

Chapter 9—Summary and Request for Continued Accreditation



Learning for Life

For the past three years, John A. Logan College has been engaged in the self-study process. This process has increased organizational knowledge and has resulted in growth and improvement. John A. Logan College’s self-study has accomplished its goal in that the self-study has “provided direction for the future of the college and its student and employee communities.” In its commitment to becoming a learning institution, John A. Logan College will ensure that the self-study is a systematic and sustainable process that continues beyond the completion of this report and team visit. The entire campus will celebrate in and learn from the results.

The College is preparing for specific ways to address the self-identified areas of concern and any consultative suggestions from the visiting team. John A. Logan College has conducted an authentic study that accurately reflects our strengths and challenges. We are challenged to ensure that the results are sustained long after the team visit.

John A. Logan College has demonstrated that it meets each of the Criteria for Accreditation. Through its structures and processes, John A. Logan College involves the board, administration, faculty, staff, and students to operate with integrity to ensure the fulfillment of its mission. John A. Logan College allocates its resources and has processes for evaluation and planning that demonstrates its capacity to fulfill its mission, improve the quality of its education and respond to future challenges and opportunities. The student learning and teaching effectiveness at John A. Logan College demonstrates that it is fulfilling its educational mission. John A. Logan College promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission. As called for by its mission, John A. Logan College identifies its constituencies and serves them in ways that are of value to both.

In summary, John A. Logan College has demonstrated its commitment to quality education and service to the community. Through this report, John A. Logan College requests ten-year, continued accreditation with the Higher Learning Commission of the North Central Association.



Letter of Agreement of participation in the Academy for Assessment of Student Learning

Institution: John A. Logan College

Current Accreditation Process: PEAQ

Next Comprehensive Visit Scheduled: 2006-2007

Current Follow-up on Assessment Pending: None as of 10/19/2006

Academy for Assessment of Student Learning

This document is an agreement that **John A. Logan College** elects to participate fully in the activities and functions of the Academy for Assessment of Student Learning, a program of The Higher Learning Commission (HLC). Participating in the Assessment Academy offers HLC member institutions a four-year sequence of events and interactions that are focused on student learning, targeted at accelerating and advancing efforts to assess and improve student learning, and designed to build institution-wide commitment to assessment of student learning.

In joining the Academy, the institution agrees to the following expectations of all participants.

Agreement between the Higher Learning Commission and John A. Logan College

- I. To support the efforts and operations of the Academy, John A. Logan College agrees to participate in the following Academy activities and make the following institutional commitments:**
 - Roundtable – Multi-day event at which teams from institutions propose Action Portfolios and critique and improve their own and other institution's portfolios in consultation with Academy mentors and Commission staff. Action Portfolios are

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projects, strategies, initiatives, or processes that lead to demonstrating results of assessing and improving student learning.

Institutional Commitment – Attend Roundtable event, construct Action Portfolios, and post portfolios to the electronic Academy Network within 2 months of the Roundtable.

- Action Portfolio Update – Annual update that shares learning and demonstrates progress and results of Action Portfolio projects and initiatives. Each institution receives feedback from other Academy members as well as from Academy facilitators and reviewers.

Institutional Commitment – Institutions will post, at least annually, a 2-4 page Action Portfolio Update and will provide one-page observations and commentary on the Action Portfolio Updates of 2-3 other Academy institutions.

- Academy Network – An electronic gathering place for resources and dialogue. Institutions will post Action Portfolio Updates, receive and supply feedback to other institutions, communicate with facilitators/mentors, and generally engage in dialogue about assessing and improving student learning.

Institutional Commitment – Institutions will supply feedback and/or engage in dialogue about assessing and improving student learning at least quarterly. Participation in Academy Network may also include conference phone calls with facilitators/mentors, other institutions, and HLC staff.

- Cohort Publication(s) – The Academy will offer multiple opportunities to capture aggregate and individual institutional learning and accomplishments. During the Academy, institutional efforts and accomplishments will be published in a compendium of case studies that showcase good practices for assessing and improving student learning.

Institutional Commitment – Institutions agree to share learning and accomplishments with the broader higher education community. In year four of the Academy, institutions will write a brief (no more than ten pages) case study documenting their results and accomplishments.

- Academy Results Forum – Multi-day event at which teams from institutions evaluate the impact of their Action Portfolio, showcase accomplishments, share good practices, and design strategies to sustain their efforts to assess and improve student learning.

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Institutional Commitment – Attend Academy Results Forum, share learning and results from Action Portfolio evaluation, and write a 3-5 page sustainability plan.

II. To respond to John A. Logan College’s needs and requirements, The Higher Learning Commission will:

- collaborate with **John A. Logan College** to help it accomplish its Action Portfolio goals;
- respond promptly and courteously to requests for assistance or information in areas of Academy participation; and,
- share information on assessment of student learning by identifying, evaluating, validating, and sharing best and innovative practices that are discovered by all Academy participants.

The Higher Learning Commission agrees to:

- maintain Academy participation as long as John A. Logan College continues to take part in Academy activities and is able to provide the Commission with credible evidence of doing so;
- honor Action Portfolio work in the Academy for Assessment of Student Learning as comparable to one or more AQIP action projects (for more information see the AQIP document “Understandings and Expectations of Participating Organizations”);

III. In accordance with the understandings and expectations between The Higher Learning Commission and John A. Logan College the following will apply:

- If **John A. Logan College** quits, does not participate as defined in Section I., or fails to give evidence of progress on Action Portfolios, any currently mandated follow-up will be reinstated to occur within a year of departure from the Academy.
- If **John A. Logan College** has a Comprehensive Visit while enrolled in the Academy, teams, readers, and reviewers will consult on the institution’s efforts to assess and improve student learning, but will refrain from recommending follow-up monitoring. Instead, the team’s consultations will be integrated as appropriate into the institution’s Academy work. However, if **John A. Logan College** quits or fails to participate (as defined in Section I) in the Academy after the

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Comprehensive Visit, the Commission may require follow-up on Assessment of Student Learning based on the team consultations and the quality of the institution's work in the Academy.

Signature of Institution CEO

Date: 10/27/06

Printed name of Institution CEO

Please return to:

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Signature of HLC Executive Director