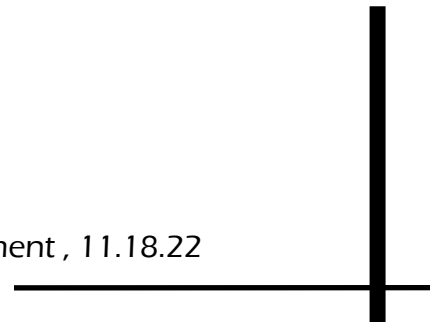




ANNUAL SUMMARY REPORT: 2021-2022

*A report of the activities and changes in
institution-wide assessment efforts*

Submitted by Kylie Price, Assistant Dean of Assessment , 11.18.22



CONTENTS

Overview	1
HLC Assessment Academy Update	5
Assessment Plan	6
General Education Outcomes Assessment	8
Program Assessment	10
Classroom Assessment	12
Cocurricular Assessment	14
Accuplacer Placement Summary	16
Transfer Student Success Rate	17
Acknowledgements	18

OVERVIEW

EXPLANATION

This *Annual Summary Report* highlights significant assessment changes and trends, as well as current/ongoing assessment activities, during the 2021-2022 academic year. This report will be shared with the faculty at the November Faculty Assembly and with the Board of Trustees at the November Board meeting. Additionally, it is electronically shared both internally and externally for all stakeholders.

ASSESSMENT UPDATE

The Outcomes Assessment Committee (OAC) comprises representatives from each academic department. The 2021-2022 OAC representatives are as follows: Kylie Price (chair), Ian Milligan (CTE), James Hutchings (HFA), Stacy Bainter (HLP), Jeremy Bohrer (MNS), Gary Douglas (SBS), Jacob Runge (Co-Cur), Rebecca Eaton (Co-Cur), Michelle Johnson (IE), Autumn Scott (Student Services), and Carrie Hawkinson (VP). The OAC meets monthly during the spring and fall semesters to review assessment processes, discuss assessment findings, and facilitate assessment support and training.

Carl Sandburg College is accredited by the Higher Learning Commission (HLC). During Sandburg's last Comprehensive Visit (April 19-20, 2021), HLC accredited Sandburg through the next visit in 2030-2031, with an additional report about assessment for the Assurance Review process.

This additional report is required to ensure Sandburg enhances the assessment process. The Institutional Actions Council (IAC) of the HLC made the following recommendation: Action with Interim Monitoring and Embedded Monitoring Report. Essentially, the IAC would like to see Sandburg strengthen the all levels of assessment, particularly program and GEO assessment. In the letter from the IAC on Nov. 19, 2021, Barbara Gellman-Danley states, "Many programs are lacking program goals and the assessment of student occurs at the classroom level, but the current process does not allow for programmatic or institutional level data to be gathered, analyzed, and used to improve student learning." In response to the IAC feedback, Sandburg organized a group of faculty, staff, and administrative leaders to participate in the HLC Academy.

The Academy is a network of 300+ institutions who pair up with HLC mentors and scholars, and those involved commit to improve the assessment of student learning. As stated in the *Assessment Academy Welcome Packet*, "The Academy offers each institution personalized guidance in developing, documenting and implementing a systematic approach to institutional assessment."

Updates of Academy progress will be included in this report.

All OAC members during the 2021-2022 year continued to collaborate with IE for accreditation purposes, specifically focusing on Criterion 4, Teaching and Learning: Evaluation and Improvement, which centers around assessment. Consequently, OAC members have specifically

looked at Criterion 4B during the past four academic years since it focuses on Sandburg's commitment to educational achievement and improvement through the ongoing assessment of student learning. In that process, the OAC has reviewed GEOs and the corresponding rubrics, curricular assessment, and cocurricular assessment. The OAC will work with the Academy to enhance the assessment process of student learning.

The OAC Moodle page serves to house most assessment documents—with the exception of Program Review, which is housed with Institutional Effectiveness (IE). The OAC Moodle page houses assessment reports for both curricular and cocurricular assessment. The page was renamed from "Assessments-Faculty Resource" to "Assessment Resources" to reflect this change. This page is organized topically, identifying members and archiving reports on the home page and organizing subsequent tabs by curricular and cocurricular assessment. There is an additional tab for OAC members only that aids them in writing annual department reports.

Curricular assessment at Sandburg includes General Education Outcomes (GEO) assessment, for it is embedded directly into the Classroom Assessment Report (CAR). The OAC designed 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. In Fall 2015, the CAR was updated to embed GEO assessment and implement an electronic process. CARs are submitted annually, and the OAC representative compiles CAR data from their respective department.

Cocurricular assessment remains an area of focus for Sandburg, but it will be housed in a new committee established in Fall 2022, a result of the Academy tutelage. During 2011-2012, the OAC implemented a non-instructional assessment initiative and thus developed three forms to assess the Business and Support Services at Sandburg. These forms were similar to the instructional CAR counterparts but focused on areas outside of the classroom. In Fall 2013, those non-instructional areas completed one of these assessment documents a year. Meanwhile, each of these departments was also completing a Program Review. The Quality Initiative (QI), established by IE, revised the Program Review process, and the OAC timelines for these non-instructional areas became superfluous. Nonetheless, cocurricular assessment is still a necessity, so during Summer 2017, the Assistant Dean of Assessment generated a Cocurricular Assessment Form that was piloted during the 2017-2018, 2018-2019, and 2019-2020 academic years. During the Academy Roundtable, cocurricular assessment was redefined and will move forward in the 2022-2023 academic year.

Also included in this document are the placement testing summary reports. Accuplacer replaced Compass testing September 1, 2016, and departments are still reviewing data to ensure students are placed in appropriate courses.

Carl Sandburg College is in receipt of transfer student success reports, but those reports are collected sporadically and do not demonstrate consistent data trends. The OAC is working with IE to further investigate transfer student success rates.

The Assistant Dean of Assessment currently publishes the *Assessment Newsletter* at least once an academic year to share best practices, and she continues to present on assessment topics. In addition, the OAC continues to host annual workshops to help both full-time and adjunct faculty members complete their CARs. Furthermore, the CAR itself, the *Curricular Assessment Handbook*, formerly the *CAR Manual*, and the video tutorial have been updated to help all faculty complete their annual CARs.

Additionally, the OAC is including assessment updates into Champ the Charger emails to educate students about assessment practices and how those practices affect them in the classroom.

The College implemented Key Performance Indicators (KPIs) as a measurement tool for institution-wide assessment in 2011, and both instructional and non-instructional departments implemented KPIs to guide their assessment efforts. The OAC utilized KPIs to guide assessment efforts until Fall 2021. After Fall 2021, KPIs transitioned into goals in effort to establish a more shared language amongst the Sandburg community.

The OAC plans to utilize the following goals for the upcoming academic years:

1. Facilitate one workshop during the fall and spring semesters to support faculty in their assessment process.
2. Administer survey to check in with faculty's assessment needs.
3. Assist coordinators to facilitate workshops to support adjunct faculty in their assessment process.
4. Manage student representation on the OAC.
5. Explain the role of assessment as it pertains to students in Champ the Charger emails.

If additional goals need to be set, the OAC will share those as needed.

LOOKING AHEAD: ASSESSING OUR ASSESSMENT

Since the OAC streamlined the CAR collection and analysis processes in 2014-2015, Sandburg has maintained a full-time completion rate of 100%, and the trend demonstrated that the adjunct completion rate was ascending—with the 2018-2019 data reporting 83%, a significant increase from the 53.5% reported in 2014-2015.

The Assistant Dean of Assessment compiled a *CAR Completion Gap Analysis Report* for the 2019-2020 academic year in an effort to understand the low CAR completion numbers for both full-time and adjunct faculty during the 2019-2020 academic year. This report examined multiple components in an attempt to identify potential causes, but could identify no justifiable reason behind the low completion data other than the pandemic.

Thus, the OAC had primarily focused efforts on completion numbers. During the HLC Comprehensive Visit in Spring 2021, however, the Peer Review team shared that the completion numbers should not be the primary interest but instead the number of courses assessed. Thus, this report shares the both, and the OAC is currently working to make the CAR process conducive to this type of reporting.

HLC ASSESSMENT ACADEMY UPDATE

EXPLANATION

In response to the feedback from HLC's last Comprehensive Visit, Sandburg organized a group of faculty, staff, and administrative leaders to participate in the HLC Academy.

The Academy is a network of 300+ institutions who pair up with HLC mentors and scholars, and those involved commit to improve the assessment of student learning. As stated in the *Assessment Academy Welcome Packet*, "The Academy offers each institution personalized guidance in developing, documenting and implementing a systematic approach to institutional assessment."

On June 22-24, 2022, Michelle Johnson, Kylie Price, Autumn Scott, Stacy Kosier, Marla Turgeon, and Mandee Allen participated in the first Academy event, the Academy Roundtable. During this multi-day event, the six aforementioned attendees laid the groundwork for Sandburg's long-term improvement efforts in assessment.

The Academy members agreed to the following Academy Project: "Carl Sandburg College needs to improve assessment practices, including documentation of results and continuous improvement actions, at the course, program, and institutional levels. This need extends beyond academics and weaves into all areas of the college."

The Academy members will continue to work on this project for the next four years. Ideally, this experience will enhance Sandburg's processes in assessing, and ultimately improving student learning.

ACADEMY PLAN

The Assessment Academy is designed to help institutions foster and enhance assessment growth in four years.

Year 1: Launch Academy Project

Years 2-3: Pilot, Evaluate, Refine

Year 4 and Beyond: Expand, Assess, and Sustain Improvement Efforts

ASSESSMENT PLAN

EXPLANATION

Since 2015, the OAC has utilized an Assessment Plan to stay on track with assessment efforts. That plan has morphed from a topical plan to the specific objective-based plan outlined here.

ASSESSMENT PLAN INCEPTION AND UPDATE

Objectives for this assessment plan, like the last plan, are organized into annual objectives that are repeated and enhancement objectives that are fulfilled that year.

Year 1: During the 2021-2022 academic year, the Assistant Dean of Assessment created, reviewed, and presented the *Annual Report* to Faculty Assembly and the Board of Trustees. The OAC analyzed data from that report and established measurable goals to streamline assessment activities.

Furthermore, the OAC also established a new assessment plan and offered virtual CAR workshops. During Summer 2022, Sandburg began Year 2's Enhancement Objectives by joining the HLC Academy. The OAC members are continuing to establish a cocurricular and student representation rotation, and the work of the Academy should be able to foster that process.

Year 2: The annual objectives were repeated: the Assistant Dean of Assessment created, reviewed, and presented the *Annual Report* to Faculty Assembly and the Board of Trustees, and the OAC analyzed data from that report to establish measurable goals to streamline assessment activities.

In addition, after joining the HLC Academy, the OAC members have begun to ensure assessments "close the loop." In addition, the OAC will work to streamline transfer success rate data.

Year 3: The annual objectives will be repeated.

As for the Enhancement Objectives, the OAC might consider amending as to coincide with the HLC Academy's assessment project.

SANDBURG DOCUMENT

The OAC established this assessment plan in November 2021 to direct assessment activities and to maintain an embedded opportunity to assess the College's assessment efforts.

Carl Sandburg College's Assessment Plan Established by the OAC, November 2021

Year 1 Objectives, Fall 2021 – Spring 2022

Annual Objectives

- Create, review, and present *Annual Report* to Faculty Assembly
- Present *Annual Report* to Board
- Analyze *Annual Report* data
- Establish measurable KPIs to streamline assessment activities
- Distribute survey asking faculty to provide feedback about assessment efforts, understanding, and expectations
- Ensure assessment efforts are guided by the College's *Strategic Plan*
- Participate in professional development conference opportunities to stay current with assessment trends and practices
- Reassess the Assessment Plan

Enhancement Objectives

- Create and utilize a new assessment plan
- Establish and implement co-curricular representation rotation
- Establish and implement student representation rotation

Year 2 Objectives, Fall 2022 – Spring 2023

Annual Objectives

- Create, review, and present *Annual Report* to Faculty Assembly
- Present *Annual Report* to Board
- Analyze *Annual Report* data
- Establish measurable KPIs to streamline assessment activities
- Distribute survey asking faculty to provide feedback about assessment efforts, understanding, and expectations
- Ensure assessment efforts are guided by the College's *Strategic Plan*
- Participate in professional development conference opportunities to stay current with assessment trends and practices
- Reassess the Assessment Plan

Enhancement Objectives

- Streamline program review data to ensure assessments "close the loop"
- Streamline transfer success rate data
- Participate in the HLC Assessment Academy

Year 3 Objectives, Fall 2023 – Spring 2024

Annual Objectives

- Create, review, and present *Annual Report* to Faculty Assembly
- Present *Annual Report* to Board
- Analyze *Annual Report* data
- Establish measurable KPIs to streamline assessment activities
- Distribute survey asking faculty to provide feedback about assessment efforts, understanding, and expectations
- Ensure assessment efforts are guided by the College's *Strategic Plan*
- Participate in professional development conference opportunities to stay current with assessment trends and practices
- Reassess the Assessment Plan

Enhancement Objectives

- Establish CAR rotational process to ensure all COs are assessed
- Partner with IE to link the assessment of student learning to program review
- Establish and implement a "method for identifying cocurricular activities" with "a mechanism to proactively identify needs for improvement"

GENERAL EDUCATION OUTCOMES ASSESSMENT

EXPLANATION

General Education Outcomes (GEOs) are the institution'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.

Currently, GEO assessment is embedded into the Classroom Assessment Report (CAR). The OAC designed rubrics for faculty to utilize when completing their CARs to facilitate this process. These rubrics were first established in Spring 2012 and have been continually updated to enhance the assessment process.

The most recent update, occurring during Fall 2019, pertains to the third GEO. The OAC proposed updating that GEO from Cultural Diversity to Liberal Arts and Cultural Literacy. After much discussion led by faculty, the OAC voted to NOT update GEO 3, primarily because of the extensive curriculum revisions that would need to occur. The OAC did, however, vote to update the GEO Criteria to reflect similar intentions to the philosophy behind "Liberal Arts and Cultural Literacy."

During Summer 2020, the Assistant Dean of Assessment updated the criteria and is stated thus:

Acknowledge differences among people and stereotypes and prejudices they hold regarding people who are different.

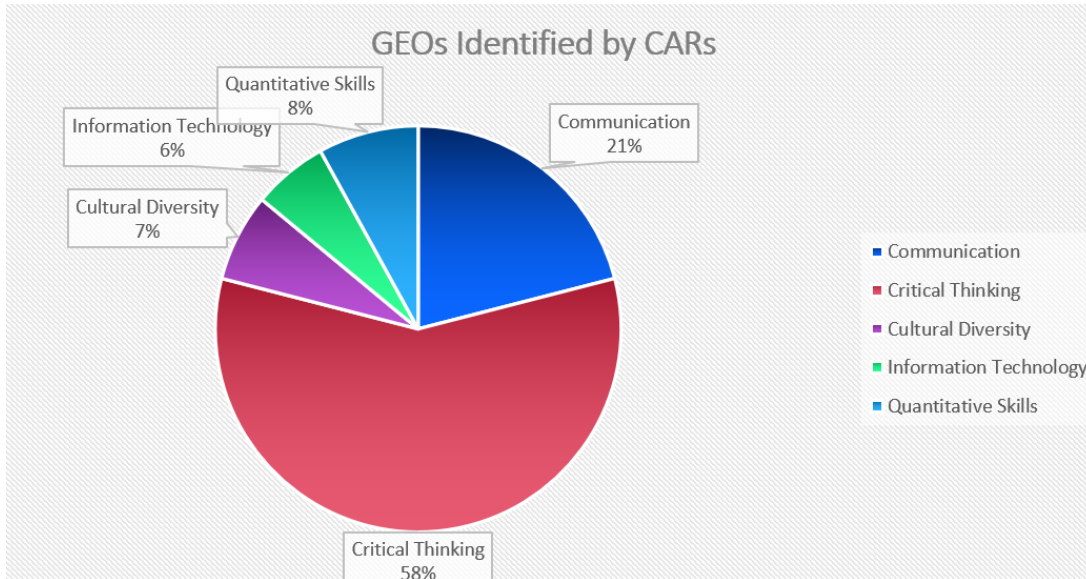
Build knowledge of diverse ideas, perspectives, and experience and how they are expressed in the liberal arts.

Engage others with civility, empathy, honesty, and responsibility, and work well in an environment with a diverse population.

More departments are beginning to utilize the GEO data to streamline CARs and tie their assessments back to departmental goals.

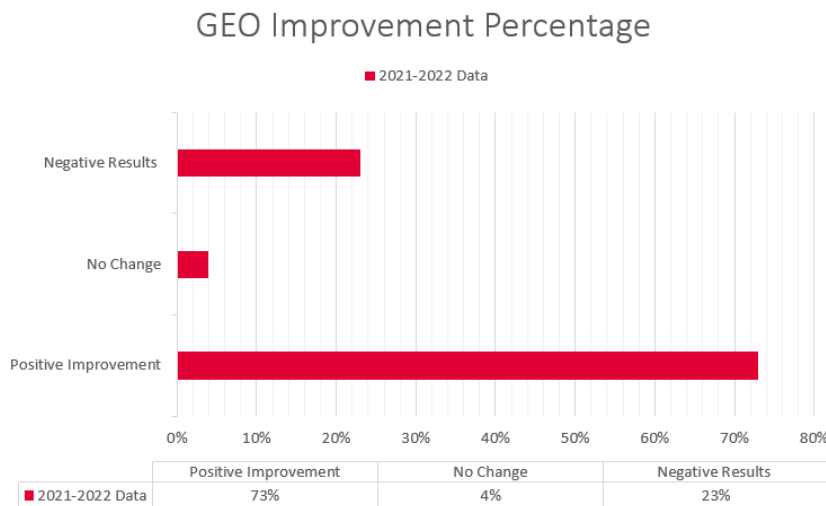
GEO ASSESSMENT FINDINGS

This data was collected by OAC representatives Ian Milligan, James Hutchings, Stacy Bainter, Jeremy Bohrer, and Gary Douglas, and it was compiled by Kylie Price.



The data illustrates which GEOs faculty assessed during the 2021-2022 academic year. Communication and Critical Thinking are still in the lead as the most common GEOs assessed, but compared with the 2020-2021 data, Cultural Diversity increased by 3%, and Communication increased by 5%.

This data illustrates the percentage of improvement faculty assessors saw as related to the GEO identified that academic year. Faculty are still reporting “no change,” but the number is decreasing from the past academic years. Nonetheless, the OAC will focus on encouraging faculty to only include assessments where they saw a change, whether negative or positive.



PROGRAM ASSESSMENT

EXPLANATION

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.

An ad hoc Program Review Committee advocated for ways to revise the horizontal, internal form that was created in 2003 by the Assessment Committee. Ideally, the horizontal form was supposed to help complete the ICCB template, but many felt that rather than helping, it hindered the process. Utilizing the same technology to update CARs, a new program review form was created. The OAC designed this new Program Assessment Report, or PAR, and in the 2015-2016 academic year, a pilot of programs utilized the new PAR.

Then, Sandburg analyzed the gaps discovered with the PAR process. Those who are assessing for the 2015-2016 academic year have noted revisions, like removing the GEO component from the PAR.

The ICCB *Program Review Manual: 2017-2021* was published after the pilot group and the ad hoc Program Review Committee met to discuss revisions of the PAR. This manual notes significant changes in the program review process, so the next step was to transition with ICCB's program review recommendations in mind.

IE established rubrics for program assessment, and ICCB is implementing the use of those rubrics into their process.

Currently, the Academy, OAC, IE, and a new committee, the General Education Outcome Program Assessment Committee (GEOPAC) are working collaboratively on enhancing a structured reporting system to streamline data.

PROGRAM REVIEW FINDINGS

This data reflects reports from the 2021-2022 academic year and was collected and compiled by Michelle Johnson, Dean of Institutional Planning.

1. 100% submission compliance
2. Strategic plan revision to include outcomes, strategies, goals and tactics: moving away from KPIs for better alignment with accreditation, state, and federal guidance
3. Sandburg will focus on annual planning that includes goals and tactics

Programs and departments are working to establish program-level outcomes for ICCB and 3rd party program-specific accreditors.

CLASSROOM ASSESSMENT

EXPLANATION

Classroom assessment is required of all faculty, both full-time and adjunct: Sandburg faculty members are responsible for completing one CAR per academic year due on the Monday after Spring Break. The CAR form is submitted to the respective Dean or Associate Dean and Assistant Dean of Assessment via a SurveyMonkey link found in Moodle.

Since 1999, Sandburg has been in receipt of assessment reports from faculty. Since then, the CAR form has been continually updated and revised to encourage more data collection. Starting in Fall 2012, the OAC has examined both the CARs and the CARs Summaries, annual reports documenting faculty participation and noting findings that resulted in course modification, for trends and problems at the course, departmental/programmatic, and institutional/GEO levels.

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. After the pilot in Spring 2015, the OAC made additional improvements.

In Fall 2015, the updated CAR process was implemented institution-wide. The biggest changes with this form are twofold: one, the form is now electronic, and two, GEO assessment is embedded into the process. In Summer 2016, the corresponding GEO rubrics were updated. The Assistant Dean of Assessment gave a brief tutorial on completing the updated CAR at the Fall 2015 Faculty Workshop. Additionally, the Assistant Dean of Assessment created a tutorial video and a *CAR Manual* to help faculty complete their annual CAR.

During Spring 2017, the Assistant Dean of Assessment updated the CAR Narrative form into the CAR Department Summary form to reflect the updated CAR form and to pull more specialized data. These CAR Department Summaries are now shared with faculty at department meetings to further embed the assessment process and in an effort to close the loop more effectively.

Also in the Spring 2017 semester, the OAC members finalized dates for the CAR reporting process:

1. CARs due the Monday after Spring Break.
2. CAR Department Summaries first draft due at April department meeting to share findings.
3. CAR Department Summaries reviewed at May OAC meeting.
4. CAR Department Summaries final draft due the second Friday in May.

The Assistant Dean of Assessment updated the CAR form itself during Summer 2019 to reflect restructured departments and modalities. During the Fall 2020 and Spring 2021 semesters, the Assistant Dean of Assessment presented to all faculty via Teams about CAR best practices.

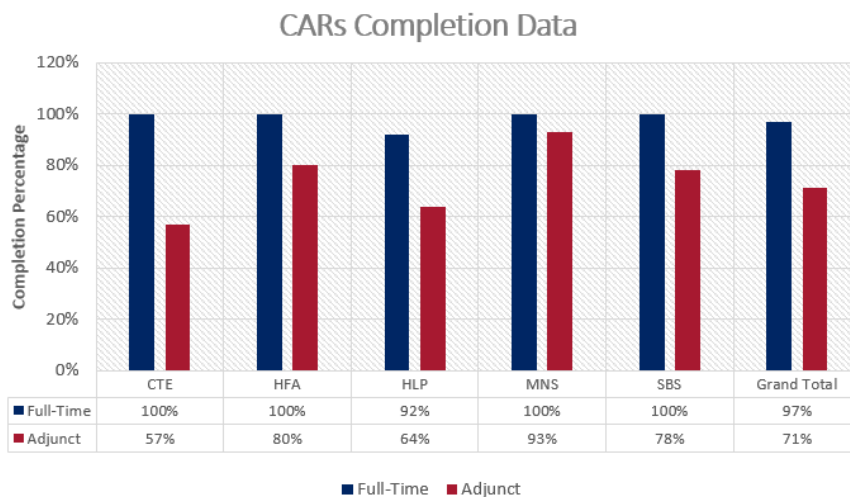
Faculty members can access the updated CAR form and GEO rubrics on the OAC Moodle page.



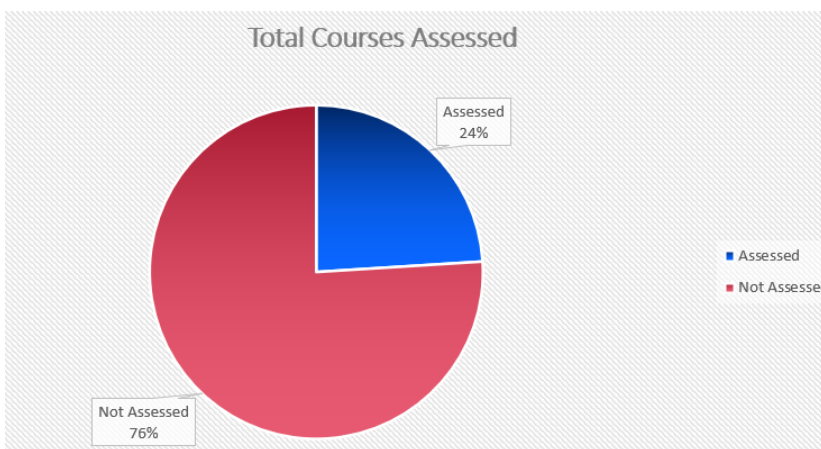
CARS FINDINGS

This data was collected by OAC representatives Ian Milligan, James Hutchings, Stacy Bainter, Jeremy Bohrer, and Gary Douglas, and it was compiled by Kylie Price.

This data articulates that 97% of full-time faculty completed a CAR (that is, 38/39), and 71% of adjunct faculty completed a CAR (that is, 75/105). While adjunct participation decreased from last academic year by 11%, full-time participation increased by 2%.



This data was collected by Angel Rohrig and Christy Perkins, and it was compiled by Kylie Price.



During the HLC Comprehensive Visit, peer reviewers noted that while completion data can be useful for an institution, it doesn't include the most important element: courses assessed.

This data shows that of the 329 classes taught during the 2021-2022 academic year, only 24% (that is, 78/329) were assessed. Multiple courses, including ENG 101, BIO 101, and PSY 101, were assessed five times or more.

What is perhaps more daunting is that even if every faculty member assessed a different course, the highest percentage Sandburg could reach is 46% (that is, 153/329).

The OAC, along with the Academy, is reviewing these results and discussing how to move forward with providing the most effective and useful information in future semesters.

COCURRICULAR ASSESSMENT

EXPLANATION

Cocurricular assessment has occurred at the college in one way or another since the initial assessment initiative decades ago. With the guidance of the OAC, though, that process is becoming more streamlined.

During 2011-2012, the OAC implemented a Non-instructional Assessment initiative and thus developed three forms to assess the Business and Support Services at Sandburg. These forms were similar to the instructional CAR counterparts but focused on areas outside of the classroom.

In Fall 2013, those non-instructional areas completed one of these assessment documents a year while also completing a Program Review. Since IE revised the program review process, the OAC timelines for these non-instructional areas became superfluous.

During Summer 2017, the Assistant Dean of Assessment designed a Cocurricular Assessment Form that was piloted during the 2017-2018, 2018-2019, 2019-2020 academic years. This form utilizes this definition of cocurricular assessment: a cocurricular experience occurs when students apply a Sandburg GEO outside of the classroom.

The pilot participants for 2019-2020 included the Criminal Justice Club, the Employability Skills Academy, the Men of Distinction, the Quills Creative Writing Club, and the Student Nursing Association of Illinois.

After this three-year pilot, the OAC determined cocurricular experiences will be assessed in one of two ways:

1. Services that are regulated by ICCB submit annual program reviews, or
2. Clubs, organizations, and other services that do not complete program reviews will complete an annual cocurricular assessment form.

The 2020-2021 academic year fully implemented cocurricular assessment, identifying 18 areas that need to complete the annual cocurricular assessment form.

During the 2021-2022 academic year, the OAC cocurricular representative changed positions, and data was not collected/reported.

At the HLC Assessment Academy Roundtable in June 2022, the definition of what constitutes a cocurricular activity was refined to fit Sandburg's assessment of student learning better and to exclude extracurricular activities. The only cocurricular activity the Academy team could identify was the Employability Skills Academy (ESA).

In addition, the Academy team determined that cocurricular assessment would fit better in a new committee, the General Education Outcome Program Assessment Committee (GEOPAC).

Moving forward, the Academy team and GEOPAC members will collect and compile data for cocurricular assessment.



ACCUPLACER PLACEMENT SUMMARY

EXPLANATION

The OAC receives data from placement testing regarding the previous calendar year. This report illustrates where our students are at admittance, and Sandburg is working to evaluate student progress and assess instructional efforts.

PLACEMENT TESTING FINDINGS

This data was collected by Kirk Watson, Lisa Hanson, and Christy Perkins, and it was compiled by Kylie Price.

Reading Skills	Score Range	Number of Students	Percentage
NA: Retake Reading	200-226	24	2.81%
English 095	227-237	99	11.61%
English 097	238-240	55	6.45%
Cocurricular Option	241-246	120	14.07%
English 101	247-300	555	65.06%

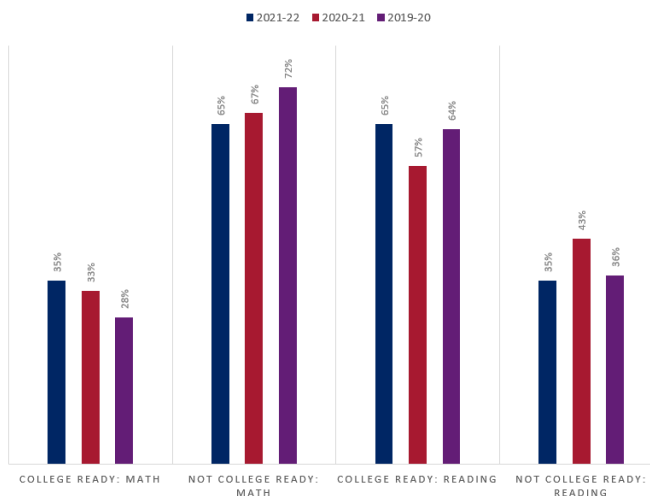
Mathematics Skills	Score Range	Number of Students	Percentage
Math 080	200-225	115	13.53%
Math 083/085	226-239	170	20.00%
Math 098/099	240-255	269	31.65%
Math 109/110/130	256-300*	296	34.82%

* OR score range 231+ // Mathematics Skill Score ranges are based upon Quantitative Reasoning, Algebra, and Statistics (QAS) course recommendations, and an * represents score range for Advanced Algebra Functions (AAF).

This Placement Summary Report represents test sessions from January 14, 2021 through January 15, 2022. It is important to note that these Accuplacer scores reflect not only incoming Sandburg students but also everyone who has taken the Accuplacer test when Sandburg administered it. Furthermore, these numbers reflect all tests completed, including those who have taken the Accuplacer more than once.

Overall, students who complete the Accuplacer demonstrate a lack of preparedness for college-level courses—with less than half testing into college-level math classes and just over half testing into college-level English classes.

ACCUPLACER COMPARISON DATA



TRANSFER STUDENT SUCCESS RATE

EXPLANATION

When available, Transfer Institution Student Success Rate Reports show transfer progress information of Sandburg transfer students compared to native students.

These reports are pertinent to Sandburg because they indicate where our students are when they complete/graduate, and then we, as an institution, can further evaluate student progress and assess our instructional efforts.

TRANSFER INSTITUTION STUDENT SUCCESS RATE REPORT

This data was collected by Autumn Scott, and it was compiled by Kylie Price.

University of Illinois Abbreviated Student Progress Report, Fall 2021

Springfield			
Institution	Transfer Count	Graduation Rate	Cumulative GPA
Carl Sandburg College	1	100%	Not recorded
Other Community Colleges	298	52%	3.24
Native Students	192	83.9%	3.39

This data shows that Sandburg students who transfer to the University of Illinois in Springfield have a higher graduation rate than native students, but it's a rather small cohort.

Urbana-Champaign			
Institution	Transfer Count	Graduation Rate	Cumulative GPA
Carl Sandburg College	3	66.7%	Not recorded
Other Community Colleges	711	83.2%	3.41
Native Students	6,880	93.3%	3.40

The data for the University of Illinois in Urbana-Champaign is also a small cohort, but shows different findings, with Sandburg students not graduating at a higher, or even equal, rate to native students.

TRANSFER SUCCESS RATE FINDINGS

This data was collected and compiled by Sara Cree, Coordinator of Institutional Research.

During Fall 2019, 214 students qualified as full-time, first-time, degree seeking students. Out of that cohort, 43 (21%) transferred to a college that reports to the National Student Clearinghouse. Out of those 43 students, 30 (70%) were graduates of Sandburg. Also from that group of students, 2 (7%) graduated from another college as of August 2022.

ACKNOWLEDGEMENTS

The OAC would like to thank the faculty, staff, and administration at Carl Sandburg College for their assessment efforts and ideas.

Additionally, the Assistant Dean of Assessment would like to specifically thank Angel Rohrig, Ian Milligan, James Hutchings, Stacy Bainter, Jeremy Bohrer, Gary Douglas, Jake Runge, Rebecca Eaton, Stacy Kosier, Christy Perkins, Kirk Watson, Lisa Hanson, Michelle Johnson, Sara Cree, and Autumn Scott, for their assistance and collaboration in the data collection that is presented in this document.