

REPORT OF A VISIT TO
JOHN A LOGAN COLLEGE

Carterville, Illinois

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for the

Commission of Institutions of Higher Education

of the

North Central Association of Colleges and Schools

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John A. Logan College

TABLE OF CONTENTS

Section I:
Introduction pp 1-4

Section II:
Evaluation for Affiliation pp. 4-47

Section III:
Observations and Suggestions for Institutional Improvement . pp 47-50

Section IV:
Team Recommendation and Rationale pp 50-51

John A. Logan College

SCOPE OF THE VISIT

This report is a comprehensive evaluation for continued accreditation at the associate degree granting level. The six team members were assigned specific responsibilities in the areas covered in this report. Individual conferences were held with administrators, staff, faculty, and students. Team representatives were present at the main campus and one attendance center. Formal meetings were held with students, faculty, and staff. In addition, meetings were held with program advisory committee members.

Team members reviewed files, course syllabi, class schedules, financial reports and records, audit reports, budgets, committee and meeting minutes, planning documents, board minutes, student assessment research and data, and other relevant institutional records and information. Also, the team examined collateral material such as college catalogues and viewbooks, in addition to placement reports, annual reports from various college functional areas and student financial information documents.

The team members were most open in their interaction with one another during the day, and in the after-campus visits during the work sessions at the hotel. Information and observations were readily shared and open discussion occurred. The team believes the objectives of a comprehensive visit were accomplished. The team's

recommendations, Section Four of this report, are unanimous.

ORGANIZATION OF THE REPORT

This report consists of four sections, the first of which is this Introduction.. The second section examines the institution's fulfillment of the five Evaluative Criteria. Included in this report is a listing of strengths which the team regards as important. in demonstrating the institution's fulfillment of the criteria, as well as the areas of concern the team members feel require consideration for improvement. Rationale, the Statement of Affiliation Status form, and the team recommendation are found in the fourth section of this report.

HISTORY OF THE COLLEGE

John A. Logan College is a comprehensive, public community college established in 1967 by public mandate.

The College is officially recognized by the State of Illinois and by the Illinois Community College Board. With one major campus located in Carterville, Illinois, and . classes held in a number of other locations, the College serves five rural counties in southern Illinois.

ACCREDITATION HISTORY

John A. Logan is applying for Continued Accreditation by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education. The College was granted initial accreditation in 1972. It was reaccredited in 1977, receiving a ten year accreditation; the College's most recent accreditation occurred in 1987, with the College again receiving the maximum accreditation length, ten years.

John A. Logan College

The team concluded that the Self-Study was generally accurate in describing and analyzing the operation and present status of the College. The team discovered that its specific concerns were similar to those identified by the Self-Study process and documented in the report. This report, then, focuses primarily on areas where the team members' perceptions differed from those of the institution.

Section II: Evaluation for Affiliation

The College has provided detailed documentation of its compliance with the General Institutional Requirements (GIR's) (Self-Study). The Team accepts this documentation as accurate based upon review and verification of each GIR by the team. The Team finds the institution continuing to meet the GIR'S.

Criteria for Continued Accreditation

CRITERION ONE - The institution has clear and publically stated purposes consistent with its mission and appropriate to an institution of higher education.

The College's philosophy, mission statement and mission goals are published in several documents, including the John A. Logan College Bulletin, the Board of Trustees Policy Manual, and the Mission Brochure. While the full and part-time faculty handbooks speak to the philosophy of the College, as well as its purposes, there does not appear to be a section that contains the current mission and correlative mission goals.

A revision process completed during the fall of 1996 led to the existing philosophy statement, an eight part mission statement and twenty four mission goals. The

John A. Logan College

philosophy speaks clearly and accurately to the needs of the area, both for individual constituents and for the five counties the college serves. It reflects the heritage and values of the College and the region and is appropriate for an institution of higher education. It is evident from the exceedingly high level of support from people within the College's district that the mission is not only relevant but also is being attained.

The mission of the College outlines eight purposes, in form and language that are understandable for college employees, students and constituents. There are several well defined 'goals under each of the eight mission sections, providing a well-balanced focus for a public, comprehensive community college. In meeting with the trustees and the operational staff members, the team found them to be familiar with the mission of the College and believe it to be appropriate for John A. Logan College and the communities it serves.

The team verified the "sense of mission" at John A. Logan through conversations with staff, faculty, students, advisory committee members, and community members. These constituencies appeared to agree concerning the definition of the mission and the major goals of the institution. The team concludes that the institution fulfills Criterion One.

CRITERION TWO - The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

College Governance

John A. Logan College is governed effectively as explained in the Self-Study (Ch

John A. Logan College

4 -- pp 43-154). The governing board of John A. Logan College consists of a seven member board which serves staggered terms of six years. As stated earlier, board members are elected at large from the College's five county service area. In addition a student is' elected annually by the John A. Logan student body to serve in an advisory capacity. Although the student position is advisory in nature, conversation with the current student .and board members reveals that the student advisor feels a part of the board and free to offer opinions, raise questions and provide other comments as desired. Current board members appear to be representative of the constituents of "the College. although the board is weighted with three individuals from the same field, education.

The board derives its legal authority from Illinois Compiled Statutes, Chapter 110, Act 805 and acts within the powers as outlined in Act 805. The board also functions within the regulatory parameters set forth by the Illinois Board for Higher Education and the Illinois Community College Board. The Illinois Board for Higher Education serves as a coordinating and planning agency for all of higher education within the state, including John A. Logan, while "the Illinois Community College Board oversees planning. coordination of programs and services and distribution of funds for the community colleges. Board members also are active in the state trustee organization, the Illinois Community College Trustee Association. The Board meets as a whole on a monthly basis, but ad hoc committees comprised of representatives from the board are formed on an as-needed basis. Evidence shows that a selected board member serves on the College Planning Council and that members have been involved in feasibility studies to

John A. Logan College

determine facilities' needs. Minutes of each board meeting are recorded by the elected secretary (administrative assistant to the president) and kept in a secured file within the president's office, although they can be made accessible for public review. College representatives typically attending board meetings include the vice-presidents and some staff members.

An up-to-date board policy and procedures manual guides board activity, and from this section of the College's manual flow the administrative procedures for implementation of board policy. The board section of the manual outlines the board's by-laws, the election of officers, the duties and responsibilities of the members and policies to guide the institution. Each individual policy reflects an approval date and signature, as well as any revision dates. There are a few sections of the manual that do not reflect current practice or have no written practices in the administrative section, Le., affirmative action and hiring practices. These should be updated to bring policy, procedure and practice in line, before the document is placed on the College's computer network for on-line reference by employees.

In meeting the board, it is evident that the elected members take to heart the fact that they represent the constituents of the College's service area. They appear to have an excellent rapport with their constituents, as reflected in the overwhelmingly positive image the College enjoys. Questions posed to the board during an evening session reveal that It clearly understands its role in setting policy and that the board has an effective relationship with the president.

John A. Logan College

Further discussion with the board is revealed that it understands and is prepared to deal with the critical issues facing" the Colleges: a declining economy due to the waning mining industry; existing facilities that allow for no future growth; and a tuition rate that must be maintained at the existing low level (fourth lowest in the" state) to facilitate access for all within the service area.

Institutional Administration

The institution has up-to-date .organizational charts by function and by title. Three vice-presidents and six deans work with associate deans, directors, coordinators and faculty to achieve college goals, and the number of administrators appears to be adequate to meet college needs. The administration as a whole is skilled and able, as demonstrated by the impact of the College on the surrounding communities. Longevity of college employees has allowed for consistency and continuity, although diversity among staff, especially among top level administrators, is weak and should be examined. A review of published annual reports by the College over the last five years to its constituents also demonstrates effective leadership of the College.

Individuals within the College do not voice concern regarding role ambiguity, and current standardized position descriptions which accurately portray roles and responsibilities are on file for each employee. Personnel files are secured in the Personnel Office. A review of these files indicates that evaluations tied to job duties -and responsibilities are completed on an annual basis and retained within these files.

There are two cross-functional groups which meet on a regular basis. These

John A. Logan College

include the Planning Council, comprised of the three vice-presidents, selected administrators, two faculty representatives, a non-teaching staff representative, a board member, a student and someone from the community. The College Council is designed to enhance communication and coordination, and consists of all full and part-time faculty, non-teaching professional staff, representatives from operational staff, maintenance, custodial and security, two members of the student senate and the student representative to the board of trustees. In addition, there are seven standing committees which focus upon key areas within the College and report to the College Council each month.

The relationship between the president and his vice-presidents as well as other college administrators is good. Communication and support between and among these individuals is strong, and the administrative leadership has led the College to its current levels of vitality and strength. The positive perception of the College by the communities it serves is truly impressive.

Although a monthly newsletter and an annual report from the president's office as well as monthly meetings of the College Council are in place, there is a perception among faculty and non-teaching staff that communication among the College's internal constituents should be improved.

In addition, a desire is expressed by some non-administrative personnel for more involvement in decision making processes. Recent results of a college-wide survey corroborate this as an area for improvement, with over 50% of the employees indicating a lack of familiarity with or sense of involvement in the College's planning efforts.

John A. Logan College

Financial Resources

The College's operational budget has increased steadily over the past five years. In examining the allocation of resources for the College, just over 50% of the revenues are allocated to instruction and academic support for the 1996-97 year. This shows a slight decline over previous years, but the decline is a reflection of new state reporting requirements, and some of the revenues which relate to instruction are now accounted for under the heading of institutional support. rather than within instruction. With this taken into account. the College consistently has allocated over 50% of its operating budget to the instructional area over the past five years.

Approximately 9% of the current year's budget is allocated for student services; 2.4% for scholarships; 60.4% for salaries; and 6% for employee benefits. This allocation formula appears to meet the needs of the institution to provide quality educational programs. and there is evidence that state-of-the-art instructional equipment and adequate instructional supplies are the norm.

The strong financial viability of the College is evidenced by the College's operating budget, which has increased for each of the last five years. Next. the amount of unencumbered cash has grown to approximately 10% of the operating budget. Finally, the level of debt service is surprisingly low, given the number and size of facilities projects over the last ten years. In fact, even with a projected major capital outlay expenditure next year, all bonds will be retired by December, 2000.

Up to this point, the College has received a significant level of support from the

John A. Logan College

state (above 50%), primarily due to an equalization formula, and all indications are that state, support will remain stable over the next several years. The steady increase in enrollment, coupled with the equalization, has played a key role in the College's fiscal stability, and there is no indication that this will wane. over the next several years.

Although student tuition accounts for 26% of the College's revenues, John A. Logan has the fourth lowest tuition in the state among community colleges, so this should remain as a viable source of revenue for the next several years. Support from local taxes has remained stable as well, and since the percentage is relatively low (under 15%), there is no reason to assume that level of support will change.

The level of state support coupled with sound fiscal management and wise stewardship place the College in an enviable financial position for the years to come and also should enable the College to address the need to keep student tuition at a relatively low and acceptable level.

To augment the College's programs and to support its students, an effective college foundation is in place. The major thrust of the foundation to date has been to build scholarship funds, with the endowment growing to over \$1.3 million during the last four years. In addition to providing scholarships, the College's foundation seeks community support for special projects and is planning to undertake an aggressive \$3 million capital campaign in the near future.

Finally, the College has been quite successful in obtaining a significant number of grants totaling over \$2.9 million dollars. While this is commendable, a note of caution

John A. Logan College

regarding the level of support for salaries through grant funds (12%) is cause for concern.

In terms of day to day operations, the Vice-president for Business Services is responsible for the fiscal operations of the College, and he reports directly to the president. He has a well-qualified staff who has put in place appropriate internal controls to insure the integrity of the College's business and financial operations. No concerns are expressed by administration and staff regarding purchasing procedures nor issues of integrity.

There is documentation that the College has in place consistent, well-thought out procedures for the development of the operational budget. During the spring semester, each department is required to submit an operational plan for the coming year. This information is used as the basis for the development of the coming year's operational budget. The College budget is ultimately present to the board of trustees for approval, followed by a thirty day timeframe during which the public may offer comments.

An external audit is conducted by a certified public accounting firm. on an annual basis, and audits for the last five years according to Government Auditing Standards and the Fiscal Management Manual as set forth by the Illinois Community College Board reveal no audit exceptions. The College also is required to submit the results of its annual audit as well as quarterly reports to the Illinois Community College Board.

According to the latest report from the Illinois Community College Board, it was noted that John A. Logan continues to be in compliance with ICCB recognition standards. In fact, the College recently received the only award for community colleges in the state,

John A. Logan College

the Award for Excellence in Accountability, for its efforts in implementing a new Uniform Financial Reporting system being implemented by the ICCB.

FACULTY

Demographics

The College currently employs 100 full-time faculty. It has achieved balance between male (51 %) and female (49%). The average age of faculty is 46.6; average years of employment at the College is 12.6; and average salary is \$43,140. Eight percent are minorities, slightly less than the 11.7% ethnic background of the student body. In educational background, 15 have doctorates, 69 master's degrees, and 1.6 bachelor's degrees. Those with bachelor's degrees and at least five years of teaching or occupational experience are presumed to be teaching in the career education program. The team found that faculty are teaching in areas of their expertise and academic preparation. A master's degree is a minimum requirement for teaching in the baccalaureate-transfer program. Faculty carry rank: 17% are full professors, 22% associate professors, 19% assistant professors, and 42% instructors.

There are 163 part-time faculty in the baccalaureate-transfer and career education programs. The majority (54.6%) are female. Average age is 43.3; average years of employment is 3.8. About 5% are minorities. In educational background, 14.7% have doctorates, 46.6% master's, 34.4% bachelor's, 1.8% associate's, and 2.5% are high school graduates. There are 50 additional part-time faculty in such special programs as the Center for Business and Industry, Adult Basic Education, Adult Secondary Education, etc.

John A. Logan College

Recruitment and Selection

Recruitment policies and procedures for full-time faculty are undergoing revision necessitated because of a controversy about procedures that occurred during the 1995 '96 academic year when the College hired eight new full-time faculty. As a result, a committee of faculty; administrators, and a Board member was appointed to study the procedure. According to College officials, a progress report had been submitted to the College lawyer for legal advice.

Recruitment of part-time faculty is specified under policies and procedures described in the Part-Time Faculty Handbook. Such policies also describe part-time faculty status, duties, and responsibilities.

Orientation

New full- and part-time faculty are given a one-day orientation prior to the fall semester to introduce and welcome them to the College. The orientation is intended to help new faculty understand the College mission and relevant policies and procedures. The College also distributes a Faculty Handbook, one for full-time, another for part-time faculty. Each provides useful information, presents relevant Board policies and procedures, and explains the faculty's roles and responsibilities.

Faculty Evaluation

The College has an appropriate system to evaluate full- and part-time faculty. Separate procedures exist to evaluate tenured and non-tenured faculty and part-time faculty. The evaluation system which is designed to help faculty develop their teaching effectiveness

John A. Logan College

is described in Board Policy 5320; procedures are described in the Full-Time Faculty Handbook. Briefly, non-tenured faculty are formally evaluated twice a year prior to their obtaining tenure. Tenured faculty are evaluated at least once every three years. The process includes the dean of instruction, appropriate associate dean, and department chair; it provides for student evaluation feedback and the development of a professional development plan. New part-time faculty are evaluated during the first semester of teaching. Those with less than 30 hrs of experience are evaluated once (or more) a year; those with more than 30 hrs. are evaluated once (or more) every two years.

Faculty Rank and Development

The College uses the traditional rank system for its faculty: instructor, assistant professor, associate professor, and professor. Rank is determined by formal education, professional experience, and professional service. Tenure is achieved after three years in accord with Illinois statute and college policy. Tenure appointment is a requirement for promotion above the rank of assistant professor.

Professional development is guaranteed in the faculty contract and is comprised of sabbatical and mini-sabbaticals, travel, and other activities. A Faculty and Staff Development Committee facilitates and funds other professional development activities.

Teaching Load, Salary Structure, Fringe Benefit Package

Full-time faculty are contracted to teach a minimum of 30 hrs annually (fall and spring semesters) to a maximum of 40 hrs. Department chairs, who are appointed for three-year terms, have 6 hrs. of release time each semester for administrative work. They

John A. Logan College

also receive 5 hrs. of overload pay each semester and a \$3,000 stipend.

Faculty salaries are negotiated according to a collective bargaining agreement and based on educational background and teaching experience. Fringe benefits include sabbatical leave; workers' compensation; health, dental, -and life insurance; arid state retirement benefits that include an early retirement provision.

Class sizes vary according to the nature of the subject matter, facilities. available equipment, and mode of instruction. In general, class size ranges from 18 to 30 students. Faculty are required to schedule and post office hours. Besides having office hours, faculty have voice mail to enable students and others to contact them. In general, full time faculty are assigned individual offices. Part-time faculty have space in complexes throughout the campus. A Word Processing Center is used to assist faculty in duplicating materials and for secretarial assistance.

Part-Time Faculty

The role and responsibilities of part-time faculty are clarified in College documents. Part-time faculty teach no more than' 12 hrs. per semester on a non-continuing basis and are compensated on different pay scales depending on the hours of accumulated teaching experience.

The College has adopted a mentoring program for part-time faculty which the team found to be quite effective not only for improving teaching but also for enhancing communication between part-time and full-time faculty. During interviews with faculty. the team was able to confirm the effectiveness of the mentoring program. To ensure its

John A. Logan College

effectiveness, the College compensates and requires volunteer full-time faculty to submit written reports four times a year on the effects of the mentors hip. Department chairs and the instructional services division also hold informal dinners once or twice a year with part-time faculty.

STUDENTS

The student population is drawn from a five-county area that has a combined population of 215,114. The College compares its population to a "35 mile radius" population, and these comparisons indicate that the percentage of each ethnic group in the College is equal to or exceeds the ethnic distribution in the 35 mile radius population. There is a slightly higher number of Hispanics and African Americans attending John Logan College. The College has the potential to continue attracting minority students who are seeking a school, such as JALC, that provides individualized services and programs that assist minority students and that has a strong support for student diversity.

Staff interviews, enrollment data, and JALC documents provide some evidence that the College can continue to experience some growth and/or stabilize enrollment due to the availability of potential students in population groups that are not currently being served/recruited. Although the data indicate that the service area population is expected to increase only 10 percent over the next 30 years, JALC enrollment information shows that the College enrolls only 2.6% of the available population. It appears that there will continue to be a pool of potential students for the College, particularly in age groups that are not currently being served. The data shows that while 78% of the student population

John A. Logan College

is between the ages of 18 and 34 and 17% of the student population is between ages 35 and 54, the College enrolls only 1.4% of the available population between 35 and 54. With the growing number of adult displaced workers (from closing coal mines) and the identified training needs of area business and industry, there is a strong potential to recruit students from the 35 to 54 age group.

STUDENT SERVICES

The Student Services component at John A. Logan College (JALC) is under the responsibility of the Vice President for Administrative Services and the Dean of Student Services. Both bring a strong background of student services and student development experience and are supported by an enthusiastic and committed staff.

The provision and expansion of student services is severely limited by the lack of physical facilities to house the offices and program areas. The College should take steps to expand the physical space and to provide adequate space that meets the needs of the College's current "one-stop" philosophy and that allows for growth into the next five to ten years.

The institution relies heavily on grant resources to fund part-time and full-time positions in the Student Services component that provides counseling, tutorial, and support services to students. This places the institution in a situation of not being able to provide comprehensive student support services to all students.

Admissions and Records

The Admissions & Records Office is responsible for maintaining and processing

John A. Logan College

all admissions and records files related to initial admission, special admission, registration, and grading. The Director of Admissions & Registration provides administrative oversight, and clerical support for the day-to-day operations is provided by six full-time and one part-time staff. A review of the admissions files indicate that students are admitted as stated in the JALC Catalog, and the admissions policies and practices are consistent with the institution's mission and appropriate to its educational programs. The College maintains up-to-date and accurate admissions files.

Both the Admissions files and Student Record files are kept in cramped filing cabinets/areas. It appears that the growth of the College has placed a burden on this area, The College may want to evaluate whether or not this could be alleviated by acquiring a filing system that allows for the storage of a large number of files in a limited space. The College provides secure official transcripts that accurately reflect the student's academic record, and the College maintains adequate records to document the instructor-of-record assignment of grades. As the College continues to grow, there may be a need to acquire equipment that will allow for a less cumbersome method of loading student grades to the on-line student record system.

Financial Aid

The College provides approximately \$6 million in State and Federal financial aid through the Student Financial Assistance Office which is staffed with a full-time Director and only two full-time clerical assistants. The Director has recently been appointed and has taken immediate steps to implement a student academic progress and early

John A. Logan College

alert/tracking program that has wide institution. support from staff, faculty, and administration. This program has assisted with addressing the FY 1994 18.4% default rate which was less than the previous two year's average 24.7% default rate as reported by the College. Although 70% of the population is on some type of financial aid, this office has a limited number of staff and office space and is severely limited by the lack of a management information system for financial aid files. The tracking of documents, eligibility criteria, awards, and communications are maintained in hard copy files and are tracked by staff who review the hard copy files on a daily basis. The only data that is placed on-line is the amount of the award. Considering the number of students on financial aid, the amount of funds being awarded, and the limited number of staff persons assigned to this area, the College should include the financial aid program in the development of a management information system. The financial aid management information system component would be more effective if it linked with the admissions, records, and student accounts on-line records system.

Advising

The College has recently re-structured the advising process which is supported by four professional advisors who report directly to the Dean for Student Services and ten additional staff members who provide advising as part of their professional duties. Additionally, approximately 30 faculty members are provided semester stipends to serve as academic advisors. Interviews with students, faculty, and staff indicate that there is strong support for the current advising process particularly because it provides a wide

John A. Logan College

range of advising hours and a variety of types of advisors.

Counseling & Support Services for Students

The Dean for Student Services oversees the counseling and support services for students. A Minority Transfer Program, TRIO Student Support Services Program; and Hearing Impaired Services are provided through State and Federal grants. The four College academic advisors/counselors also provide intake and referral services for students who are in need of extended counseling. Services for students with disabilities are provided by the Hearing Impaired Services Coordinator and the academic advisors/counselors. As the College increases the enrollment of students with disabilities, the College should evaluate how services are provided and develop a plan for providing advising, counseling, and adaptive services to the entire population of students with disabilities. All of the professional staff assigned to this area are dedicated and committed to providing support services to students, and the students report that the staff are readily available to assist them. The institution relies heavily on grant resources to fund part-time and full-time positions in this area.

Career Planning and Placement

The College has taken recent steps to develop one central location where students can go to receive career planning and placement assistance. The staff recently moved to one location, and they are taking steps to work as a team and to develop an integrated service that will help students 1) assess their interests, aptitudes, and skills for correct career placement into programs; 2) find jobs while they are in college; and 3)

John A. Logan College.

placement into jobs upon graduation. The staff recognizes the need to continue refining the way in which graduate follow-up surveys are conducted and maintained and the method for gathering and disseminating graduate placement data to prospective students and prospective student employers.

Recruitment and Retention

Although the College engages in recruitment activities, particularly at local high schools, this is an area that the College is continuing to define and address. With the rapid growth in student enrollment, there was not a strong need to address recruitment and retention. However, recent enrollment stabilization has prompted the faculty and staff to recognize the need to begin a process of evaluating current student enrollment and retention trends for the purpose of developing recruitment and retention plans.

Student Health Services

Since the College is a commuter campus, there are no resident health services; however, emergency and first aid services are available through on-campus certified first aid/EMT personnel.

Student Discipline and Student Conduct

The Vice President for Administrative Services maintains all student discipline records and is responsible for administering the student code of conduct which is clearly articulated in the JALC publication, *Rights and Responsibilities A Student Code of Conduct*.

John A. Logan College

Student Activities & Recreation

The College employs a full-time Director of Student Activities and Cultural Events who has been successful with providing cultural programs that serve both the students and the community. The Director also oversees activities related to student organizations which include an active Student Senate and several student organizations. Interviews with students and staff indicate that the student clubs are a vehicle for providing recreational and social activities on campus. The College provides some lounge areas throughout the building complexes. Students utilize the fitness room and may use the gymnasium for scheduled activities.

Auxiliary Services for Students

On campus food and catering service is provided by a contracted food service company. and students have the option of purchasing books and supplies at a contracted bookstore. Although both services appear to be providing acceptable services. there is always a continued need to have student input through student advisory committees.

PUBLIC INFORMATION

The College publishes a catalog and a student handbook on an annual basis and also provides students with a separate publication that details the students' rights and responsibilities and the College's student code of conduct. These publications are made available to students and staff, and they adequately describe 1) the educational programs and degree programs, 2) the learning and support service resources, 3) the College

John A. Logan College

tuition charges and refund policies, 4) the admissions policies and the academic and non academic policies and procedures that directly affect students, 5) the academic credentials of the College's faculty and administrators, and 6) the accrediting bodies with which the College is affiliated.

EDUCATIONAL PROGRAMS

The College's educational programs are compatible with and derived from the broad-based mission. These programs are organized in a traditional structure that consists of: (1) baccalaureate-transfer, (2) career education, (3) training, (4) developmental education courses and services, and (5) special programs. All but special programs, which is administered in the administration division, and developmental education, which is in both the administration division and instructional services, are housed in the Instructional services division. Leadership and coordination within and between divisions appear to be effective and consistent with the College mission. The relationship of the overall assessment program between Student Services and the Instructional Services Division appears good.

Instructional methods in the .educational programs are evident in various forms: one-on-one tutoring, lecture, interactive between students and instructor and between students, computerized learning. The College mission to serve different kinds of students, different abilities, and different socio-economic backgrounds was being met by a range of programs from family literacy and adult basic education to the transfer programs.

John A. Logan College

New Course/Program Development

As described on pp. 156-57 of the Self-Study Report, the College has a six-step procedure for the development of new courses and programs. The process begins with input from the department faculty and ends with action by the Illinois Community College Board. This is consistent practice and faculty are, therefore, active and involved in new course/program development.

Program Review

To ascertain program effectiveness and quality, the College engages in a five-year cycle review of all its educational programs. Program review began in 1984 and since 1991 has been coordinated with the state's Priorities, Quality, and Productivity (PQP) initiative. The review is conducted by a committee (which includes two faculty and an administrator from the program to be evaluated) described on p. 226 of the Self-Study Report. During each cycle the need, cost, and Quality of a program is reviewed. Each report concludes with recommendations and action plans with a timetable.

Specific Programs

(Baccalaureate - Transfer)

The baccalaureate-transfer program consists of six associate of arts, 24 associate of science, and one associate of engineering science degree programs. The team found that the courses that formed these programs contained appropriate and well-organized course syllabi and objectives. It is true, however, that some course syllabi lacked competency objectives that would enable the College to implement its assessment course

John A. Logan College

and program goals. Nonetheless, each course syllabi reviewed was consistent in the information provided. Each contained nine items for the standard course syllabi required by the College and as listed in the faculty handbooks.

Articulation

The College has negotiated and continues to expand its articulation program agreements and cooperative (course by course) agreements with area colleges and universities. The team verified a listing of such agreements and found that the College has created joint educational arrangements with nearby two-year colleges and articulation agreements on certain courses in its curriculum with four-year colleges and universities in Illinois, Missouri, and Kentucky.

General Education

The College does not have a formal philosophy of general education similar to the one developed for its assessment program. However, the faculty recently adopted a set of eight general education goals that are clearly derived from its institutional mission. The goals are intended to present characteristics of a lifelong learner and include: communication, critical thinking, values, wellness, ethical awareness, workforce readiness, aesthetic response, and mathematical reasoning. According to faculty and administration, the development of these goals was difficult to attain. And yet it was a necessary phase toward an assessment of student academic achievement program.

As stipulated by the Illinois Community College Board, general education course requirements for each degree program fall into traditional areas of communication,

John A. Logan College

humanities, social sciences, and mathematics and science. Each degree program requires a set minimum of credit hours (38 hrs. for associate of arts and associate of science, 15 for associate of applied science, 20 for associate of general studies, and from 28 to 32 for associate of engineering science)

International Education

John A. Logan, through the Office of International Education, offers a wide variety of international education opportunities for students, faculty; and the community. Various constituencies are involved in yearly International Round Table series of activities and a quarterly newsletter is published by the above office.

Curriculum revision to reflect multicultural issues has also been undertaken. In addition, "Study Abroad" opportunities are available to John A. Logan students. Faculty are also involved in study abroad, with plans for a Chinese faculty exchange in the planning stage. The College has made a concerted effort to provide opportunities for students, staff and communities to explore the issues of diversity and multiculturalism.

Developmental Education

While not strictly a program at the College, developmental education is composed of courses and services for students with deficiencies in mathematics and English. Student Services has responsibility for assessing students on entry and for advising students who fall below a designated score on ACT's ASSET test. Services were strengthened by a 1983 mandate from the Illinois Board of Higher Education and an Illinois Senate Bill 112 in 1993 that set uniform admission requirements based on

John A. Logan College

minimum course pattern requirements for high school graduates. In 1993 the College established an assessment center with Title III funds to assess all new students, except those with ACT scores on file or transfer students from accredited colleges and universities. Those who achieve less than acceptable ASSET scores are advised appropriate courses in developmental English and mathematics.

In both the English and mathematics departments, developmental students receive instruction from committed and qualified full- and part-time faculty. In addition, tutoring and computer-assisted instruction and faculty support are provided. To move into the regular career education curriculum, students must achieve a "C" or better grade in one of the business math or business English courses. A laboratory area called Desklab has qualified tutors and is equipped with computers with specialized software to assist students.

All twelve developmental education courses generate credit but do not fulfill requirements for graduation. In general, developmental education is effectively organized to enable students with deficiencies to move into regular transfer or career education programs. More effective organization might be achieved if the courses and services in Student Services and the Instructional Services Division were coordinated by one individual.

Career Education Programs

The College is dedicated to providing students with the necessary skills and knowledge to obtain employment upon graduation. This in turn provides area employers

John A. Logan College

with a source of trained manpower to meet their human resource needs. It also meets the needs of area residents who have a desire to upgrade their positions by being provided proper skills training.

The College starts and discontinues programs on an as needed basis depending on the manpower and training needs of area employers as well as the interest of students.

There is no long range plan for program development; however, it appears the Present informal process is working. The institution has an informal advisory committee structure which provides input into the development of the programs and courses where utilized.

Most advisory committees meet on a regular basis; however, it appears that advisory committee records, agendas, and minutes are not always in a consistent format. In addition there is no one place in which all advisory committee agendas and minutes are kept. For each of the programs a list of graduate competencies have not been developed to support the measurable objectives for each of the courses. A course syllabi is available for each course and is provided to students by faculty members.

Placement of graduates is very high at the College. Many students receive several job offers, especially in high demand occupations such as health related areas. Articulation agreements have been developed between area secondary schools whereby students can receive credit for like courses taken at the secondary schools. In addition, the staff is working on articulation with several area four-year institutions.

John A. Logan College

The occupational programs are housed in three divisions which are managed by staff who provide the necessary leadership. The backbone of the program is a highly dedicated, stable, and experienced faculty which is very student oriented. Staff development for faculty and staff is somewhat limited and needs to be expanded to better prepare the staff to meeting the changing technology needs of the College programs.

Most of the career education laboratories have the necessary up-to-date equipment to train students. A long range plan is needed for equipment updates in order to phase out and replace outdated equipment. The programs appear to have adequate budgets to meet their needs; however, the faculty expressed some concern about not being included in the budgeting process. Overall the programs seemed to be strong and meeting the needs of the students and area employers.

The College offers the associate of applied science, the associate of general studies, and certificates for graduates of its career education programs. The programs all vary in length; however, they are in accordance with state guidelines. The programs at the College are primarily in the areas of business, health, public service, and engineering technology areas.

Enrollment in the various programs varies from program to program; however, they are similar to other community colleges throughout the U.S. In addition, several programs have had very few, if any, graduates and these programs need to be reviewed to ascertain demand. Each of the degree programs in the career education area have a general education component which meets state guidelines. These courses also

John A. Logan College

supplement the specialized skill courses which are offered in the programs. All of the programs within the career education area meet the general guidelines for admission to the College with some having selected admission requirements.

Global Considerations

All of the programs that are offered in the career educational program area of the College are within the mission of John Logan College. The College has an array of programs which meet the area manpower and training needs. In some areas there appears to be limited employment for graduates in the area, and students may have to leave the area in order to become employed.

The College has a process to introduce new courses and programs and a process for dropping programs at the College which appears to work well. This seems to be working very well. All curriculum and materials for instruction are well organized and have been developed in conjunction with an active advisory committee, for each of the programs in the career education area of the College.

Specific Programs

All of the curriculum and supporting teaching materials for instruction in the career education areas are very well organized and meet the objectives that have been stated for each of the courses within the curriculum patterns. Specific graduate competencies as a whole are lacking and should be developed at the College. All of the curriculum materials are selected based on the institution's mission and objectives as well as for the needs and abilities of the students it serves. Course outlines as well as Course syllabus

John A. Logan College

are available on all courses. Adequate audio visual and technology equipment is available for utilization of students and faculty. The programs are reviewed by the Illinois Community College Staff as well as selected programs have specialized accreditation.

The College has an array of programs in the area of business. health; and engineering technology and seem to be meeting the needs of the area in which the College serves.

Other Special Programs

The Dean for Special Programs. reporting to the Vice President for Administration, also directs weekend and evening credit classes and facility scheduling. "Besides the Director of Continuing Education, the Associate Dean of Adult Basic/Secondary Education operates special programs, namely Family Learning Centers, ABE/GED. ASE, Early School Leaver. and JTP A.

Family Learning Centers

The Literacy Connection. operating through the Family Learning Centers. recruits, trains. and places volunteer tutors with adult learners needing special attention. A director coordinates approximately 100 volunteers, facilitating referrals from various state agencies.

ABE/GED

The College has established twelve centers throughout the district for day and evening GED classes. A staff of some 24 persons assist adult students to upgrade their skills to prepare for postsecondary education. Over the past four spring semesters, the ABE program has served a relatively constant 120 persons per semester.

John A. Logan College

ASE

The Adult Secondary Education Program enables high school drop-outs to complete their secondary education and receive a diploma from their home school.

Career and job exploration is a primary focus of the program. Spring, 1997, had a typical enrollment count of 166 students.

Early School Leaver

Also serving the high drop-outs between the ages of-16 and 21, the ESLP assists students in developing an employment plan, trains them for work experience, and places them on-the-job. Their performance is evaluated by the employer and the coordinator.

JTPA

The One-Stop Career Center was established in November, 1995, by the Illinois Department of Commerce and Community Affairs. It houses the following state Departments: Employment Security, Rehabilitation Services, Public Aid, and Commerce and Community Affairs. JTPA in-takes totaled 439 in the 1996 academic year and 501 this current year. While the Job Training Partnership Act placement efforts are coordinated through the One-Stop Center, there appears to be duplication of services within the JALC Job Placement Office, which serves all past and presently enrolled students, a 567 total from March, 1995, through January, 1997.

LEARNING RESOURCES CENTER

The Learning Resources Center at the College provides services for students, faculty, and staff. The basic functions of this supportive unit of the College which are

John A. Logan College

overseen by the Learning Resources Committee include the following: the library, electronic and equipment distribution, graphic/photography services, the learning laboratory, the academic computing lab, distance learning, and the campus-wide computer network.

The College has been successful in securing grant funding to improve and support services through the LRC during the past several years. Faculty have been trained to use new technologies; a campus-wide computer network has been established, information technology and literacy have been incorporated into curriculum; and new research and reference materials have been made available to various college constituencies.

The LRC has a student-friendly atmosphere and is pleasantly decorated. This portion of the building will also benefit from the new building plans, with additional space being planned. The collection appears adequate, not only for Arts and Sciences offerings, but for the technical programs as well. Plants and numerous art pieces add a positive esthetics touch. Student surveys indicate satisfaction with the services provided by the LRC, as well as satisfaction with the resources.

It appears that the institution provides adequate financial support to maintain the quality of the library and instructional materials. Appropriate data is gathered on the use of the library and related services. The facilities are well maintained, and the LRC staff are appropriately trained and credentialed. Hours of operation are meeting the needs of the various college customers.

John A. Logan College

CONTINUING EDUCATION PROGRAM

The Continuing Education Program at JALC serves a wide variety of adult citizen's educational needs. Baccalaureate-Transfer and Career Education courses, general studies credit courses, and non-credit public service courses as well as public and community service activities are offered as continuing education.

The Program was renamed in 1996 (formerly Adult and Continuing Education Program) and appears to be in a state of flux. The Director reports to the Dean of Special Programs who, in turn, reports to the Vice President of Administration. Philosophically, then, Continuing Education is viewed as a "student service" for "not college-ready" people.

Classes are offered at the seven high school districts within the College service area. Local coordinators in the various communities schedule classes in cooperation with the Director. In the 1997 Spring Semester the Program generated 905 credit hours, 472 of which were recorded on campus, while 433 took place in sites throughout the district. In addition, the Program enrolled 1200 non-credit participants, an increase from about 900 in each of the previous three Spring Semesters. Most successful non-credit sessions are the "Kid's Classes", art, and computers.

The College's West Frankfort extension center promises to become a great asset for the community. Opened in Summer, 1996, the center is a "full service" admissions center, staffed by a full-time secretary to take enrollments for any and all course offered by JALC. In addition, counseling/advising is available at night, and ASSET testing is

John A. Logan College

administered at the West Frankfort center.

JALC is currently remodeling the remainder of the leased West Frankfort facility. When completed the 4760 sq. ft. extension site will house two classrooms, one computer lab, one conference room, three offices, and a break room. The College plans to open. A similar extension center in DuQuoin the fall of 1997.

While Continuing Education schedules and offers classes at the West Frankfort center, other College departments also schedule classes there. Use of the facility by all departments of JALC is admirable; however, there is an apparent lack of coordination of such efforts. Coordination of efforts among the various departments would eliminate apparent internal competition.

JALC would do well to fine tune its offerings and establish a sound data base for planning with periodic needs assessments of the public. An advisory committee for community service activities would also be advantageous.

The College is encouraged to continue expanding services throughout the district. Clients in out-lying areas appreciate and do take advantage of local opportunities.

Physical Resources

John A Logan College is located in Carterville, Illinois and has an extension center in West Frankfort. Since inception, the College has completed three major building projects and is in the planning stages of its fourth major expansion. The first two buildings were completed in 1973 and 1974, and in 1990 the College began an \$8.5 million construction and renovation project which was completed November, 1991. The

John A. Logan College

college is currently planning a new facility with the major utilization to be used by a business and industry training center.

The general appearance of the College campus is quite good. The College has adequate maintenance and custodial departments which maintain the facilities and contributes to the attractiveness of the College. The College continues to upgrade facilities to meet the needs of the instructional areas. The older buildings have been modified to meet handicapped barrier codes. Handicapped access has been included in the new facilities. The College maintains adequate parking for students and staff since it is predominantly a commuter college. In addition the parking lots have designated spots for disabled people.

With current enrollment at the College continuing to increase, space is limited; however, with the utilization of off campus sites, facilities are supplemented to meet its mission statement. Most programs have adequate laboratories; however, as programs grow, facilities will need to be expanded, and additional equipment purchased to replace antiquated equipment. The College has a master plan which is continually updated to meet the changing needs of the College service area and includes annual renovation projects scheduled for current buildings.

After talking with constituent group and reviewing documentation. the team concludes that the institution fulfills Criterion Two.

CRITERION THREE - The institution is accomplishing its educational and other purposes.

John A. Logan College

Assessment

In June 1995 North Central approved the College's assessment plan for student academic achievement. In the Self-Study Report and during its visit, the team received current information on the progress of the plan. Three important developments are noteworthy:

An office of institutional research established in 1993 became fully operational in 1995. The office compiles and receives data and has developed or continued research with information useful for assessment. Some of the data and studies include studies that demonstrate student and employer satisfaction with learning and workforce readiness, student success rates on license and certification examinations, numbers of transfer students, retention rates, etc. Although the team was unable to determine the extent to which these and other research studies have been used to address the assessment plan, the office, with a qualified coordinator and staff member, can initiate and coordinate the collection of information necessary for the assessment program.

As mentioned previously, the faculty have approved eight general education goals from which learning outcomes may be developed. At present, however, progress on this activity appears to be stalled.

A full-time coordinator of academic assessment was appointed in 1996 from faculty ranks. The team received evidence that the coordinator has intensified efforts to clarify and obtain support from faculty for outcomes assessment. But she has been hampered by three problems: (a) lack of funding for the assessment program, (b) lack

John A. Logan College

of a top-level administrator responsible for assessment, and (c) lack of a centralized committee structure.

As indicated in Appendices 5C and 5D of the Self-Study Report, the College has done many pilot tests of standardized tests on small samples of students in various courses. Unfortunately, these tests have yielded mixed results. Further pilot testing using ACT Compass on larger samples of students is planned and may be useful for determining value-added learning in specific courses. Further pilot tests of other measures in other departments are also scheduled. In the end these actions will serve to improve course learning outcomes but not necessarily program or general education outcomes. The College, therefore, needs to develop strategies for using the eight general educational goals as a base from which to develop learning outcomes. Once learning outcomes are agreed upon, measures can be developed or identified to assess student learning.

The team believes that the outcomes assessment must become operational as soon as possible with adequate funding, a centralized implementation committee, and executive-level oversight.

General Education

The general education program consists of the baccalaureate-transfer and career education programs and is consistent with the College's mission. It is designed to ensure breadth of knowledge and to promote intellectual inquiry. As mentioned earlier, there is no clearly defined statement of philosophy, but eight goals have been developed as a

John A. Logan College

basis for delivering as well as evaluating general education. Among the goals, two address the examination and understanding of personal, social, and civic values. One goal deals with global and multicultural issues. All eight are intended to ensure proficiency in skills and competencies essential for all college-educated adults. Since the eight goals do not appear in current college publications, it is suggested that they be published in future College catalogs and other publications.

Program Quality

There is evidence that the College has examined its general education programs and services. First, program review has been coordinated with the state's Priorities, Quality, and Productivity (PQP) initiative since 1991. Thus all of the College's programs have gone through the five-year cycle of the initiative at least once and that each program has been evaluated for need, cost, and quality. The team examined the latest PQP initiatives on the baccalaureate-transfer and career education programs and sought to determine without success the extent to which the College has used the evaluation to take corrective action. The source for examining whether or not action on PQP results have been taken is the College's "The Plan" and the progress report that is issued in mid-year. The team's examination of The Plan for FY 96-97, however, did not yield any evidence to show how PQP recommendations or concerns have been translated into "The Plan." According to one college official, the PQP initiative is not an effective instrument for making progress on the student achievement assessment plan. The College needs to inject program quality issues clearly and specifically into "The Plan."

John A. Logan College

The College has developed a large array of career programs to meet one of its mission statements. The College faculty is involved in the development of these programs as is the community. The current assessment program is not yet in full operation; however, it should be within the next several years which will provide better evidence of accomplishments. Currently a variety of surveys are done by students and employers of graduates in the service area and all rate the institution very high. Articulation with area high schools and colleges continues to be worked on. Students taking accreditation examinations over the past many years have done outstanding at this college. Most students get placed before they graduate on jobs they were trained for. The College, in cooperation with the Illinois Community College System, reviews programs on an annual basis of which is completed on a five year cycle. This seems to meet the needs of this institution.

Teaching Effectiveness

The team was extremely satisfied that effective teaching occurs throughout the College. Surveys of graduates, data from student evaluations, informal interviews with current students, discussion with an outgoing student member of the Board of Trustees, who is also the outgoing student body president, indicate that the faculty is dedicated to the College and to students.

Faculty Involvement in the Profession and Public and Community Service

To determine the level of involvement of faculty in professional organizations and in public and community service, the College conducted a survey of all full- and part-time

John A. Logan .College

employees that yielded positive results, at least for faculty. For 55 of the 100 full-time faculty who responded to the survey, over 96% belong to at least one professional organization; 81.8% belong to at least one national professional organization; 50.9% and 78.2% belong, respectively to at least one local and state professional organization.

Furthermore, 78.2% have given at least one local, state, or national presentation. These numbers suggest that full-time faculty are significantly involved in their profession.

Although no data were available to indicate their involvement in public and community service, there is data to show that faculty is involved in student clubs and organizations on campus.

Accomplishment of Mission Goals

The institution has documented it is accomplishing its mission and goals in the Self-Study as well as in accompanying documents. The team concludes this detailed documentation fully demonstrates a variety of patterns of evidence have been used to verify these accomplishments.

The team confirms that the institution has satisfied Criterion Three.

CRITERION FOUR: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Institutional Planning

The planning processes for the College encompass an internal document entitled *The Plan* and two annual reports submitted to the Illinois Community College Board, the *Priorities, Qualities and Productivity Report* which focuses upon programs and services,

John A. Logan College

and the *Resource Allocation and Management Plan*, which focuses upon facilities/capital outlay needs.

The internal plan is produced by the Planning Council, which is comprised of the three vice-presidents, selected administrators, two faculty members, a representative from John A. Logan College the non-teaching staff, a member of the board of trustees, a community representative and a student. As the Planning Council develops its plan for the next year, it also assesses progress towards completion- of items listed in the current plan. The objectives of *The Plan* flow from the departmental operational plans and consist of short and long-term objectives across the College. The planning document recently added reference to the *Priorities, Qualities and Productivity* annual report required by the Illinois Community College Board. .In addition, *The Plan* addresses the projected fiscal picture for the College; program objectives and priorities; enrollment objectives and general institutional/community objectives.

While *The Plan* is a commendable document, there are some related concerns. First, according to a recently conducted survey of college employees, wide-spread understanding and ownership of *The Plan* are not in place. In fact, recent results of a college-wide survey point out that over 50% of college employees are not familiar with the College's major planning document nor do they feel involved in the planning efforts. This is cause for concern and calls for a review of the planning process as well as how the final results are communicated across the College.

Next, *The Plan* outlines nearly 50 short and long term-objectives for the College,

John A. Logan College

but the lack of prioritization of those objectives makes it difficult to identify which are the most critical to the institution.. Also, there are no timelines or quantifiable measures of completion to accurately assess attainment of the objectives. and, in some cases. the reporting of success related to the previous year's plan lacks measurable achievements.

In reviewing *The Plan*, it appears to be more of an operational plan than a strategic plan. and this is noted as a concern. The College would benefit from a comprehensive document, which includes an articulated vision of where the College wants to be in three to five years and incorporates the mission statement. mission goals and *The Plan*.

Institutional Stability

The faculty, administration and staff have provided stability and continuity for the College over the last ten years, as evidenced by the average tenure for each of these groups. The turnover in employees at the College is quite low, and the source of pride expressed in working at John A. Logan College indicates that this trend will continue.

Since the board of trustees serve relatively long terms. six years, this has contributed to the stability of the College, as well. Current board members have a good understanding of the needs of their constituents and what the College should be doing to meet those needs. As stated before. the public's perception of the College as one of its prized entities reflects the stability of the institution.

The financial base of the College is certainly adequate, and all evidence portrays a base that will not erode over the next several years. In fact, all indicators reveal that this base will be enhanced in the outlying years.

John A. Logan College

In terms of projected enrollment, the rapid increase over the last ten years appears to be slowing, but demographics and the declining mining industry point to steady but perhaps more modest increases over the next few years. Existing facilities are utilized to maximum capacity, which will impact enrollment increases. However, plans and funding are in place for an expansion project in the very near future.

Recent endeavors in workforce training and retraining through the College's Center for Business and Industry have yielded remarkable results. To date for the current academic year, over 7,500 people have accessed programs and/or services provided by the Center, and its efforts in the realm of training for procurement of government contracts translate into nearly \$2 million of government contracts for southern Illinois firms.

Clearly, the College's role in economic development will continue to have a positive impact on the area for years to come, and the College's designation as a full service One Stop Career Center further ensures the stability of this role for John A. Logan College.

As it moves forward over the next decade, the institution can build upon stable leadership, previous successes, and its strong resource base. These assets, coupled with an on-going planning process, indicate the institution can continue to accomplish its mission and purposes.

Self-Study Process

The College is to be congratulated on the process which resulted in the Self-Study.

John A. Logan College

Steering committees, study committees, and discussions (representing various constituencies of the College) were utilized for the self-study process (Self-Study). The self-study process reflected college-wide participation in the committees by students, staff, advisory committee members, staff, and board members.

The team concluded the Self-Study Report addressed the specific concerns expressed in the 1987 North Central team report, mainly through the expansion of a college-wide strategic planning process.

The supplemental information provided in Appendices and in the resource room was helpful to the team.

The Self-Study process appears to have been used to benefit the College.

Educational Improvement

The John A. Logan College's plan for assessing student academic achievement looks at pre-enrollment assessment activities, enrollment assessment activities, and post enrollment assessment activities. All of these major units have various components, methods, populations, etc. (see Self-Study).

John A. Logan College has in place a planning structure and an assessment plan to improve teaching and learning. The team expects college personnel will take the plan seriously and make it happen.

The team concludes the institution fulfills Criterion Four.

CRITERION FIVE- The institution demonstrates integrity in its practices and relationships.

John A. Logan College

State statutes and regulations, board policies, administrative procedures, and college structures help to insure ethical practices in the institution. Organizational procedures reflect and are supportive of college policies. No conflict of interests are evident regarding the operation of the board, administration, faculty, or support staff. Policies regarding academic honesty, diversity, professional ethics, and due process exist and are followed. Records related to overall college operation are well organized and properly maintained. An open communication atmosphere supports full and candid disclosure throughout the institution. As stated in the Self-Study, based -on evidence described above, "John A. Logan College demonstrates integrity in its practices and relationships." Based upon patterns of evidence, the team feels that this statement describes the institution, its operations, and its programs.

The team concludes the institution fulfills Criterion Five.

Section III: Observations and Suggestions for Institutional Improvement

The team identified these major institutional strengths and concerns:

Strengths

- 1 .The faculty and staff are dedicated to the students and the College they serve.
2. The College has outstanding facilities which meet both the needs of the student as well as the instructional areas of the College.
3. The campus is well maintained by the maintenance and custodial departments.

John A. Logan College

4. The College has a strong financial base.
5. The Learning Resource Center provides comprehensive services to students, including INTERNET access and on-line data services.
6. The College has a strong relationship with its community, students, and the other constituents it serves.
7. The College plays a pivotal role in workforce and economic development for the region.
8. The College is to be commended on its part-time faculty mentoring program.
9. The career education programs provide state-of-the-art equipment and up to-date facilities for students.
10. The College's efforts in multi-cultural and international education are to be commended.
11. The career education programs are strengthened by advisory committees which are actively included in the educational process.
12. The College is responsive to the needs of special populations 'in such programs as adult basic education, family literacy, adult secondary education, single parents, etc.

Concerns

1. The College's plan for the assessment of student academic achievement must become operational, rather than conceptual.

John A. Logan College

2. The Student Services programs are located in constrained and limited physical facilities.
3. The existing operation plan (The Plan) should be prioritized and accompanied by an articulated vision and strategic plan that are tied to the College mission and goals.
4. . The College's reliance upon grant funding for full-time and part-time positions is excessive.

Suggestions & Advice

1. The College should explore mandatory placement into English and mathematics.
2. The College should develop a plan to assure diversity among its administration, faculty, and staff.
3. The College should continue its refinement of the hiring guidelines, procedures, and processes.
4. The College should explore a management information system, including technical support.
5. All constituencies should be included in the budgeting process.
6. The College should continue its efforts to develop extension centers.
7. Facilities scheduling should be consolidated.
8. Responsibility for non-credit classes should be coordinated.
9. The College should implement a needs assessment program to facilitate

John A. Logan College

institutional planning.

10. The College should consider expanding the Planning Council to provide a broader level of input, ownership, and communication.
- 11 . Serious attention should be devoted to open channels of communication throughout the institution.
12. The increasing number of students with disabilities should be addressed by developing a plan for providing advising, counseling, and adaptive services.
13. The Financial Aid Office should implement an on-line system that tracks financial aid applicant data.

Section IV: Team Recommendation and Rationale

Rationale

The team unanimously recommends the continuing accreditation of John A. Logan College. These rationale are offered to support this recommendation.

- 1 .The institution has fully documented its meeting of the General Institutional Requirements (Self-Study).
2. The institution has fulfilled the five evaluative criteria by:
 - a. Developing and presenting patterns of evidence to demonstrate its performance under the criteria.
 - b. Conducting a comprehensive institutional Self-Study which involved many of its institutional constituents and resulted in a comprehensive assessment of its operations, including a number of issues which need to be addressed.
 - c. Initiating actions which will resolve many of the issues and concerns identified in the Self-Study.
3. The institution has addressed and generally resolved the major concerns identified during the previous team visit, 1987.
4. The institution has demonstrated its record of continuous improvement since the last team visit, 1987.

John A. Logan College

The team believes the institution is effectively accomplishing its mission and objectives by building on a record of stability and success while responding to new initiatives and opportunities. Its financial strength and committed administration and staff provide a base which permits cautious risk-taking in educational ventures and community training activities. A low staff turnover rate contributes to the development and maintenance of an institutional culture which exerts a positive influence on day-to-day operations.

The team believes the institution currently has few major unresolved issues which will require more than normal attention prior to the next team visit.

The team recommends two progress reports due by June 1, 2000: one in the Assessment of Academic Achievement and the other on institutional planning.

The team report verifies that while parts of the plan are in place, major portions need to come together; i.e., general education learning outcomes, a centralized assessment committee, and institutional commitment for example. The office of institutional research became operational a year before the Self-Study was written. A full time coordinator of academic assessment was appointed a year ago (1996). Both the office of institutional research and this faculty member have had little time to intensify efforts and mold a cohesive and comprehensive plan out of the parts which currently exist. Test results (as a part of the Assessment Plan) have been inconclusive, and further testing and measures in a number of departments is planned.

In the words of the Commission, "A strong assessment program is founded on a

John A. Logan College

plan that is widely accepted and routinely updated; it is on-going, and it is related to other planning and budgeting process." The team found few patterns of evidence to support this statement. Because of the lack of progress on an assessment plan for student academic achievement, the team asks for a progress report by June 1, 2000.

The team has asked for a progress report on the planning process as substantiated by evidence in the Self-Study and Team Report.

The Self-Study documented that over 50% of the employees indicate a lack of familiarity with or a sense of involvement in the College's planning efforts.

Parts of the planning process appear fragmented: the state's PQP report (and the ensuing recommendations/concerns) does not appear to be incorporated into "The Plan."

The team found program quality issues lacking in "The Plan."

The team found a lack of communication relative to how the final results (or implementation of objectives) are conveyed to all constituencies of the College.

There are no timelines, prioritization, or measurable elements of completion in "The Plan."

"The Plan" appears to be more a series of objectives rather than a framework for addressing the critical issues facing the College: a declining economy, the need for facilities which allow for growth, and a need to keep tuition as low as possible.

The aforementioned elements are representative of why the team felt the College would benefit from the preparation of a strategic plan and a progress report of same.

The team recommends the institution's next comprehensive visit be scheduled in

John A. Logan College

ten years, 2006-2007.

The Statement of Affiliation Status (SAS) which is a part of this report verifies this recommendation.