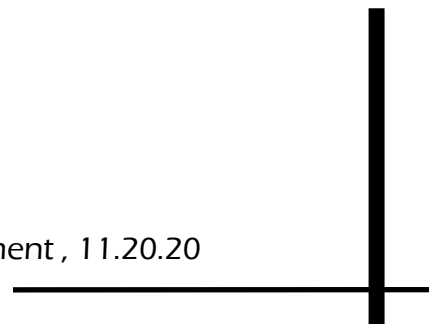




CAR COMPLETION GAP ANALYSIS REPORT: 2019-2020

*A Supplementary Report to the
Annual Summary Report: 2019-2020*

Submitted by Kylie Price, Assistant Dean of Assessment , 11.20.20





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OVERVIEW

EXPLANATION

This report serves as a supplement to the *Annual Summary Report: 2019-2020*. Due to the high amount of incomplete Classroom Assessment Reports (CARs) during the 2019-2020 academic year, the Assistant Dean of Assessment formulated this report in response: it will both identify and examine the areas of incomplete CARs, and it will propose an action plan moving forward.

This report will be distributed at the November 2020 Faculty Assembly, and the findings herein will be shared with Cabinet and the Board of Trustees during corresponding November 2020 meetings. Additionally, it will be electronically accessible for all stakeholders.

2019-2020 REVIEW

The 2019-2020 academic year, specifically the Spring 2020 semester, will certainly not be easily forgotten by Sandburg's faculty, staff, administration, or students. Sandburg was not alone when it closed its doors and went online after Spring Break 2020. The COVID-19 pandemic resulted in massive business closures throughout the country, and higher education institutions, along with their K-12 counterparts, were forced to transition to an online platform.

Some academic institutions were better prepared for this transition than others, and Sandburg can easily be deemed as one of them.

While this transition was in no way easy for anyone involved, Sandburg already had the common learning platform, Moodle, in place. Both full-time and adjunct faculty already record attendance and grades in Moodle, per Regulation 2.4.1 and the Part-time Faculty Agreement respectively.* In addition, Sandburg also had technical support in place. Both the Faculty Teaching and Learning Center (FTLC) and the TechHelp department have assisted faculty with technology prior to the transition, so during the Spring 2020 semester, faculty already knew who to contact with their technology support questions and needs.

If these two factors had not been in place before the pandemic, transitioning to an online experience would have indefinitely been murkier. Regardless of having this advantage, transitioning all classes to an online platform was nonetheless extremely complicated and challenging. Faculty who had never taught online before only had one week to learn. Seasoned online faculty inadvertently became mentors for their novice counterparts even though they, too, only had one week to transition.

In the midst of all of this pedagogical transformation, assessment was, perhaps, not the primary focus.

* You can find the entire Board of Trustees Regulation in one of the appendices of this document, "Appendix A: Regulation 2.4.1." Refer to number six for learning management responsibilities.

Additionally, you can find an excerpt from a sample adjunct contract in the following, "Appendix B: Part-time Faculty Agreement." Refer to numbers nine and ten for learning management responsibilities.



FULL-TIME FACULTY CARS 2019-2020

EXPLANATION

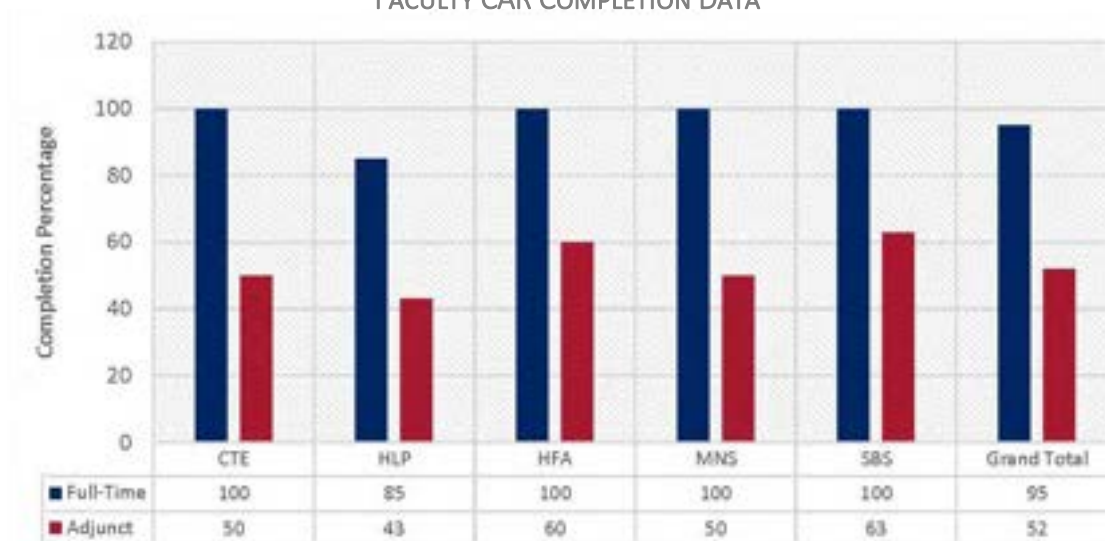
Classroom assessment is required of all faculty, both full-time and adjunct: Sandburg's full-time faculty members are responsible for completing one Classroom Assessment Report (CAR) per academic year due on the Monday after Spring Break, per contractual agreement. * The completed CAR forms are submitted via a SurveyMonkey link found in Moodle.

The 2019-2020 CAR findings show a decrease in completion rates for full-time faculty, which is uncharacteristic when looking at past academic years.

FINDINGS AND ANALYSIS

This data was collected by Outcomes Assessment Committee (OAC) representatives, compiled by Kylie Price, and originally published in the *Annual Summary Report: 2019-2020*.

FACULTY CAR COMPLETION DATA



This data that was published in the *Annual Summary Report: 2019-2020* articulates that 95% of full-time faculty completed a CAR (that is, 37/39), and 52% of adjunct faculty completed a CAR (that is, 78/149).

Elements from both the full-time and adjunct completion data, however, are inaccurate. Therefore, this report will identify and clarify corrections to the original data.

* You can find the entire Board of Trustees Regulation in one of the appendices of this document, "Appendix A: Regulation 2.4.1." Refer to number eleven for assessment responsibilities.

Additionally, you can find an excerpt from a sample adjunct contract in the following, "Appendix B: Part-time Faculty Agreement." Refer to number five for assessment responsibilities.

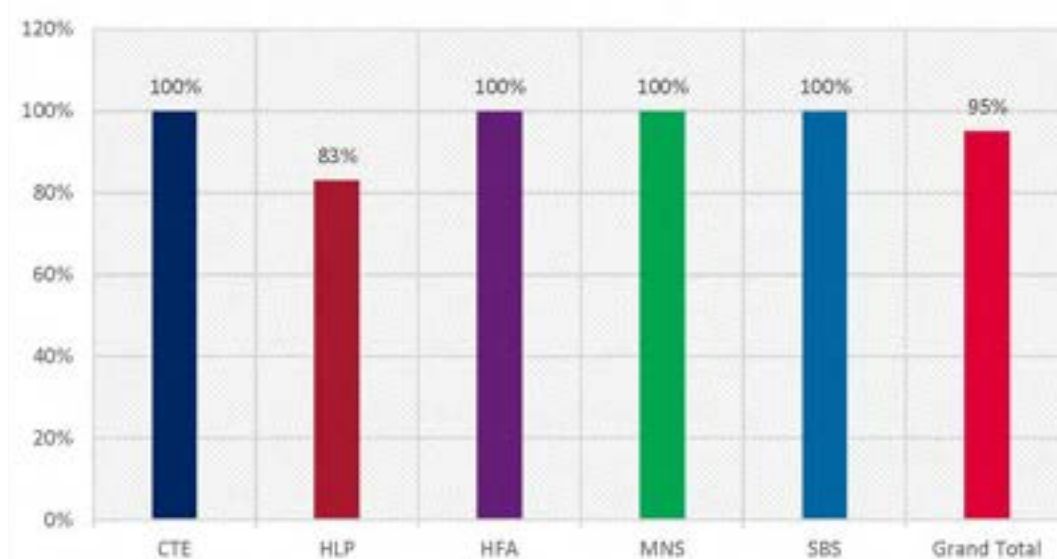
The *Seniority List: 2019-2020** identifies a total of 44 full-time faculty members. Five of those full-time faculty classify as non-teaching faculty with full-time staff and/or administrative obligations and are exempt from CARs.** One of those five, however, does consistently teach a transferable class that is offered every semester. That faculty's CAR data will now and henceforth be calculated in the adjunct faculty data.

Moving forward, every instructor of record will complete a CAR, and any CAR completed by full-time non-teaching faculty will be included in the adjunct completion data.

Thus, Sandburg can confirm 39 full-time teaching faculty during the 2019-2020 academic year.

The data that follows was collected and compiled by Kylie Price.

FULL-TIME FACULTY CAR COMPLETION DATA, UPDATED



As reported in the *Annual Summary Report: 2019-2020*, this data illustrates the full-time faculty CAR completion grand total percentage is 95% (that is, 37/39).

This data also reveals that the *Annual Summary Report: 2019-2020* inaccurately documented the Health Professions (HLP) department's data: HLP initially reported 85% full-time completion, but the correct percentage is 83% (that is, 10/12).

The other four departments—Career and Technical Education (CTE), Humanities and Fine Arts (HFA), Math and Natural Science (MNS), and Social and Business Sciences (SBS)—were all correctly reported for full-time faculty CAR completion in the *Annual Summary Report: 2019-2020*.

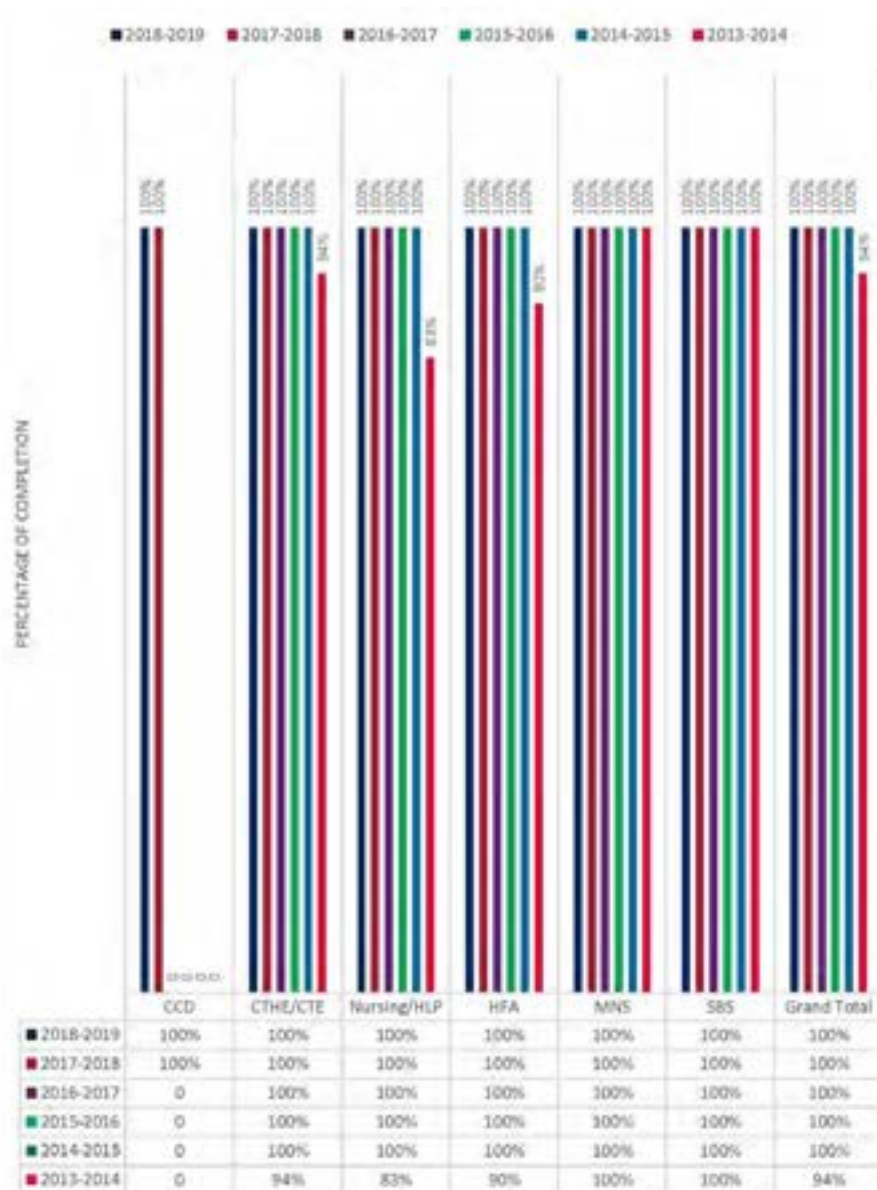
* You can find this list of faculty in one of the appendices of this document, "Appendix C: Seniority List 2019-2020."

** It is important to note that these five non-teaching faculty are involved in other levels of assessment, particularly program review.

While two full-time HLP faculty did not complete the annual CAR during the 2019-2020 academic year, catalogued CARs indicate these faculty members have fulfilled their annual assessment responsibilities in past academic years. Thus, these incompletes are atypical, with the “CAR Department Summary” documenting the pandemic and abrupt closure of the institution as cause.

The data that follows was collected and compiled by Kylie Price.

FULL-TIME COMPLETION COMPARISON DATA



This data utilizes archived records⁺ from the past six academic years and substantiate Sandburg has maintained 100% full-time faculty CAR completion since the 2014-2015 academic year.

During the 2013-2014 academic year, however, Sandburg reported a 94% completion rate for full-time faculty (that is, 44/47).

The 2019-2020 completion data is only a percentage point higher than the 2013-2014 data, with two full-time faculty not reporting in 2019-2020 and three not reporting in 2013-2014.

⁺ You can see these archived records by consulting archived *Annual Summary Reports* on either the Assessment webpage or the Assessment Resources Moodle page.

The HFA, CTHE (which is now CTE), and Nursing (which is now HLP) departments reported lower percentages during the 2013-2014 academic year primarily because retiring faculty did not complete the CAR:

- HFA reported 90% (that is, 9/10);
- CTHE reported 94% (that is, 15/16);
- Nursing reported 83% (that is, 5/6).

After these findings from the 2013-2014 academic year, the OAC and Institutional Effectiveness (IE) department worked together to raise completion numbers. Those efforts worked, with the last five academic years reporting a 100% completion rate among full-time faculty.

Additionally, on November 18, 2014, the Board of Trustees and Sandburg Education Association confirmed a Memorandum of Agreement (MOA)⁺⁺ “that would reinforce the importance of embedding a culture of assessment and improvement of teaching and learning.”

SUMMATION

Some data pertaining to full-time faculty CAR completion rates reported in the *Annual Summary Report: 2019-2020* was inaccurate:

- HLP completion is, in fact, 83% (not 85% as initially reported).

Sandburg identified 44 full-time faculty, and of those 44, a total of 40 were responsible for completing an annual CAR during the 2019-2020 academic year. One of those faculty members is calculated into adjunct data, resulting in 39 full-time teaching faculty reporting into the full-time CAR completion data during the 2019-2020 academic year.

Two full-time faculty members did not complete a CAR during the 2019-2020 academic year, but archived records confirm those faculty have fulfilled their annual assessment responsibilities in past academic years.

After reviewing the data, it is reasonable to assume that the 95% full-time faculty completion rate during the 2019-2020 academic year is not an trend toward decline but rather a temporary setback resulting from the pandemic.

⁺⁺ You can see this MOA by referring to the *Professional Negotiations Agreement*, page 100.



ADJUNCT FACULTY CARS 2019-2020

EXPLANATION

Like their full-time counterparts, adjunct faculty are responsible for completing one Classroom Assessment Report (CAR) per academic year due on the Monday after Spring Break, per contractual agreement.⁺

Unlike full-time faculty CAR completion that has maintained 100% during the past five academic years, adjunct faculty CAR completion has never reached 100% and further plummeted during the 2019-2020 academic year.

FINDINGS AND ANALYSIS

This data was collected by Outcomes Assessment Committee (OAC) representatives, compiled by Kylie Price, and originally published in the *Annual Summary Report: 2019-2020*.

ADJUNCT FACULTY COMPLETION COMPARISON DATA



This data illustrates the adjunct faculty completion rates for the past three academic years, revealing an overall trend of increased participation among departments.

Those numbers dropped substantially and abruptly during the 2019-2020 academic year, though. Every department decreased in adjunct participation significantly—some departments reporting half of what they had during the last academic year.

Before breaking down each departments' decrease in participation, it is necessary to first establish proper counts for adjunct faculty totals.

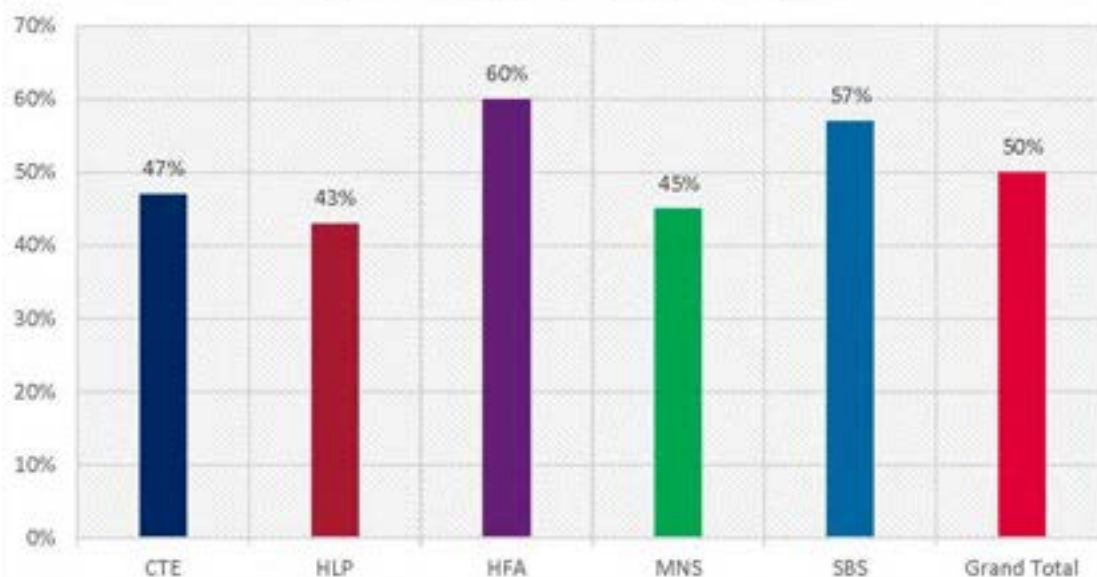
⁺ You can find an excerpt from a sample adjunct contract in one of the appendices of this document, "Appendix B: Part-time Faculty Agreement." Refer to number five for assessment responsibilities

Additionally, you can find the entire Board of Trustees Regulation in the following, "Appendix A: Regulation 2.4.1." Refer to number eleven for assessment responsibilities.

The *Annual Summary Report: 2019-2020* identified 149 adjunct faculty. While that number is technically correct, Sandburg also has one instructor of record who does not fit into the full-time teaching faculty count, as discussed in the previous section, and needs to be included in the adjunct faculty count—thus raising the adjunct faculty total to 150.

The data that follows was collected and compiled by Kylie Price.

ADJUNCT FACULTY CAR COMPLETION DATA, UPDATED



This data illustrates the grand total for adjunct faculty completion of a CAR was actually 50% (that is 75/150), not 52% as reported in the *Annual Summary Report: 2019-2020*.

Additionally, the *Annual Summary Report: 2019-2020* inaccurately documented three departments' data: the Career and Technical Education (CTE) department's data initially reported 50% adjunct completion, but the correct percentage is 47% (that is, 14/30); the Math and Natural Science (MNS) department's data initially reported 50% adjunct completion, but the correct percentage is 45% (that is, 10/22); and the Social and Business Science (SBS) department's data initially reported 63% adjunct completion, but the correct percentage is 57% (that is, 16/28).

The other two departments—Health Professions (HLP) and Humanities and Fine Arts (HFA)—both correctly documented adjunct faculty CAR completion in the *Annual Summary Report: 2019-2020*.

With these updated percentages in mind, overall adjunct faculty CAR completion is down 33% since the 2018-2019 academic year. Moreover, individual departments suffered a substantial decrease since 2018-2019: CTE is down 53%; HLP is down 34%; HFA is down 23%; MNS is down 55%; and SBS is down 33%.

It is reasonable to assume that much like full-time faculty, adjunct faculty had difficulty completing CARs due to the pandemic and abrupt closure of the institution.

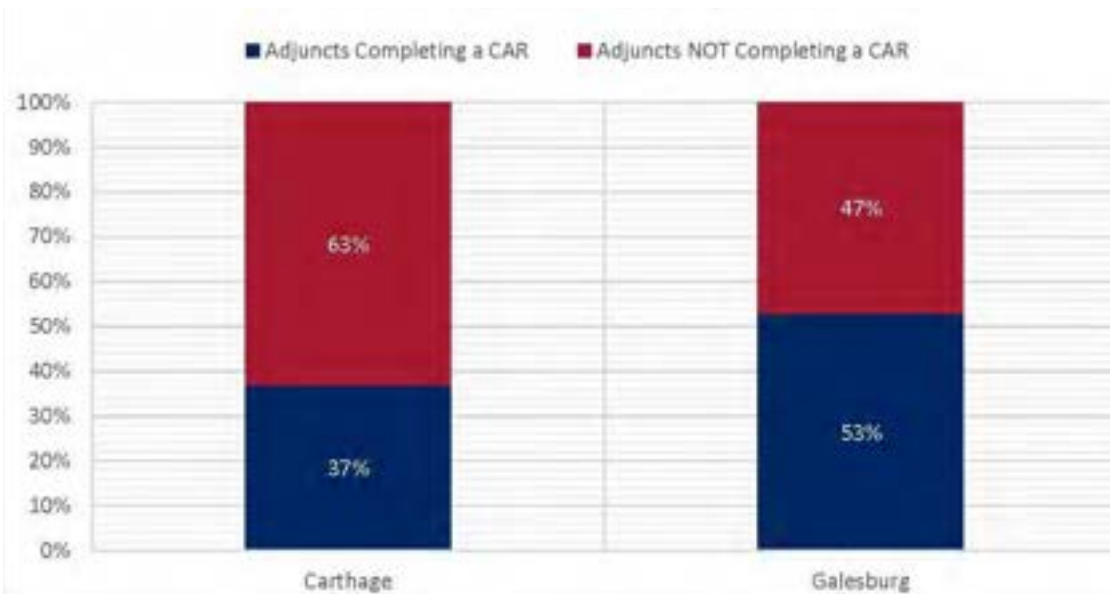
Gathering the same type of data for adjunct faculty as discussed in the previous section, however, is difficult because of adjunct turnover rates. Nonetheless, other components concerning adjunct completion will be explored in this report.

After looking at adjunct completion rates across departments over past academic years, this aggregated data can be utilized to examine possible completion gaps and trends once it is disaggregated. Thus, the first component this report will explore concerns campus location by isolating Carthage campus completers from Galesburg campus completers.

Out of the total 150 adjunct faculty during the 2019-2020 academic year, 30 taught at the Carthage campus, while the remaining 120 taught at the Galesburg campus.

The data that follows was collected by Angel Rohrig and compiled by Kylie Price.

ADJUNCT FACULTY CAR COMPLETION DATA: CAMPUS



This data illustrates that out of the 30 adjunct faculty at the Carthage campus, only 11 completed a CAR (that is, 37%), and 19 did not (that is, 63%).

Galesburg campus fared a little better: out of the 120 adjunct faculty at the Galesburg campus, only 64 completed a CAR (that is, 53%), and 56 did not (that is, 47%).

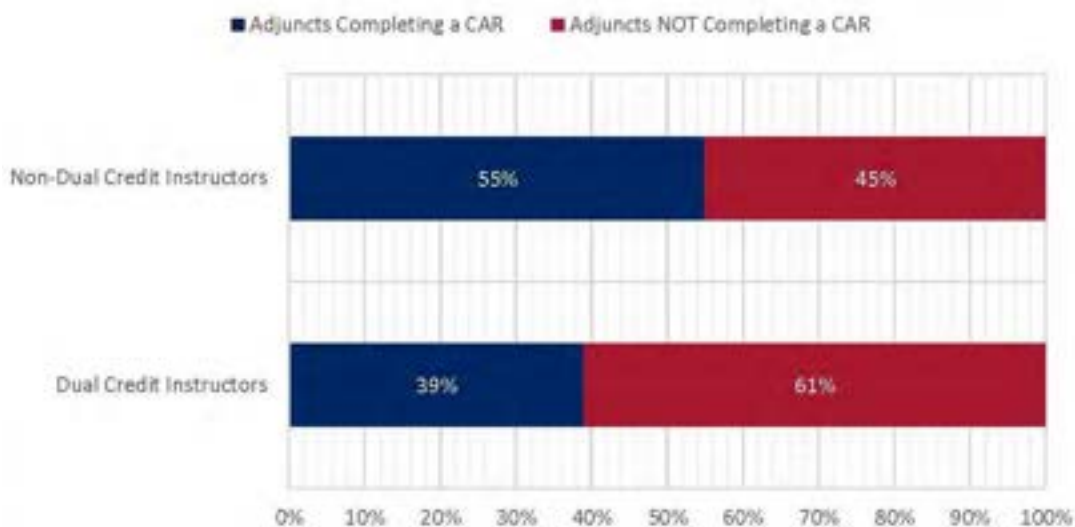
While the Galesburg campus generated 16% more completers, both numbers are exceedingly low and demonstrate a need for improvement.

While analyzing the Carthage campus and Galesburg campus data, it is important to note that Sandburg identified all 30 Carthage campus adjunct faculty as dual credit adjunct faculty during the 2019-2020 academic year; and that factor leads to the next component to be examined in this report: dual credit.

Dual credit at Sandburg happens in a multitude of ways. As it pertains to adjunct faculty, Sandburg employs qualified instructors who only teach dual credit courses and who teach dual credit and non-dual credit courses; in addition, Sandburg courses are also taught by qualified instructors who are employed by their respective high schools. All three categories of dual credit faculty are included in the upcoming analysis.

The data that follows was collected by Misty Lyon, Ellen Henderson-Gasser, and Angel Rohrig and compiled by Kylie Price.

ADJUNCT FACULTY CAR COMPLETION DATA: DUAL CREDIT



This data illustrates dual credit adjunct faculty did not produce a higher CAR completion rate percentage than the non-dual credit adjunct faculty.

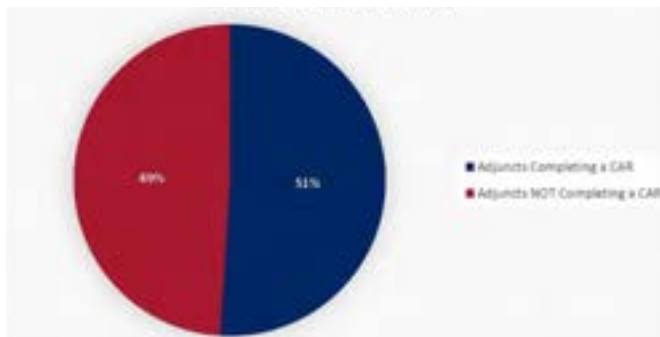
From the total 150 adjunct faculty during the 2019-2020 academic year, 46 were tasked with teaching dual credit courses. Again, this number includes Sandburg-employed adjunct faculty who only teach dual credit courses and those who teach dual credit and non-dual credit courses, as well as high school-employed adjunct faculty responsible for teaching Sandburg dual credit courses. Of those 46, only 18 completed a CAR (that is, 39%), while 28 did not complete (that is, 61%). Conversely, out of the remaining 104 adjunct faculty not tasked with teaching dual credit courses, 57 completed a CAR (that is, 55%), while 47 did not complete (that is, 45%).

In short, adjunct faculty who were not tasked with teaching dual credit courses yielded a 16% higher CAR completion rate than those who were tasked with teaching dual credit courses; however, both completion rate percentages are subpar.

The third component this report will explore concerns when the adjunct faculty members, themselves, were hired at Sandburg, in order to discern whether Sandburg experience contributed to participation or a lack thereof.

The data that follows was collected by Angel Rohrig and compiled by Kylie Price.

ADJUNCT FACULTY CAR COMPLETION DATA: NEW 2019-2020 FACULTY



This data illustrates almost half of Sandburg's new adjunct faculty during the 2019-2020 academic year did not complete a CAR.

Out of the total 150 adjunct faculty, Sandburg identified 35 new hires during 2019-2020.

Out of those 35 adjunct faculty, 17 did not complete a CAR (that is, 49%); conversely, 18 did complete a CAR (that is 51%).

Thus, this data demonstrates that while new adjunct faculty did, indeed, struggle to complete their annual CAR, seasoned adjunct faculty did as well.

The fourth component this report will explore to better understand 2019-2020's low adjunct CAR completion rates requires additional data from Starfish reporting. Starfish is utilized at Sandburg as an early alert system to notify students of and potentially remedy low academic performance. All faculty are tasked with completing Starfish progress reports during the fourth and tenth weeks of the fall and spring semesters. In order to see if there is a correlation, the upcoming analysis will utilize data generated from adjunct faculty not completing the fourth week Starfish Progress Report during the Spring 2020 semester.

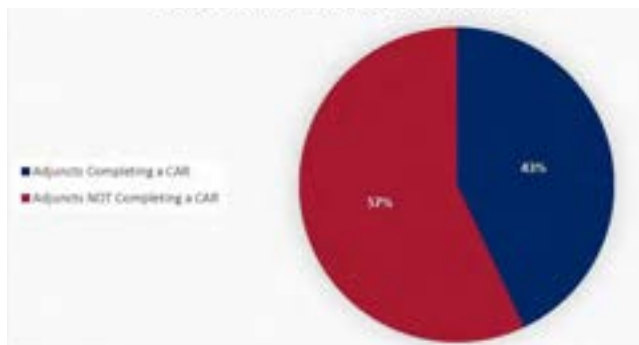
The data that follows was collected by Candy Fones and Misty Lyon and compiled by Kylie Price.

This data illustrates that out of Sandburg's 150 adjunct faculty during the 2019-2020 academic year, 35 did not submit a Starfish Progress Report during the fourth week of the Spring 2020 semester.

Out of those 35 adjunct faculty, 20 also did not complete a CAR (that is, 57%), but 15 did (that is, 43%).

In short, a little over half of the faculty who did not complete the Starfish Progress Report also did not complete a CAR.

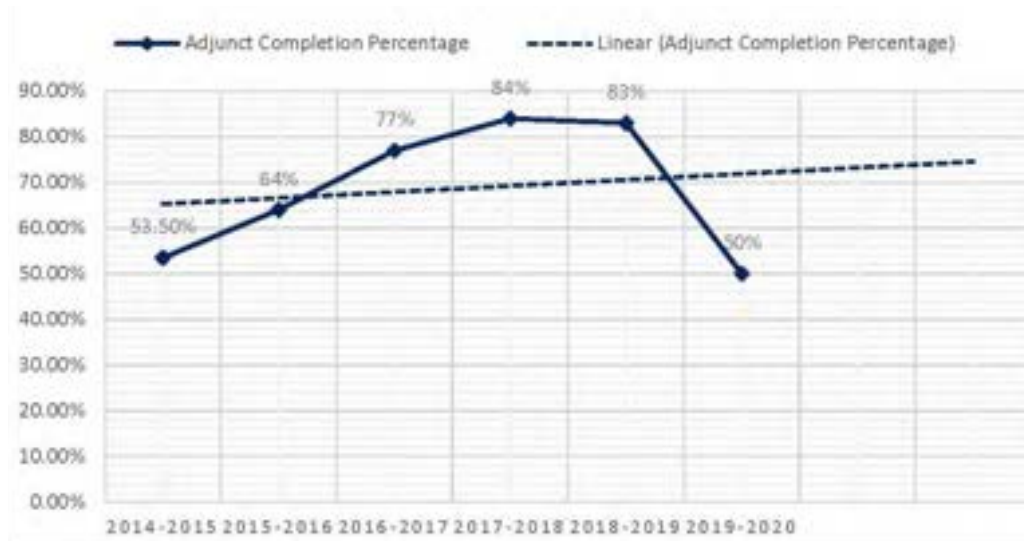
ADJUNCT FACULTY CAR COMPLETION DATA: LATE STARFISH REPORT CORRELATION



The 2019-2020 adjunct faculty CAR completion data does not necessarily articulate one area to be more problematic than another. In other words, there is no documented cause to the record-low 50% adjunct CAR completion rate other than the pandemic—that is, after all, the only element different from past academic years. While the grand total for adjunct completion has never risen to a full 100%, that percentage was predominately on a steady incline for the past five academic years.

The data that follows was collected and compiled by Kylie Price.

ADJUNCT FACULTY CAR COMPLETION PERCENTAGE TREND



This data documents adjunct faculty CAR completion rate percentages from 2019-2020 and the past five academic years, and it projects a trend line that steadily increases in future semesters.

SUMMATION

Some data pertaining to adjunct faculty CAR completion rates reported in the *Annual Summary Report: 2019-2020* was inaccurate:

- Overall completion is, in fact, 50% (not 52%);
- CTE completion is 47% (not 50%);
- MNS completion is 45% (not 50%); and
- SBS completion is 57% (not 63%).

Disaggregating the data to look for trends by campus location, dual credit, and new faculty, along with correlated data for late Starfish reports, revealed no incontrovertible evidence to identify a specific component, or gap, to remedy.

After reviewing the data, it is reasonable to assume that the abrupt decline in adjunct faculty CAR completion rates during the 2019-2020 academic year is an irregularity, potentially resulting from the pandemic.

ACTION PLAN

EXPLANATION

The faculty Classroom Assessment Report (CAR) completion data for the 2019-2020 academic year is quite disconcerting, and while this report cannot uncover a tangible reason for the drastic decrease in completion rates other than the pandemic during Spring 2020, the Assistant Dean of Assessment, along with the Outcomes Assessment Committee (OAC), will, nonetheless, spearhead techniques to foster higher CAR completion rates during 2020-2021 and future academic years.

STRATEGY

OAC members agreed upon the following techniques to increase CAR completion during the October 2020 OAC meeting:

1. The OAC will offer a virtual workshop to facilitate completion during both the Fall 2020 and Spring 2021 semesters;
2. Deadlines for CARs are updated to reflect Fall and Spring due dates to increase participation;
3. Faculty will be encouraged to share assessment stories, particularly concerning individual CARs, during Faculty Assembly; and
4. The OAC will work with the Faculty Development, Growth, and Assessment Committee to implement assessment into the mentoring process.

These first two techniques focus on increasing both full-time and adjunct faculty CAR completion, but the last two primarily target full-time faculty. Consequently, utilizing the second technique's fall due date, the Assistant Dean of Assessment will work with Coordinators, Associate Deans, and Deans directly to foster higher completion rates amongst adjunct faculty.

In addition, the Assistant Dean of Assessment has updated the reporting and collection process of OAC members to both corroborate more accurate data and to yield a more efficient process.

CONCLUSION

EXPLANATION

To sum up, this report examined multiple components in attempts to identify potential causes for the low Classroom Assessment Report (CAR) completion rates for both full-time and adjunct faculty during the 2019-2020 academic year. After examining said components utilizing *Annual Summary Report: 2019-2020* data and additional data, this report can identify no justifiable reason behind the low completion data other than the pandemic. Nonetheless, the Assistant Dean of Assessment and the Outcomes Assessment Committee (OAC) will initiate an action plan to increase CAR completion rates in upcoming academic years.

MOVING FORWARD

Sandburg implemented Key Performance Indicators (KPIs) as a measurement tool for institution-wide assessment in 2011, and both instructional and non-instructional departments have implemented KPIs to guide their assessment efforts. The OAC will move forward with the 2019-2020 KPIs to measure assessment efforts during the 2020-2021 academic year:

1. Increase full-time faculty CAR participation to 100% as reported in the *Annual Summary Report: 2020-2021*.
 - 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 *Annual Summary Report: 2020-2021*.
 - 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.

APPENDIX A: REGULATION 2.4.1

EXPLANATION

This is the entire Board of Trustees Regulation that refers to full-time faculty duties and responsibilities. Number six specifies utilizing Moodle to record attendance and grades, and number eleven discusses assessment.

SANDBURG DOCUMENT, PAGE 1

REGULATION on Full-Time Faculty Duties and Responsibilities Number 2.4.1

Instructors are expected to carry out the faculty responsibilities necessary to provide the highest level of student achievement. While it is impossible to enumerate specifically all duties and responsibilities, the following are provided as a framework. This enumeration does not preclude the designation of such other duties of a professional nature as may be deemed desirable.

1. Teach such classes as assigned by the Dean/Associate Dean in consultation with the Chief Academic Officer.
2. Provide students with such educational, occupational, and related advising as benefits the educational progress of the student, including referral to appropriate resources such as student services advising, etc.
3. Assist in compiling a list of all texts, workbooks and other material which students must purchase.
4. Assist in the preparation and development of courses and materials for new or revised programs. A copy of the current course syllabus for each course using the approved syllabus template will be submitted to the Dean/Associate Dean and will be made available to the Chief Academic Officer upon request.
5. Prepare a request for all instructional materials, technology needs, and supplies. Adhere to appropriate budgetary allotments.
6. In order to support student retention and success, at minimum, the Learning Management System is utilized to record on-going attendance and grades for each course for each semester and session, and document the course syllabi. This responsibility is supported by the Faculty Teaching Learning Center (FTLC) as needed and full-time faculty participation is expected by Spring of 2019. Exceptions to this responsibility must be approved by the appropriate Dean/Associate Dean and the Vice President of Academic Services.
7. Report attendance, grades and other such information as may be requested in a timely manner based on established deadlines.
8. Submit requests for maintenance and repair of laboratory or equipment related to their instructional area.
9. Attend such department meetings as may be called by the Dean/Associate Dean, committee meetings, and/or faculty meetings called by the Chief Academic Officer.
10. Arrive at the classroom prior to the scheduled class time and meet each class for the entire scheduled period except for compelling considerations, in which case the immediate supervisor is notified.
11. Submit an annual assessment report and participate in other college endorsed assessment activities.

APPENDIX A: REGULATION 2.4.1

EXPLANATION

This is the entire Board of Trustees Regulation that refers to full-time faculty duties and responsibilities. Number six specifies utilizing Moodle to record attendance and grades, and number eleven discusses assessment.

SANDBURG DOCUMENT, PAGE 2

REGULATION on Full-Time Faculty Duties and Responsibilities

Number 2.4.1

12. Notify the Dean/Associate Dean and department assistant and follow other college protocol when it is necessary to be absent from campus during hours of regularly scheduled responsibilities.
13. Spend such time on campus each day as may be necessary to fulfill all professional obligations and willingly assume other various responsibilities including committee participation. This includes such functions as private conferences with students and preparation of materials for assigned courses. Time spent on campus for activities related to the teaching assignment should be at least 30 hours per week for full-time instructors. This is to include five regularly scheduled office hours spread over three days.

04/84, 11/16, 10/17

APPENDIX B: PART-TIME FACULTY AGREEMENT

EXPLANATION

This is an excerpt from a sample contract for adjunct faculty. Numbers nine and ten specify utilizing Moodle to record attendance and grades, and number five discusses assessment.

SANDBURG DOCUMENT, PAGE 1

**PART-TIME FACULTY AGREEMENT FOR
CAREER TECHNICAL HEALTH EDUCATION, TRANSFER AND PREPARATORY COURSES**

IT IS HEREBY AGREED between Carl Sandburg College hereafter referred to as the College and, ID #: _____ hereafter referred to as the Faculty Member that the College employs on a part-time basis to teach during the Fall Semester of 2019.

THE FACULTY MEMBER AGREES TO THE FOLLOWING:

1. Meet with class the first time it is scheduled at which time it will be determined if the enrollment warrants class continuation. (This does not apply if the College notifies the Faculty Member of class cancellation prior to the first scheduled session.)
2. The Agreement may be terminated if it is necessary to assign the class to a full-time faculty member for full-load purposes.
3. Meet with and instruct assigned class(es) at all designated time(s) and place(s).
4. Faculty members are required to be accessible for student inquiry and provide students with accurate and timely feedback.
5. Use of the Classroom Assessment Report (CAR) or alternative assessment report as approved by supervisor to assess course objectives and goals.
6. Use STARFISH Early Alert to keep his/her students informed about their academic progress as needed or requested throughout the semester.
7. Make arrangements with Dean/Associate Dean, and subsequently the class, in advance if meeting time or place is to be changed for a make-up session or field trip.
8. Notify the Dean/Associate Dean in the event a class meeting has to be cancelled or changed. Follow instructions provided by the Dean/Associate Dean for additional notification(s).
9. Prepare and distribute a course syllabus using Concourse in Moodle to students and the Dean/Associate Dean by the first class period or as determined by the Dean/Associate Dean that is consistent with the official course brief of the class and is sufficiently detailed so as to inform each student about, but not limited to, policies concerning attendance, evaluation and expected performance.
10. Maintain student attendance and academic records in Moodle. Submit attendance records and grade reports to the Admissions & Records Office by posted deadlines.
11. Cooperate with the Dean/Associate Dean on other related instructional duties related to the course(s) being taught as requested. Examples may include, but are not limited to, budget preparation, use of department-wide exams and equipment purchase.
12. As a condition of employment, the Faculty Member will truthfully and accurately complete the SURS Assistant Verification Form, and promptly report to the College any changes to responses submitted on this form.
13. As a condition of employment, the Faculty Member represents and warrants that he or she is not an affected assistant as defined by the State University Retirement System, and will not be or become an affected assistant during the academic year in which he or she is employed by the College.
14. In the event the Faculty Member is or becomes an affected assistant in violation of this Agreement: (a) the Faculty Member agrees to reimburse the College for any and all employer contributions it is required to make on the Faculty Member's behalf as a result of his/her affected assistant status; and (b) the Contract and the Faculty Member's employment shall be immediately terminated.
15. The Faculty Member will not exceed hours allowable by the Affordable Care Act as calculated in collaboration with Human Resources. Adjustments to load and pay may be made if inadvertently exceeded.
16. Absences that exceed 10% of scheduled class meetings in a given contract period for each class may result in loss of wages for missed days. Additionally, excessive absences may result in revocation of the contract.
17. All faculty teaching or facilitating Carl Sandburg College credit or non-credit bearing courses will follow the guidance of the College in the event of delay, closure, and/or the need to modify learning format. All faculty teaching or facilitating Carl Sandburg College courses includes those employed by the College, high school, or other entity (e.g. CEO Program).
18. Follow all policies, procedures, and regulations as stated in the Carl Sandburg College Faculty Handbook and Policies and Procedures Manual.
19. Complete all trainings required by Carl Sandburg College.
20. Notify the Dean/Associate Dean of any issues or concerns in a timely manner.

APPENDIX C: SENIORITY LIST: 2019-2020

EXPLANATION

This is the list of all full-time faculty at Sandburg, ranked by seniority for the 2019-2020 academic year.

SANDBURG DOCUMENT, PAGE 1

Search by Date: 2019-2020

NAME	SANDBURG DOCUMENT	DATE EMPLOYED	SENIORITY (SANDBURG DOCUMENT)	SUBJECT
Larry Wright	6/11/1981	9-01	0-06	Academic Technology
Don Forester	9/75/1981	10-00	0-09	Lawrence (Academic Advising Services) (Psychology)
Michael Hall	8/75/1981	0-03	0-01	Mathematics (Developmental Mathematics)
Jim Lindgren	8/26/1981	0-01	1-06	Writing
Tim Brown	6/23/1981	0-06	1-06	Mathematics
Meryl Lindberg-Cline	6/26/1981	0-01	1-00	Child Development (Psychology)
Carrie Haskins	6/26/1981	1-00	1-03	Administration (Office Professional Services) (Comparative)
Adrian Fack	6/18/1981	1-06	1-01	Mathematics
James Sanders	6/21/1981	1-00	1-01	Psychology
William M. Miller	8/14/1981	0-00	1-01	Computer
Elizabeth Greenberg	3/73/1981	1-01	1-06	Biology
Carla Pincus	5/11/1981	1-01	1-06	Biology
Isabel Infante	6/11/1981	1-01	1-01	Biology
David David Brown	6/76/1981	1-01	1-06	Biology
Matthew Bondal	6/26/1981	1-01	1-06	Mathematics
Wendy Miller	5/24/1981	0-01	1-00	General Education
Lisa Walker	6/25/1981	0-01	1-00	Art
Bill Johnson	11/31/1981	0-01	1-00	Psychology
Carla Eggen	5/24/1981	1-00	1-01	General Education
Glenn Douglas	6/26/1981	1-00	1-01	Biology
Gary M. Miller	6/26/1981	1-00	1-01	Chemistry
James Haskins	6/27/1981	1-00	1-01	Math
Chadwick Brown	6/27/1981	1-00	1-01	Writing
John Price	6/11/1981	1-01	1-04	English
Lisa Brown	6/27/1981	1-01	1-04	History/Political Science
Scott Williams	6/27/1981	1-01	1-01	Economics/Business Administration
Mary Greenberg	11/29/1981	1-01	1-06	Writing
William Gray	6/26/1981	1-01	1-01	Writing
James Wright	6/26/1981	1-01	1-01	English
Jim Stoney	6/26/1981	1-01	1-01	English
Mary Greenberg	6/26/1981	1-01	1-06	Writing
Emily Schaefer	6/27/1981	1-01	1-01	Writing
Robert M. Miller	6/11/1981	1-01	1-01	Education & Communication Technology
Carol Kopp	11/21/1981	1-01	1-01	Writing
William Anderson	5/24/1981	0-00	1-01	Writing
John King	11/26/1981	0-00	1-01	Mathematics
Scott Miller	11/26/1981	0-00	1-01	Writing
Christopher Miller	11/27/1981	1-01	1-01	General Education

APPENDIX C: SENIORITY LIST: 2019-2020

EXPLANATION

This is the list of all full-time faculty at Sandburg, ranked by seniority for the 2019-2020 academic year.

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Seniorty List
2019-2020

NAME	SCARID APPROXIMATE DATE	DATE EMPLOYED	TERM(S) EMPLOYED DATE ESTIMATE	SUBJECT
Michael Carlson	1/1/2018	1.01		Accounting
Robert Williams	4/1/2018	1.01		Geography
Robert Thompson	4/1/2018	1.01		Theater
James Smith	4/1/2018	1.01		History
Sharon Foster-Martin	4/1/2018	1.01		English
Alisa Thompson	4/1/2018	1.01		Library Instructional Services

ACKNOWLEDGEMENTS

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

The data, analysis, and discussion within this report would not be possible without the diligent work of Outcomes Assessment Committee (OAC) members during the 2019-2020 academic year and academic years past.

Additionally, the Assistant Dean of Assessment would like to specifically thank Misty Lyon, Ellen Henderson-Gasser, Angel Rohrig, and Candy Fones for their assistance in collecting the data herein.