

ANNUAL SUMMARY REPORT: 2020-2021

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

Submitted by Kylie Price, Assistant Dean
of Assessment , 11.19.21

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OVERVIEW

Explanation

This *Annual Summary Report* highlights significant assessment changes and trends, as well as current/ongoing assessment activities, during the 2020-2021 academic year. This report is 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 2020-2021 OAC representatives are as follows: Kylie Price (chair), Stacy Kosier (HLP), Jeremy Bohrer (MNS), Gary Douglas (SBS), James Hutchings (HFA), Ian Milligan (CTE), Jacob Runge (Co-Cur), Anna Marino (Student), Michelle Johnson (IE), Autumn Scott (Student Services), and Carrie Hawkinson (VP). The OAC meets monthly to review assessment processes, discuss assessment findings, and facilitate assessment support and training.

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 co-curricular 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 co-curricular 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.

Co-curricular assessment remains an area of focus for the OAC. 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, co-curricular assessment is still a necessity, so during Summer 2017, the Assistant Dean of Assessment generated a Co-curricular Assessment Form that

was piloted during the 2017-2018, 2018-2019, and 2019-2020 academic years. Results for the 2020-2021 academic year are included herein.

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.

All OAC members collaborated with IE for accreditation purposes, specifically focusing on Criterion 4, Teaching and Learning: Evaluation and Improvement, which centers around assessment. Thus, OAC members have specifically looked at Criterion 4B during the past three 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 continues to enhance the latter process with the cocurricular assessment pilot and cocurricular representation on the committee itself.

The Higher Learning Commission (HLC) visited Sandburg April 19 and 20, 2021 for a Comprehensive Visit. The HLC peer review team and Sandburg administration, faculty, and staff participated both in-person and virtually. Currently, the peer review team's recommendation, along with their report, and our argument, have been sent to the Institutional Action Committee. A subcommittee of IAC members will review both reports and make an independent recommendation to the IAC at large. The IAC will make final determination based on review. Sandburg is hopeful to receive the final determination by December. In addition, Sandburg will participate in the HLC Academy in the upcoming academic year.

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.

The following KPIs measured assessment efforts during the 2020-2021 academic year and were established by OAC members during Fall 2020:

1. Maintain 100% full-time faculty CAR participation as reported in the *2020-2021 Annual Report*.
 - A. Facilitate one workshop during the spring to support faculty in their assessment process.
 - B. Administer survey to check in with faculty's assessment needs.
2. Increase adjunct faculty CAR participation to 90% as reported in the *2020-2021 Annual Report*.
 - A. Assist coordinators to facilitate workshops to support adjunct faculty in their assessment process.
 - B. Implement standardized assessments for faculty to utilize to complete their CARs.
3. Increase student participation in the assessment process.
 - A. Manage student representation on the OAC.
 - B. Explain the role of assessment as it pertains to students in Champ the Charger emails.

Unfortunately, none of the outlined KPIs were met during the 2020-2021 academic year.

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. Thus, the OAC's first two goals, maintaining the 100% full-time completion rate and increasing the adjunct completion rate to 90%, were not overly ambitious.

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.

Therefore, the completion rates for full-time faculty are rather disconcerting: 2020-2021 showed a 95% completion rate, just like the 2019-2020 academic year. The completion rates for adjunct faculty, however, demonstrated improvement: 2020-2021 showed a 82% completion rate, whereas the 2019-2020 academic year was at a low 50%. The adjunct completion rate showed a 32% increase from last academic year, but is still shy 8% of the KPI goal.

The last KPI for the 2019-2020 academic year was met in part: the OAC had student representation, but management of that representation on the committee was not finalized.

Sandburg is moving away from the KPI-model to be less confusing and to align with language Sandburg is already familiar with: thus, "KPIs" will transition into "goals."

Looking Ahead: Assessing Our Assessment

The OAC discussed rolling over the aforementioned KPIs, as goals, into the next academic year, but committee members are still discussing how to best assess the OAC's assessment efforts. While the percentages are not agreed upon yet, the OAC will still maintain the following:

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.

In addition, the OAC discussed potentially including Student Success Survey data in future reports.

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 KPIs to streamline assessment activities.

Furthermore, the OAC also established a new assessment plan. They will work to implement cocurricular and student representation rotation and will continue to offer virtual CAR workshops.

Year 2: The annual objectives will be repeated: the Assistant Dean of Assessment will create, review, and present the *Annual Report* to Faculty Assembly and the Board of Trustees, and the OAC will analyze data from that report and will establish measurable KPIs to streamline assessment activities.

In addition, the OAC will streamline program review data to ensure assessments “close the loop,” will streamline transfer success rate data, and will participate in the HLC Assessment Academy.

Year 3: The annual objectives will be repeated.

Furthermore, the OAC will establish a CAR rotational process to ensure all Cos are assessed, partner with IE to link the assessment of student learning to program review, and enhance cocurricular assessment.

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.

GEO assessment is embedded 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.

During Spring 2016, the OAC sent out a link to all faculty members for a CAR Satisfaction survey. In this survey and through other modes of communication, faculty conveyed some concerns about GEO assessment, and during Summer 2016, the five GEO rubrics were updated with these concerns in mind to make the process easier and more effective for the faculty using them.

The five GEO rubrics have been modified to be more holistic than in the past. Faculty struggled with making their assignments fit into the boxed-in categories of the analytic rubrics, but holistic rubrics will provide more of a snapshot of student performance so as to not box faculty into certain criteria they did not establish. Additionally, the analytic rubrics did not help faculty to assess their initial prompt, but holistic rubrics are designed with a larger scope in mind and can fit more types of assignments.

Faculty also struggled with weighing the assignment, and the holistic rubric might also be the solution to that issue. It is important to note, however, that the OAC never wanted to dictate to faculty how to grade or weigh assignments. Even the analytic rubrics were designed with that philosophy in mind. It is the faculty's, or the assessor's, responsibility to weigh the assignment. The GEO rubric is only supplied to be a tool for the faculty/assessor: it specifies what Sandburg is looking for in terms of academic performance when it comes to GEO assessment, but it does not dictate how a student is graded in the faculty's classes.

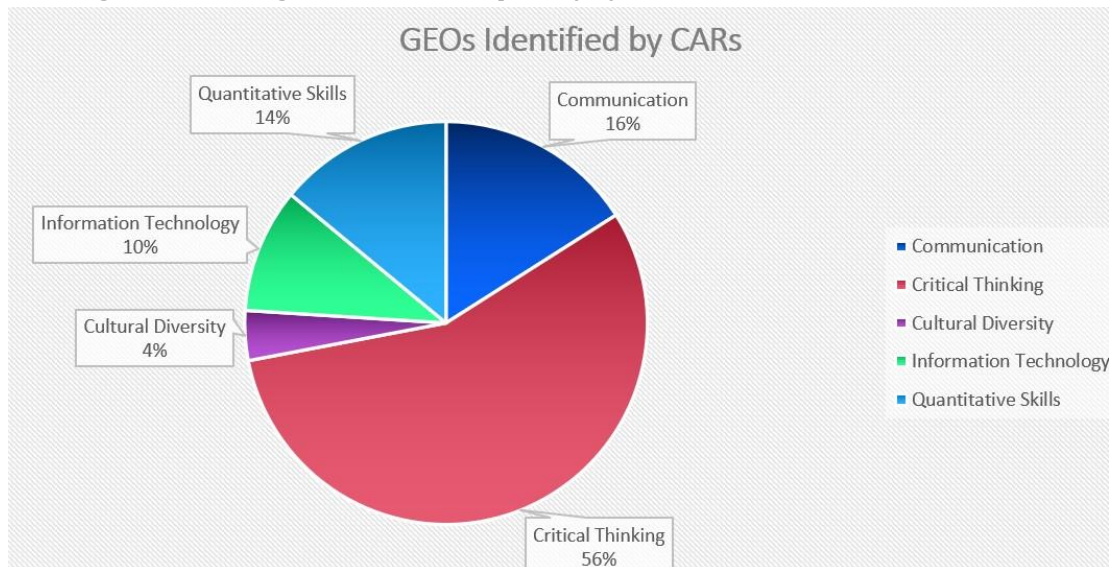
During Summer 2018, the Assistant Dean of Assessment updated the rubrics again. This update was a minor change that switched the word "assignment" with "student" so that faculty were not confused about what they were assessing, which is in fact student progress (or lack thereof) rather than the assignment itself.

During the 2019-2020 academic year, the OAC led faculty discussions in updating the third GEO, but the OAC voted to not update the GEO.

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

GEO Assessment Findings

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



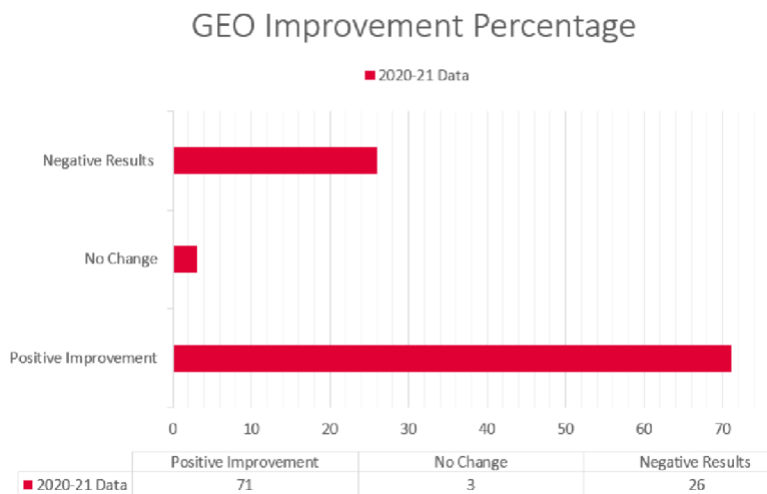
The data illustrates which GEOs faculty assessed during the 2020-2021 academic year. Communication and Critical Thinking are still in the lead as the most common GEOs assessed, but compared with the 2019-2020 data, Cultural Diversity decreased by 2%, and Information Technology decreased by 3%.

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 OAC and IE are working collaboratively on enhancing a structured reporting system to streamline data.

Program Review Findings

This data reflects reports from the 2019-2020 academic year and was collected and compiled by Michelle Johnson, Dean of Institutional Planning.

1. 100% submission compliance
2. 100% of department annual reports supported assessment of established outcomes
3. Strategic plan revision to include outcomes, strategies, goals and tactics: moving away from KPIs for better alignment with accreditation, state, and federal guidance 4.

Sandburg will focus on annual planning that includes goals and tactics



IE is currently working on establishing outcomes at all program levels per ICCB requirements.

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.

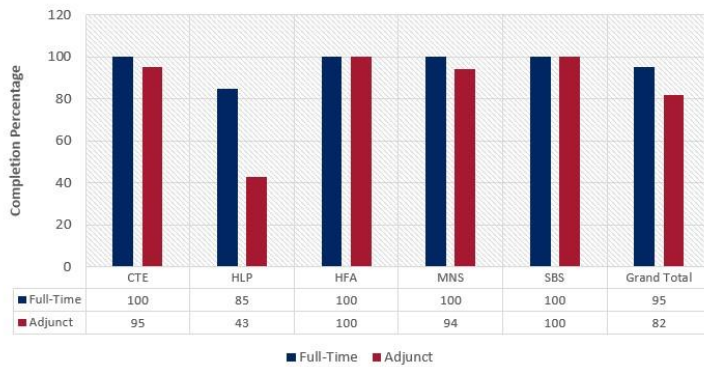
Faculty members can access the updated CAR form and GEO rubrics on the OAC Moodle page.

CARs Findings

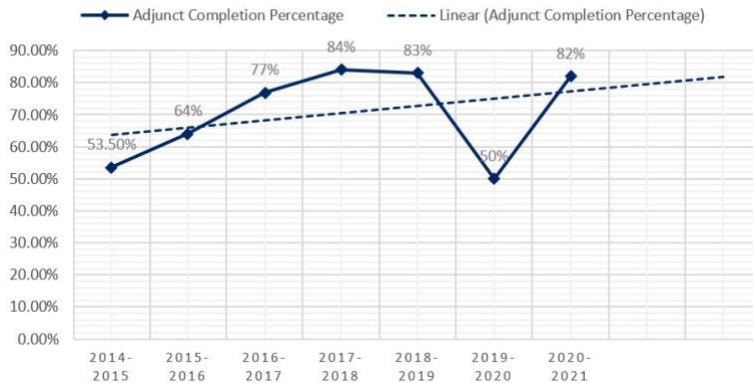
This data was collected by OAC representatives Stacy Kosier, Jeremy Bohrer, Gary Douglas, James Hutchings, and Ian Milligan, and it was compiled by Kylie Price.

This data articulates that 95% of full-time faculty completed a CAR (that is, 38/40), and 82% of adjunct faculty completed a CAR (that is, 102/125). While adjunct participation increased drastically from last academic year (that is, 32%), full-time participation remained the same, at 95%.

CARs Completion Data



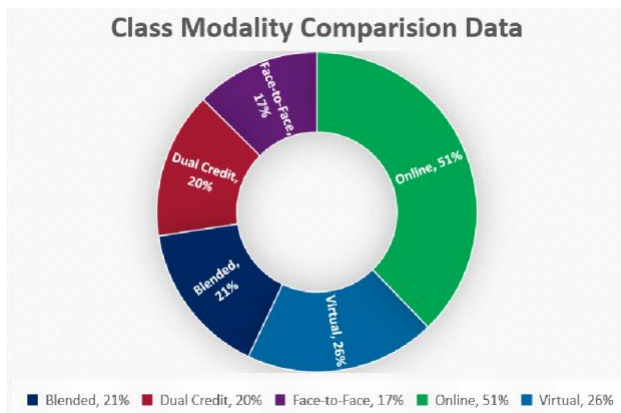
ADJUNCT COMPLETION PERCENTAGE



Adjunct participation plummeted during the 20192020 academic year, but this academic year's percentage almost reached the 20182019 academic year's percentage.

Most every department increased substantially in adjunct participation.

SBS reported a 42% increase since last academic year, HFA a 40% increase, CTE a 48% increase, and MNS a 49% increase. HLP reported no change in adjunct participation since last academic year. Thus, the overall total of adjunct completion increased 32% since last academic year.



The 2019-2020 CAR also asked faculty to identify class modality. These percentages identify exactly which classes faculty assessed. Moving forward, the OAC discussed making the dual credit option a separate question as to not skew the data.

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 co-curricular experiences will be assessed in one of two ways:

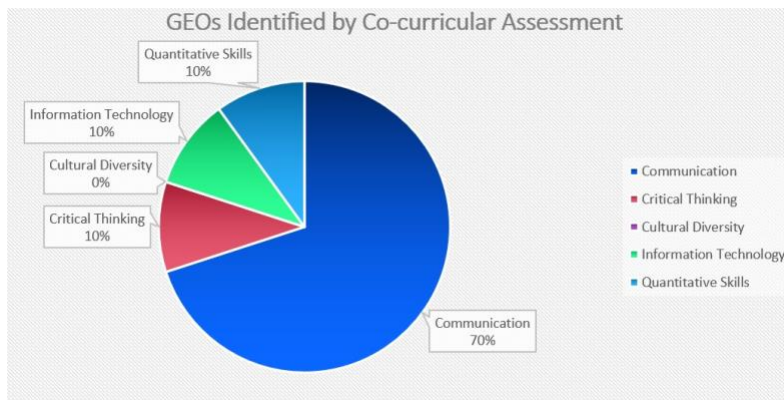
1. Services that are regulated by ICCB submit annual program reviews, or
2. Clubs, organizations, and other services that do not complete program reviews will complete an annual co-curricular assessment form.

The 2020-2021 academic year fully implemented co-curricular assessment, identifying 18 areas that need to complete the annual co-curricular assessment form. The data that follows is from those 18 areas identified.

Cocurricular Assessment Findings

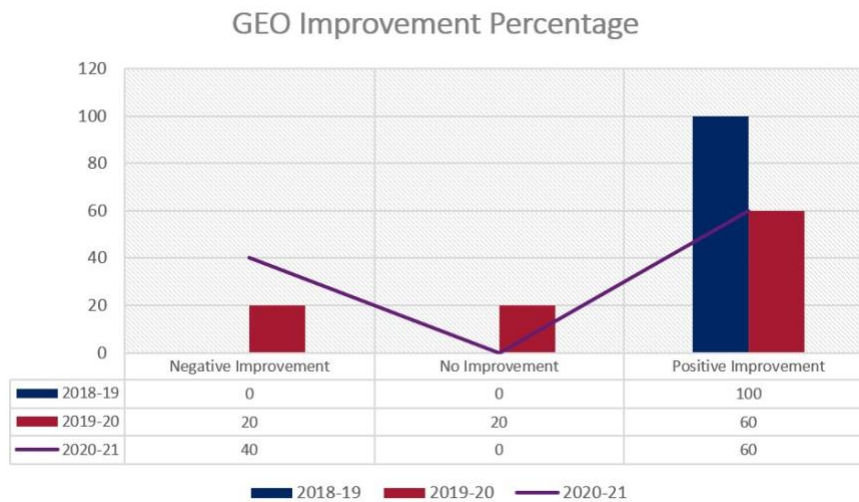
This data was collected by Jake Runge and compiled by Kylie Price.

Sandburg identified 18 areas to complete an annual co-curricular assessment report. Because of the pandemic, several clubs were inactive during the 2020-2021 academic year. Out of the 18 required, 10 completed—a 56% completion rate. This is the first non-pilot year, where the OAC had hoped to have submitted assessments from all active co-curricular activities (rather than a subset). The OAC offered co-curricular assessment workshops to support co-curricular leaders and raise awareness of the requirement to submit an assessment on March 26, 2021 and April 23, 2021. Feedback from these sessions was positive, but attendance was low. It may be beneficial to offer these workshops earlier in the academic year as well as near the end, as well as to request assessment foci early in the semester to get co-curricular leaders to start preparing early.



This data illustrates which GEOs faculty and staff assessed during the 20202021 academic year. The majority of assessors (70%) assess GEO 1: Communication. This is slightly less than the pilot assessment period last year, but still the overwhelming majority.

The high percentage is likely due to the nature of co-curricular activities—usually student clubs: they exist to inject a social component to an otherwise strictly academic environment. Co-curricular leaders are likely to prioritize the social and interpersonal aspects of their activity’s focus to build soft- and networking skills and offer a friendlier form of engagement with the material.



This data illustrates the percentage of improvement faculty and staff saw as related to the GEO identified that academic year compared to the last two academic years.

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 Mitch Ray, Testing Center Coordinator and compiled by Kylie Price.

Reading Skills	Score Range	Number of Students	Percentage
NA: Retake Reading	200-226	42	6.67%
English 095	227-237	67	10.63%
English 097	238-240	33	5.24%
Cocurricular Option	241-246	82	13.02%
English 101	247-300	406	64.44%

Mathematics Skills	Score Range	Number of Students	Percentage
Math 080	200-225	61	17.23%
Math 083/085	226-239	86	24.29%
Math 098/099	240-255	107	30.23%
Math 109/110/130	256-300*	100	28.25%

* 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 15, 2020 through January 13, 2021. 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 collegelevel courses—with less than half testing into college-level math classes and just over half testing into college-level English classes.

TRANSFER STUDENT SUCCESS RATE

Explanation

When available, Transfer Institution Student Success Rate Reports show the GPA 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.

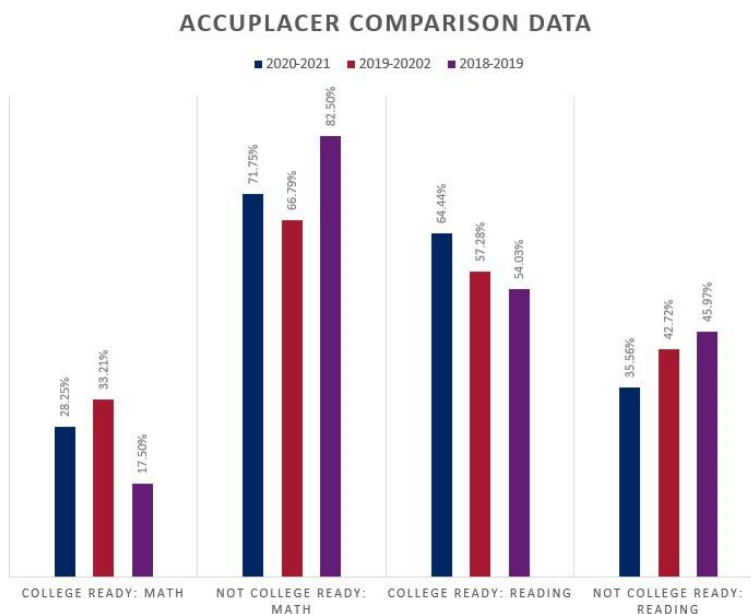
Transfer success rate findings

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

During Fall 2018, 202 students qualified as full-time, first-time, degree seeking students. Out of that cohort, 69 (34%) transferred to a college that reports to the National Student Clearinghouse. Out of those 69 students, 41 (59%) were graduates of Sandburg. Also from that group of students, 0 (0%) graduated from another college as of August 2021.

Transfer Institution Student Success Rate Report

This data was collected by Rick Eddy, Director of Admissions and Records, and compiled by Kylie Price.



Illinois State University Abbreviated Student Progress Report, Fall 2021

Institution	Transfer Count	Academic Warnings	Cumulative GPA
Carl Sandburg College	27	2	3.12
Other Community Colleges	4,088	117	3.23
Native Students	12,007	483	3.20

This data displays that Sandburg students who transfer to ISU score a little less than native ISU students and students transferring from other community colleges as reported by cumulative GPAs.

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 Stacy Kosier, Jeremy Bohrer, Gary Douglas, James Hutchings, Ian Milligan, Jake Runge, Michelle Johnson, Mitch Ray, Sara Cree, and Rick Eddy, for their assistance and collaboration in the data collection that is presented in this document.