at Carl Sandburg College. [Policy 1.2 Governance](#) states faculty shall be consulted in areas such as curriculum, subject matter, faculty evaluation, academic standards, and student affairs relating to the aforementioned areas. [Regulation 1.2.1 Faculty Participation in Decision-Making](#) further embeds the faculty's role in shared governance by outlining the decision-making process which occurs primarily through standing committees, Faculty Council, and Faculty Assembly. This regulation highlights the importance placed on the advisory role faculty plays in decisions related to educational matters. Staff are engaged with state and national organizations and respond quickly to changes in legislation, policy, or practice at the state and national level to revise or add new policies.

All faculty serve on committees centered on faculty, curriculum, assessment and students. Faculty also serve on staff committees including technology student services, and risk management. The [Technology Committee](#) drives continuous improvement efforts to advance technology to support student success. The [Risk Management Committee](#) is composed of faculty, staff, industry experts and student representation and provides guidance and inventive solutions to assure safety on campus.

#### 5.A.2.

Carl Sandburg College uses data to ensure strong decision-making practices. In a time of significant change, use of data is crucial to monitor the current changes in enrollment trends and adjust resources. However, the larger changes in demographics and the rapid changes taking place in the workforce mean that Sandburg has also utilized more complex marketing data to prepare for the future. Data sets and reports utilized in decision-making include [Illinois Community College](#) student demographics and success, financial sustainability, and human resource collections, the Association of Community College [Voluntary Framework for Accountability, and IPEDs](#). Additionally, Carl Sandburg College utilizes internal collection of qualitative and quantitative data through formal and informal methods from advisory groups, community stakeholders, workforce partners, and students.

The [credit hour report](#) details comparisons between the past and current fiscal year's budgeted to actual accrued credit hours. This report is created after the 10th day of the fall and spring semester. [Program Review](#), a comprehensive look at a program's overall effectiveness and alignment with [labor market trends](#), is completed annually. To support the review process, program and institutional level data are provided as part of the report. Additionally, annual program reports are presented at Faculty Assembly meetings and during Administration Team meetings.

The Cost/Revenue report has historically been used for support in decision making. In 2019, the [report](#) was redesigned to provide data on costs and revenues associated with courses by prefix. The inclusion of specific data at the course level provides a deeper understanding of the financial stability of a program as courses can be used in more than one program. Due to the advancement of the [Cost/Revenue](#) report, this document is a foundational piece of program review process.

To support student success, the College uses Starfish by Hobson as a retention and persistence platform for student intervention. [Starfish Analytics](#), a data analysis product, was deployed at Sandburg as an additional method to generate student success data. Based on the data generated, faculty and staff can determine [leading and lagging indicators](#) for

success based on Sandburg's student data. This data will be used for strategic enrollment management efforts.

Course evaluation is a long-term practice at Carl Sandburg College. Through strategic conversation about the established method, it became evident that a cohesive approach was needed to improve outcomes. A committee of staff and faculty was created to research tools to increase the efficiency and effectiveness of the course evaluation process. To provide continuity in course evaluations, Carl Sandburg College acquired access to Evaluation Kit by Watermark. This platform allows [course evaluations](#) and [general survey data](#) to be tracked over time and analyzed by individual or combination of variables. Reports created from student data will allow for student voice to be incorporated into decision-making. Following a two-semester pilot project, the College will utilize Evaluation Kit for all course evaluations beginning in Fall 2021.

In 2019, Carl Sandburg College participated in a [marketing assessment](#) with Clarus Corp. The purpose of the assessment was to better understand Sandburg's district and gain insight on how to best meet the student's needs. The findings of the assessment surpassed expectations as areas for growth in enrollment, retention, and persistence were highlighted. The College also gleaned a detailed understanding of the district's demographics. Clarus provided the institution with recommendations to better meet our mission. Examples of recommendations include [examine pinch points in the enrollment process](#), [create a task force](#) to explore why students are not successful, and [create a campaign that encourages students to complete](#). To utilize the information gained through the Clarus assessment and act upon recommendation, strategic enrollment planning, and initiatives have been deployed. The The Marketing and Public Relations department, in collaboration with the Recruitment Department crafted a [communication plan](#) based on the Clarus findings.

Analyzing institutional data allows for strategic use and inventive problem-solving that supports student success. In 2019, the AOD Committee [surveyed the students on drug and alcohol use](#). The results of the survey are used to enhance student support at the institution. An analysis of the return of [Title IV funds](#) from students who dropped 8-week courses held during the second part of the semester highlighted a system gap. The data suggested that releasing the funds at the beginning of the semester created difficulty for students to return the funds. The disbursement process was changed to include two disbursement cycles, one at the beginning of each eight-week class. This process revision decreased student repayment.

The addition of the Slate CRM has also led to the reformatting and realignment of recruitment practices to reach all demographics and areas of the district, and to efficiently use time and resources to effectively recruit, market and drive enrollment. It ensures that all staff have a clear understanding of trends and events at an institutional level and allows for a more rapid and responsive approach to trends and needs of prospective students.

### 5.A.3

The college community's support of the mission fosters unity among faculty, staff, and students. [Policy 1.2 Governance](#) and [Regulation 1.2.1](#) provides the framework for faculty collaboration in decision-making processes. Faculty participate in the decision-making process through [committee work](#) and Faculty Assembly. To increase perspective, some faculty-led committees also include staff and student attendees, for example, [Outcomes Assessment Committee](#), Curriculum Committee, [Technology Committee](#), [Faculty Assembly](#), Administrative Team.

The 2020-21 negotiations cycle added a [new section 14.11](#) to the contract to include student perspective through the use of course evaluation. Beginning in Fall 2021, student success questions will be incorporated into course evaluation surveys for all courses and course sections. This is a cultural shift for Sandburg as prior to the Fall 2021 semester, tenured, full-time faculty had only one course section per year evaluated by the students.

Sandburg alternates the Noel Levitz Survey of Student Satisfaction and the Community College Survey of Student Engagement. Data taken from these surveys are analyzed and used for continuous improvement efforts. Food insecurity was identified as a significant barrier by student surveys. To combat this hardship, faculty and staff championed [The Take Charge of Hunger program](#). Through the provision of meal cards that can be used at three locations, students have access to food on campus as well as in Galesburg, IL. Further feedback from students regarding hunger prompted Sandburg to improve the student resource room on the Main Campus. Collaboration between the Carl Sandburg College Foundation and the Student Life Office resulted in Carl Sandburg College [becoming an official food pantry through Riverbend Food Bank](#). This partnership increases student access to fresh produce, meat, and other grocery staples at both Carl Sandburg College campuses. Other examples of college response to surveys include the enhancement of parking lot lights on the Main Campus, agreement with Galesburg Transit that allows students to ride the bus at no cost,

and increased access to support services.

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## 5.B - Core Component 5.B

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The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

### Argument

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#### 5.B.1

Carl Sandburg possesses the resources necessary to support, maintain, and strengthen the quality of its educational offerings. The college is financially sound and has a college foundation which supports students, teaching, equipment, and physical plan improvements. The college is well poised to support expansion of the college's educational offerings including new program development, and improvements to the physical plant in response to economic needs of the district.

#### *Human Resources:*

Carl Sandburg College recognizes the need for substantial human capital resources to fulfill the mission. To best meet the needs of the students, human capital is a significant portion of the College's total costs; employee salaries and benefits account for more than 70% of total expenditures. Sandburg currently employs 43 full-time faculty, 137 adjunct faculty, 110 full-time staff, 16 part-time staff, and 51 hourly staff. Additionally, Carl Sandburg College understands that students often need employment to offset the cost of attending college; therefore, Sandburg employs 22 students and also participates in the Federal Work Study program.

It is the objective of Carl Sandburg College to offer effective, high-quality programs; therefore, the College hires the best-qualified candidates to meet present workforce needs and develop future human capital.

A standardized [hiring process](#) is used to provide consistency in ethical employment while ensuring the best candidate is offered a position. This process is grounded by the mission of the college and aligns with priorities highlighted by the strategic plan. To ensure that faculty are qualified in their respective subject area, a [Qualified Faculty Rubric](#) is used to assess all faculty. As outlined in [Policy 2.39 Qualified Employees](#), employment and promotions are offered to those individuals whose education, experience, knowledge, skills, and abilities best match the requirements of the position for which they applied.

Additionally, Sandburg adheres to policies that support ethical employment practices. [Policy 2.10 Anti-Discrimination](#) ensures that the College, as an equal opportunity/affirmative action employer and educator, remains compliant with all applicable federal, state, and/or local laws prohibiting discrimination. [Policy 2.1 Non-Faculty Classification](#) recognizes the five classifications of non-faculty groups and the eligibility for benefits based on classification. [Policy 2.23 Nepotism](#) clearly states that the College does not permit such relationships to the extent they interfere with or otherwise influence, in appearance or in fact, employment matters, including performance evaluations, promotions/career progression, work assignments, or the work environment.

#### *Fiscal Resources*

Carl Sandburg College has a fundamentally sound financial base that provides the resources required for student success. The College has consistently met [annual budgetary goals](#). The [general fund revenue](#) is comprised of tuition and fees (51%), local property tax (41%), and state funding (8%). Strategic use of these funds stemmed from unreliable

funding from the state of Illinois. During the State of Illinois budget impasse, Carl Sandburg College took proactive measures to cut expenditures and minimize the need to use reserve funding. In fiscal year 2018, the College created a balanced budget without the use of any state funds.

The College is well positioned financially and has maintained considerable reserves in both cash and fund balances. In FY2020, the College's total net position was \$25,463,151. This represents 83% of the College's total operating expenses. In addition, the College has considerable cash reserves at its disposal. Total cash and cash equivalents at the end of FY2020 represented 47% of [FY2020 operating expenditures](#).

Carl Sandburg College Board of Trustees had the foresight to understand the importance of technology in higher education. At their regular meeting on May 18, 2002, the Board of Trustees unanimously approved the Administration to implement Phase III of the [Strategic Management and Resources Together \(SMART\) Initiative](#). This enabled the College to establish a permanent [\\$5M Strategic Technology Endowment Fund \(STEF\)](#). The interest and principle generated from this fund is dedicated to initiating and refreshing the College's strategic technologies. The fund was enhanced by \$2M in FY 2009. Sandburg continues to use interest and some principle for funding the institution's [technology needs](#).

Sandburg's financial sustainability and support practices have garnered positive recognition. Standard and Poor's, a rating agency that assigns grades to municipal bonds, assessed the bond rating for the State of Illinois at Negative in April 2020. [Standard and Poor's also performed a comprehensive surveillance of Carl Sandburg College's outstanding municipal bonds](#) in the fall of 2020. Due to Sandburg's financial sustainability and resource availability, Standard and Poor's reaffirmed the College's stable outlook with an [A+ rating](#). Sandburg has also received the [Government Finances Officers Association Award for Excellence in Financial Accounting the past 17 years in a row](#).

### *Physical Resources*

Carl Sandburg College hosts two campuses and five additional locations. [The Main Campus](#), located in Galesburg, IL covers 253,541 square feet and supports 528 individual areas. On the Main Campus, Sandburg has a 2,368 square foot theatre that seats 181 individuals, a 9,200 square foot gym, a 4,225 square foot fitness center, 2,720 art gallery, a 9,902 square foot library, and a 4,313 square foot student center. Carl Sandburg College also offers two areas, totaling 1,200 square feet, dedicated to the E-sports team. Center for Manufacturing Excellence is part of the Main Campus. The CME is a 31,200 square foot building dedicated to career and technical training. The Branch Campus, located in Carthage, IL, is a 14,241 square foot building that houses 41 classrooms, laboratories, and offices. The Annex, a college run Additional Location, located in Galesburg, IL, is 28,587 square feet and contains 4 classrooms, laboratories, offices, and dedicated student space. The other four Additional Locations of Carl Sandburg College are high schools. These include Abingdon-Avon High School, Abingdon, IL; Galesburg High School, Galesburg, IL; Hamilton High School, Hamilton, IL; and Warsaw High School, Warsaw, IL.

The [2012 Facilities Master Plan](#) provides a framework for institutional projects and the development of the college. This plan has been used by the Board of Directors and the college community to determine institutional priorities and guide facility-related projects. [Farnsworth Group](#) is currently working on an update to the master plan that aligns with Sandburg's current strategic plan and ongoing efforts of collaborative growth. In keeping with Carl Sandburg's original vision, [the patio project](#) from the 2012 Facilities Master Plan was completed in two phases in 2018 and 2019. The project's primary goal was to provide accessibility for all to the most beautiful part of campus, which was paved with uneven paving stones and asphalt. The second goal was to beautify the campus and open the space to additional learning opportunities for students. The 2012 Facilities Master Plan also included [moving the automotive department](#) from its current location in Building B to the Center for Manufacturing Excellence (CME). This is still a goal of the College and will be on in the revised master plan. The primary goal is to create a central location on campus for students to learn the industrial arts.

### Technology Resources

Carl Sandburg College acknowledges that supporting a large, rural district requires robust technology infrastructure. To support student success, Sandburg utilizes fiber-optic lines that provide one gig of bandwidth at the Main Campus, and 100 megabits of bandwidth at the Branch Campus and Annex (Additional Location). Wi-Fi connectivity is available across all campuses and the Annex. All other additional locations are high schools, and the technology infrastructure is provided by the respective school districts.

The IT department manages 100 virtual servers that are spread across 5 physical hosts, and 900 workstations used by students, faculty, and staff. Each classroom is equipped with teacher stations and projectors. Additionally, three classrooms have interactive projectors, OWL cameras, which respond to voice, thus creating a more interactive experience for students who are joining the class virtually. Students have access to designated computer labs and computer banks located in high-traffic student areas. [The Maker Space](#), located in the main campus library, allows students to expand upon education using 3D printing, laser cutting, silhouette printing, and various learning materials in a collaborative space. Due to the institution's focus on technology support, the Center for Digital Education ranked Sandburg in the top ten in technology from 2008-2017.

To continue support to Sandburg students and employees, the IT department manages a Technology Help Desk. Staff is available for tech support Monday through Friday from 8 a.m. to 5 p.m. Students and employees can also access the Help Desk by creating an online work order which is directed to the appropriate support area.

The [Faculty Teaching and Learning Center](#) is a unique support to the Sandburg faculty. The FTLC provides technology assistance and a platform for innovative teaching options. [The Virtual Reality Studio](#) offered through the FTLC supports software applications such as Ovation VR, Engage, Tilt Brush, and Altspace. These applications, along with equipment and hardware, provide innovative instructional options to enhance student learning. The [One Button Studio](#) offers high-quality video and audio recordings at the touch of a button. Faculty, staff, and students have access to a One Button Studio at Sandburg's Main and Branch Campuses. Sandburg also offers the use of telepresence robots. A telepresence robot allows students who are unable to be in class still participate through an iPad mounted to a Segway. This option provides students real interaction while attending class remotely. The FTLC also creates instructional videos, forms, and additional resources to assist faculty in managing course requirements. For example, there is a video series on the completion of the institution's syllabus template, provision of [accessibility and online course standards forms](#), and access to [Open Education Resources](#). During the COVID-19 Pandemic, the FTLC played a significant role in assisting faculty with the transition to a virtual classroom environment.

Understanding that student access is essential for success, Sandburg is piloting a Virtual Desktop Infrastructure. VDI allows for direct access to data and other information in a secure and controlled format. Expanding access to students allows all devices to utilize the same windows desktop and eliminating the need to purchase additional devices and/or software applications. The IT Department will work closely with Dell and VMware to implement VDI and determine effectiveness. Additionally, pilot participants will be surveyed to determine ease of access, portability, and overall satisfaction.

Carl Sandburg College also expands technology resources through a focus on grants. [The Tracey Family Foundation awarded](#) the College \$10,000 to assist students with continued access to education through technology. With this grant, students in Hancock and McDonough counties are eligible to receive a device, support with connectivity, or assistance with paying for increased bandwidth. Carl Sandburg College received the [Illinois Community College Board Developmental Education Innovation](#) grant to decrease the time students spend in developmental courses. With the award of \$16,741, the English writing lab is being refurbished to include upgraded equipment and software.

## **5.B.2.**

The mission is the driving force of Carl Sandburg College's strategic plan and decisions made are reflective of the strategic use of resources and alignment with Key Performance Indicators. As described in 1.A, the mission was updated during the 2015 strategic planning process. The result was a refined [mission](#) that centered on student success. During the 2018 strategic planning process the mission was reviewed again and there were no changes. The priorities, pillars of the strategic plan, center on the institution's core values of Student Access and Success, Teaching and Learning, Community Alliance, and Operational Sustainability and Excellence. Strategic priorities are designed to support the mission, [institutional level KPI's](#) are the foundation of the [departmental/program level KPI's](#) which reinforce the mission and strategic priorities. The budget is the embodiment of the strategic plan in monetary form.

To ensure that institutional level and department level KPIs are realistic and support the mission, the strategic plan is regularly assessed for effectiveness. The Board of Trustees reviews the strategic plan as part of the president's evaluation and action items on the Board agenda reflect the related strategic plan goals. [Formal presentations on progress toward institutional KPIs](#) to review the relevance of Institutional Level KPIs to the mission. Outcome data on KPIs are used to reflect on the progress of individual departments and of the institution. Department chairs, deans, and associate deans review KPI progress and application of student support during department meetings. Feedback and results are included in annual department reports which are presented at Faculty Assembly and Administrative Team. Student support

services and operational support services also review progress on department and institutional level KPIs at department meetings. Each department within the institution presents KPI outcomes at Administrative Team meetings.

The strategic goals developed for the mission reflect the resources and opportunities for the organization and are realistic in terms of the overall mission of offering opportunities for students within our district to succeed.

### **5.B.3.**

The [budget book](#) is a detailed narrative of the College's expected revenues and expenses for the next five years. The budget breaks down resource use by fund for each of the College's eleven funds. It provides detailed accounts of past, current, and future revenues and expenses which allows for users to analyze and interpret the College's performance. Carl Sandburg College's robust budget plan aligns with the College's strategic plan. To this point, the book itself outlines strategic planning initiatives and priorities.

#### *Budget Planning Process:*

Carl Sandburg College's budget planning process provides shared responsibility between budget managers and the Business Department. The Business Department releases a [Budget Development Calendar](#) at the beginning of each planning cycle. The calendar details the planning process and the persons responsible for action items. Input on budget items and student need is ascertained by budget managers, department coordinators, faculty, and staff. Individual budget meetings are held between Budget Managers and their Cabinet Officer to discuss requests for new dollars and prioritization of requests. As part of the process, Instructional Team and the CFO meet to develop [budgeted credit hours](#). The Instructional Team includes academic deans and associate deans as well as the director of the Branch Campus. Prior to meeting with the CFO, this team reviews program needs with department faculty and other constituents. During planning discussions, the Instructional Team and CFO focus on program changes, faculty changes, district and student demographic data, and workforce and community needs. This comprehensive approach creates a budget that is reflective of the institution's priorities and student needs. Cabinet reviews [requests for new money](#) and approves new initiatives. The Board of Trustees approves the final budget at a public hearing.

#### *Audit Process:*

The College employs the accounting firm WIPFLI to perform the yearly financial statement audit. WIPFLI is a regional peer-reviewed auditing firm with employees who specialize in local government accounting and auditing of Illinois community colleges.

WIPFLI audits the College's transactions using generally accepted governmental auditing procedures. The audit includes an assessment of the College's financial statements to provide reasonable assurance that the statements are not materially misstated. In addition, WIPFLI audits the College's processes and internal controls to detect gaps in the process. In FY 20, WIPFLI provided an [unqualified \(clean\) opinion](#) of Sandburg's financial statements. The firm also performs a single audit of the expenditure of Federal award dollars. The final Audit book is reviewed by the College and presented to the Board of Trustees. In FY 20, [there were no findings or questioned costs](#).

#### *Monitoring:*

Throughout the year, accounting records and transactions are maintained in compliance with auditor requirements. The College follows Governmental Accounting Standards and as such, all of the College's financial transactions are recorded through journal entries. All entries are reviewed by at least one other person in the Business Office. All entries are subject to audit and evaluation by external auditors. The College also follows the Principle of Segregation of Duties. Staff who record the receipt of funds from various sources are not in any way involved in the payment of vendors. This practice significantly limits the likelihood of error and fraud. Finally, the Carl Sandburg College Board of Trustees is presented with updates on the expenses and investments at the monthly Board of Trustees meetings.

### **5.B.4.**

The budget planning process is an example of the College being mission focused. With each step of the process, alignment with the mission is the priority. This focus ensures that budget dollars used effectively to achieve educational goals through academic support. Carl Sandburg College believes that academic support services are a priority. Although there has been a decrease in revenue, the College as [maintained allocations](#) at a steady rate the last four years to provide these services.

The College has also pursued external grant dollars to support student need. Examples of grants that ensure the College's educational purposes are Perkins V, TRIO SSS, and National Science Foundation Secure and Trustworthy Cyberspace. Although grant guidelines provide direction for resource allocation, institutional grant managers uphold the responsibility of ensuring that expenditures are made in alignment with the educational purpose. Grant management also follows the monitoring practice of the Principle of Segregation. Three staff people in the business department are assigned to manage grant finances while grant administrators coordinate resource allocation.

Reports generated by the College are used to ensure fiscal allocations are meeting desired outcomes. A program specific [credit hour report](#), detailing the comparisons between the past and current fiscal year's budgeted to actual accrued credit hours is created after the 10th day of each Fall and Spring semester, and includes midterm credit hours. The report is presented at a Board of Trustees meeting and provided to the board members in the meeting's informational packet. The [Cost/Revenue](#) report, which determines the cost and revenue associated with courses by prefix, is completed annually and used to assist in determining resource allocation in the budgeting process.

During the COVID-19 pandemic, Carl Sandburg College received supplemental federal monetary support in the form of CARES, GEERS and CRRSAA funding. Sandburg felt that it was essential that the students receive assistance to continue their education. Student allocations of the CARES funding were expeditiously given to the students. Understanding that the shift to virtual classes caused additional expense for some students, CARES and GEERs funding was used to purchase laptops and Chromebooks for student use. Additionally, GEERs funding was used to support the Mobile Food Panty. The effort ensured that students across the district had access to food. Carl [Sandburg College partnered with the Latino Policy Forum](#), during the COVID-19 pandemic, through an external constituent familiar with the College's district. The Latino Policy Forum hand funds available to assist LatinX students and the college gifted 10 students \$500 each through this initiative.

The Carl Sandburg College Foundation was established in 1969 as a not-for-profit corporation to support the students and the mission of Carl Sandburg College through concentrated efforts such as endowed and annual scholarships, crisis grants, and facility support. The Foundation works with community members, private foundations, private donors, internal constituents, and external external constituents to share Sandburg's story. 160 scholarships are awarded annually, totaling over \$170,000 in scholarship support. Student can receive up to \$3,000 in scholarship awards annually. To remain efficient, all scholarship dollars are applied to their financial aid account.

Sandburg is diligent in keeping the cost for students to attend at a minimum. Therefore, assistance with books and materials is critical for some students to find success. The Foundation addresses this need through [Student Success Grants](#). These grant opportunities offer students dollars to assist with additional costs. Bookstore Assistance Grants allow students to purchase books, access codes, and supplies at the Sandburg Bookstore. Uniform and Supply Fee Grants assist students in purchasing program-specific supplies and uniforms. General Crisis Grants support students who find themselves in difficulty due to invisible barriers to education, such as housing, transportation, food insecurity, and medical issues. Student Success Grants are awarded in increments up to \$500 with funds distributed directly to the students. During the COVID-19 pandemic, the Foundation received federal, state, and private donations that allowed more students to be awarded additional crisis grants of higher monetary value.

To support facilities development, the Foundation provided opportunities for internal constituents to apply twice a year for a [Mini Grant](#). The focus of these grants allowed groups, programs, or departments to request funding for materials, equipment, or support initiatives centered on student success. Each grant had a maximum allocation of \$3,000. Grant awards included equipment for dental hygiene and criminal justice, technology equipment for the Human Resource Department and new student lounge furniture. The Foundation recognized that the process for Mini Grants needed to be more strategic and allow for opportunities with a larger student impact. In 2021, the Foundation shifted the process and remained it, [Innovation Grants](#). Currently, Innovation Grants are awarded annually with a maximum allocation of \$6,000. The CTE department received an [Innovation Grant](#) to create a flexible classroom in the Center for Manufacturing Excellence.

The Carl Sandburg College Foundation supports program and facility development through the coordination of donations and community engagement. In 2016, the Foundation received a gift of \$2.5 million from the [Ann Asplund Estate](#). The gift continues to support the nursing program through facility updates and scholarship opportunities for non-traditional students. In 2020, [PrairieLand Hospice Foundation](#) donated over \$18,000 to enhance the simulation lab in the Nursing department. This board includes alumni, healthcare professionals as well as community stakeholders. In 2020, [Mark and Tracey Moore-Baker](#) pledged an estate gift with a projected value of the gift between \$5 and \$15 million that will support scholarship opportunities, facility improvement, sponsored faculty, and other college

initiatives. The Foundation intends to leverage this gift to build a sustainable funding base through increased community constituent involvement.

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## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

### Argument

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Carl Sandburg engages in systematic and integrated planning and improvement. The college is engaged and active at the Illinois Community College Board Program Review level and actively engaged with regional and national accreditation efforts. The College's strategic plan is aligned with the economic goals of the district. The college is connected closely with the K-12 systems throughout the district and is a leader in the development of dual credit including a pilot Title IV program with a local school district which allows the student to earn an associate degree while completing their high school education. The college works closely with four-year systems and is engaged in innovative programs to address issues in our rural community. One example of this would be the [ISU Teacher Pipeline](#), a collaborative effort of Illinois colleges to provide a bachelor's degree and teacher certification for current paraprofessionals. The college president sits on the state P-20 Council, and the college has administrators and faculty on state and regional educational bodies.

The college monitors enrollment in evaluation of its academic programs and deans and associate deans use a template to connect academic offerings, budget, and planning for the future. Carl Sandburg is committed to helping residents in the district attain baccalaureate degrees and [has partnered with](#) RN to BSN programs with University of Illinois-Chicago, and a transfer program in agriculture with the University of Illinois. The college is noted as one of the best small schools in the US in terms of technology. There is a concerted effort to continuously improve and adapt to the changing needs of our district and students and this is reflected in the innovative approach to educating students about paying for college. The college boasts one of the lowest numbers of students using loans to pay for college.

#### 5.C.1.

As described in 5.B, Carl Sandburg College is intentional when aligning resource allocations to assure student success. The [budget book](#) was revised to align with the format of the strategic plan. Included in the budget book are the priorities and strategic goals of the College. To increase functionality and allow for increased effectiveness, each budget line is assigned a location code. This code ties the account to a specific budget manager.

The Branch Campus aligns courses and student service supports with the Main Campus. Full-time and part-time administration and support staff manage the Branch Campus. Classes, instructed by full-time and adjunct faculty, are offered through in-person, synchronous, and asynchronous formats. To ensure that courses maintain the highest quality, the Branch Campus offers high-speed internet, a mobile [one-button studio](#), and a telepresence robot. Students have access to advising, counseling, tutoring, financial aid support, technology support, student life activities, and a resource pantry at this campus. As Sandburg's district is extensively rural, [partnerships with the district's high schools play an integral part in supporting the students](#). The Branch Campus provides services, as listed above, to the surrounding high schools and two of the high schools served by the Branch Campus are Additional Locations. The Branch campus maintains individual budget lines to assure fiscal resources support student resource access. Allocations of resources by the Branch Campus ensures that every student is provided the same opportunities and support.

The Annex, located in Galesburg, IL, is one of Sandburg's Additional Locations. This center houses Carl Sandburg College's dental hygiene program. Resources allocated to the Annex include full-time and adjunct instruction, program-specific equipment and enhanced learning spaces, technology support, including high-speed internet, and student life activities. This program is accredited by the American Dental Association Commission on Dental Accreditation. Resources of capital equipment, faculty, facilities, and student support services are dedicated, in alignment with accreditation guidelines, to this location through the formal budgeting process.

Carl Sandburg College creates opportunities for high school students to earn college credit through sustained partnerships with the district's high schools. Working in tandem with high school administration allows for Carl Sandburg College to have a greater impact on the district and meet the mission while supporting the small K-12 school districts. Dual credit students approximately 25% of Sandburg's enrollment. To best support the attainment of college credit, Carl Sandburg College offers dual credit students access to federal financial aid. In 2016, Sandburg was awarded participation in the [Dual Enrollment Experiment under the Department of Education's Experimental Sites Initiative](#). Since its inception, \$1,351,920 in Pell awards have been disbursed to dual credit students. Because of Carl Sandburg College's robust offerings, four high schools in the district have been added as [Additional Locations](#). Resource allocations for student support services offered at these Additional Locations are part of the budget planning process.

### 5.C.2.

Carl Sandburg College embraces a culture of assessment. As identified in a [Memorandum of Agreement between the Sandburg Education Association](#) and the Board of Trustees, Sandburg faculty and staff uphold the responsibility of assessment with regards to student learning and the promotion of continuous improvement. Examples of affirmation of this commitment include, all faculty participating in one classroom assessment report each year, and [staff performance reviews](#) redesigned to be competency-based and align with the Core Values of the institution as listed in the Strategic Plan.

Carl Sandburg College's Strategic Plan links assessment to the mission through annual review and updates to the institutional level and department level KPIs. In 2015, the College implemented the development of KPIs. To assure that indicators were meaningful, measurable, and supported the institutional level KPIs, the [Carl Sandburg College Process Improvement Cycle](#) was developed. Members from the Institutional Effectiveness department met with all departments to discuss and assist in the development of individual department KPIs. Annually, each department assesses the progress toward their KPIs. Support and training on KPI development remain available through the Institutional Effectiveness department. The College uses [individual department KPI](#) and [institutional level KPI data](#) to evaluate operations, plan future projects, and budget construction.

To better understand the external influences on program development and garner strategies for best practices in the assessment of student learning, Carl Sandburg College actively participates on state-level advisory boards. Dr. Reilly, president, is an appointed member of the [P-20 Council](#). To increase the advanced education of Illinois residents, this council connects strategic approaches using data-driven outcomes. Michelle Johnson, dean of institutional planning, is a founding member of the Program Review Advisory Committee. The purpose of this group, supported by the Illinois Community College Board and the Office of Community College Research and Leadership at the University of Illinois, is centered on the process of program review. Actionable outcomes guide the development of program review templates. This process allows for the alignment of information and data across all Illinois Community Colleges. Zoe Kudla-Polay, director of recruitment, is the west central district chair of the Illinois Association of Collegiate Registrars and Admission Officers. This organization, the local chapter of the American Association of College Registrars and Admissions Officers, provides guidance and professional development on best practices in recruitment, registration, and enrollment that lead to student success. Information and best practices gleaned from participation on these boards are shared with the college administration, academic services, and student services through formal and informal meetings.

### 5.C.3.

To ensure that the strategic plan represented the interests of the college community, an [inclusive event](#) was held to assist in the development of the plan. Both internal and external constituents, along with students, [participated in a collaborative event](#) that set the goals for the current strategic plan as Annual review of the strategic plan occurs during departmental review of KPIs and at Board of Trustee meetings.

Annual planning for the allocation of resources and improvement to offerings is completed at the department level during the budget development cycle. Career and Technical Education and Health Professions programs meet annually

[with advisory committees](#). Based on guidance from committee members, along with labor market information and program-specific data, programs are amended as needed. Additionally, programs that are accredited by [third-party accreditors](#) align the development of the program with accreditation guidance.

The Office of Recruitment works in tandem with the academic departments and student services to reach prospective students. Collaborative planning among departments addresses district needs, potential student interests, discusses training/retraining, educational offerings, and career pathways. The Recruitment department is also active in several district-based community groups. Recruiters attend Galesburg and Macomb Partner Group meetings where workforce needs are discussed, local IDES meetings, TANF meetings, and bilingual parent meetings. The Director of Recruitment at Carl Sandburg College holds an executive board position on the Illinois Association of Collegiate Registrars and Admissions Officers.

The president and several other staff serve on the LWIOA Workforce Investment Board, and the college works with other WIOA boards to support students who attend the college.

#### 5.C.4.

Carl Sandburg College utilizes current capacity and data analysis of past revenue and enrollment to formulate plans for continuous improvement. As described in 5.B.3, Sandburg as a robust budget planning process that culminates in a [budget book](#) that outlines [5-year budget projections](#). [Weekly enrollment dashboards](#) are released to the college community. The dashboards provide a comparison both credit hours and headcount of the prior week's enrollment and total semester enrollment. As support to planning, each dashboard also compares total enrollment to the budgeted enrollment and enrollment from the year prior.

Carl Sandburg College hired a grant writer in 2020 to generate collaborative approaches that garner increased resources for the students, faculty, and staff. [From 2019 - 2020](#), Sandburg experienced a 47.4% success rate for competitive grant proposals and raised \$113,469 in external grant funds. The grant received from the Tracey Family Foundation allowed the college to increase student connectivity through the purchase of technology equipment and assistance with paying for internet access. Staff from the Main Campus and Branch Campus provided concerted efforts that resulted in an innovative solution that directly supports student success.

To better understand enrollment fluctuations, Carl Sandburg College implemented a new customer relationship management system, Slate. This system provides the college a secure place to retain and track prospective student information and follow enrolled student as it pairs with Colleague. For planning purposes, Slate tracks applicant data and acceptance of enrollment offers. This allows for recruitment staff to support students as they follow the enrollment process. Data generated from Slate support enrollment planning. Additionally, the survey function of Slate will allow for the institution to gather information from students who did not enroll. By surveying students who declined enrollment, data will be collected on enrollment trends and will be used for planning.

#### 5.C.5.

Carl Sandburg College participates in district planning events and community-based committees, attends professional development opportunities, utilizes labor market data, and researches emerging trends in planning processes. Carl Sandburg hosted a [district-wide planning event](#) to create the current strategic plan. Members of Carl Sandburg are active participants on several community-based committees to support the district and glean information on emerging needs of the students and employers in the district. The program review process as described in Criterion 4.A. [utilizes labor market data](#) to assess the emerging employee trends. This data along with guidance from Advisory Committees provides direction for career-centered programs.

Carl Sandburg College reviews tuition rates for students annually as part of the budget process. The institutional understands that students require transparency when accessing the cost of their education. To support this need, Sandburg's tuition rates are inclusive of technology and other support fees. Some programs and courses require additional fees to subsidized student participant costs. Fees are determined by term, course, and/or credit hour. All fees are provided to the students on the [Tuition and Fee page](#) of Sandburg's website. Course and program fees are reviewed as part of the [Cost/Revenue Report](#). This practice assures that additional costs to the students are assessed annually.

A comprehensive understanding of demographic shifts is imperative for planning. As stated in 5.A.2, [Clarus Corp.](#) completed a comprehensive review of the district's demographics. The data of the review revealed a decrease in the high

school population. As dual credit students are approximately one-quarter of Carl Sandburg College's enrollment, this reduction in prospective students is concerning. The college is implementing strategies to expand recruitment and retention efforts, such as [career pathways](#), to decrease dependence on dual credit. Knowledge about demographic shifts at the state and global level is gleaned through labor market data, research, and active participation in community and state organizations.

#### 5.C.6.

The use of data and collaborative planning allows for Carl Sandburg College to systematically improve operations and student outcomes. Following the [institutional level KPIs](#) outlined in the College's strategic plan provides definition to the institution's continuous improvement efforts. As discussed in 5.C.2, Carl Sandburg College [reviews departmental KPIs annually](#) and links goals to support institutional level KPIs and college priorities. [The Master Facilities Plan](#) outlines steps to meet desired improvements to both grounds and infrastructure. The use of an external organization in the creation of the Master Facilities Plan allows for creative problem-solving. The process in which the College uses to create the budget provides an opportunity for strategic consideration of funds. The resulting [Budget Book](#) outlines projections for the following five years. The College partners with IGEN, the Illinois Green Economy Network to pursue grants to improve the College's infrastructure and energy consumption. The procurement of a [marketing analysis by Clarus Corp](#) as described in 5.A.2 has given Carl Sandburg College guidance on how to best serve the district. Implementing recommendations will provide a systematic approach to improvement.

Within the student portal system of Sandburg's CRM, Slate, students are provided a student status page, recruiter information, electronic view admit letter, checklists, application update form, links to social media platforms at Sandburg and information on student support service offices. Customized check lists for students are generated based on enrollment status. Items on the check lists have been updated to better direct students to student support services. For example, students indicate if they are first-generation students, a veteran, a child of a veteran, eligible for WIOA support, and/or eligible for Promise scholarships. A dual credit disclaimer form has also been added through Slate. This form provides student acknowledgment that grades will be sent to the student's high school.

Slate provides a platform to connect with students about recruitment events and share information through communication campaigns. The Events Management functionality in Slate automatically sends out emails to students about an upcoming event. Slate seamlessly manages student registrations, cancellations, evaluations of events, and reminders of the event. The Deliver function of Slate creates cohorts of students based on enrollment data. Communication campaigns are targeted to specific cohorts through Deliver. Students may receive multiple communications as cohorts are cross-listed in Deliver.

Carl Sandburg College has embraced the transformation to a virtual world. Faculty expanded course delivery to include synchronous, asynchronous, and virtual courses. Assessment of student success in varied course delivery methods, as described in 4.B, will be integrated into academic planning. The College recognizes the need for secure and efficient connectivity if courses continue to be offered virtually. As outlined in 5.B.1., the College is piloting the use of VDI. Virtual recruitment has expanded the reach of Sandburg. Holding virtual appointments and Explore Sandburg virtually has removed barriers for students with transportation concerns and allowed students outside of the district to attend.

The college has participated in numerous virtual events to reach students including virtual orientations, a virtual and socially distanced health professions fair. The college also established a virtual CTE signing day event through its [partnership with NC3](#).

The college works with third-party accreditors to ensure that students successfully complete their programs fully prepared to be successful in the workplace.

## Sources

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## **5.S - Criterion 5 - Summary**

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The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### **Summary**

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### **Sources**

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*There are no sources.*