

Chapter Three

Criterion I

“The institution has clear and publicly stated purposes consistent with its missions and appropriate to an institution of higher education.”

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CRITERION I

Criterion One: The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Philosophy, Mission, and Goals Statement

The Philosophy, Mission, and Goals Statement of John A. Logan College is consistently stated in appropriate College documents, including the John A. Logan College Bulletin, the Board of Trustees Policy Manual, the Faculty Handbook and other College publications. **The current Philosophy, Mission, and Goals Statement is included in Appendix 3.A.**

The Philosophy, Mission, and Goals Statement of John A. Logan College has remained basically unchanged for the past five years. Consequently, one of the charges of the Criterion One Committee was to review the Philosophy, Mission, and Goals Statement of John A. Logan College to ensure that it is consistent with actual College practices and is appropriate to an institution of higher education.

At the outset of the self-study, the Criterion One Committee distributed the Philosophy, Mission, and Goals Statement to all campus constituencies for review, including faculty, staff, students and the Board of Trustees, in order to elicit comments from a broad segment of the campus population.

Overall, the results of this review suggest that the Philosophy, Mission, and Goals Statement, for the most part, is clearly stated and reflects the operational policy of the institution.

The following findings and recommended changes are based upon the responses received from

the survey conducted, and upon the input of the Criterion One Committee members. These recommendations were made to the administration in November 1996.

The most significant change proposed involves the addition of a new goal to Mission VI (Identity and Unity). The goal concerns academic freedom and freedom of inquiry. The new goal reads as follows, "Guarantee faculty, staff, and students all constitutional rights, including freedom of inquiry, expression, and assembly in order to achieve maximum academic freedom in conjunction with necessary order."

Other changes include the rewording of a number of goals to more clearly describe the College's programs and services. For example, in Mission I, Goal 4, the description of continuing education courses, programs and services was clarified. In Mission II, Goal 9, the description of student services was streamlined and unnecessary verbiage eliminated.

Mission VIII, Goal 25, was separated into two goals in order to more clearly describe the College's recruitment efforts. Goal 25 describes the College's efforts to enroll qualified high school students; the new Goal 26 concerns the recruitment of new and re-entry adults into the College's programs. **A copy of the Philosophy, Mission, and Goals Statement with the proposed changes in bold print is included in Appendix 3.B.**

In order to further document patterns of evidence supporting Criterion One, subcommittees conducted interviews with campus constituencies; produced, distributed, and analyzed surveys; and consulted appropriate campus reports and documents. A summary of the findings follows.

Focus on patterns of evidence:

(a) long-and short-range institutional and educational goals.

The College supports Mission Statements I, II, III, IV, and V directly through its yearly planning process. Mission Statements VI, VII, and VIII are also supported indirectly as a result of the planning process. These findings are based upon a review of the College's planning documents

including The Plan, and Progress Report on The Plan, as well as an interview with the Vice-President for Administration who is responsible for College planning.

The operational plan, referred to as The Plan, is the primary instrument for delivering the long- and short-range goals of the institution. The Planning Council is the group responsible for compiling and approving The Plan.

Annually, all units of the College submit an operational plan for their department/division, including current strengths, current weaknesses, suggested changes in present program/activity, and suggested specific short- and long-term objectives for each area. These plans are prioritized by the vice-presidents and submitted to the Planning Council chair. The Plan is drafted and reviewed by the Planning Council. The final draft of The Plan is submitted as a recommendation to the Board of Trustees.

The Plan addresses the institutional and educational goals of the College, as well as fiscal budgetary considerations. The Vice-President for Administration serves as the chairperson of the Planning Council and guides the activities of preparing The Plan. **A comprehensive discussion of the planning process is included in Chapter Six, Criterion IV.**

Additionally, the Progress Report on The Plan is completed by the Vice-President for Administration to address how successful the College has been in achieving the long- and short-term goals during the previous year.

Strengths/Long- and Short-Range Goals:

- The College has a comprehensive planning process in place based upon input from each department/division of the College.
- The Progress Report on The Plan enables the Planning Council to assess the College's success in working toward its long- and short-term goals.

Opportunities for Continuous Improvement/Long- and Short-Range Goals:

- Feedback from each of the departments/divisions on their progress towards meeting the stated goals for their areas should be solicited from the vice- presidents and incorporated into the Progress Report on The Plan.
- Incorporate into the Progress Report on the Plan a correlation of how the previous year's budget was allocated to each of the short- and long-range goals in each department/division.
- Disseminate The Plan and the Progress Report on The Plan to a wider audience.

Focus on patterns of evidence:

(b) *processes involving its constituencies through which the institution evaluates its purposes;*

(c) *how decisions are made.*

Ongoing evaluation of the institution's purposes is conducted through its planning processes and through a variety of reports submitted annually to the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE), as well as to other state and federal agencies.

The information included in these reports is based upon statistical data as well as data derived from surveys distributed to appropriate constituency groups. These reports include the following:

1. ICCB Resource Allocation and Management Plan (RAMP);
2. ICCB Baccalaureate-Transfer Report;
3. ICCB Program Review and Evaluation Report;
4. ICCB and IBHE Priorities, Quality and Productivity Report;
5. ICCB Underrepresented Groups Report;
6. Plan for The Assessment of Student Academic Achievement (NCA);
7. NCA Self-Study Report;
8. Transfer Credit Articulation Report;
9. Student Right-to-Know and Campus Security Act Report;
10. ICCB Unit Cost Report.

Each of these reports is on display in the Exhibit Room.

Further evaluation of institutional effectiveness is conducted on an ongoing basis by means of the College's decision-making and planning bodies, such as the College Council, The Planning Council, departmental meetings, and advisory committees. Documents, such as The Plan and the Annual Report, provide the means of disseminating this evaluative information to the College's constituencies. **A discussion of each of these entities is included in subsequent chapters of this document.**

The way decisions are made at the College in the areas of policy, staffing, organization and reorganization, and curricula support Mission Statement I and the goals of providing a comprehensive system. This is supported by interviews with the President, the Vice- President for Instructional Services, the Vice-President for Administration, the Vice-President for Business Services, the Dean for Instruction, the Associate Dean for Instruction, various department chairs and a review of the College Policy Manual, the IEA faculty contract, the College organizational chart, and other pertinent documents.

The Board of Trustees sets official policy for the College. A Board of Trustees Policy Manual is made available to all employees and is updated regularly to reflect policy changes and changes in administrative procedures. There are also external influences, such as state law and ICCB rules and regulations, that have an affect on College policy decisions.

Policy usually originates as a result of an identified need or the perception of a problem. Sometimes the administration perceives a problem in one of the divisions/departments and moves to develop policy to deal with the problem. Other needs are identified at the division/department level and presented to the administration. When appropriate, these problems are referred to a College committee for study and presentation to the College Council. The Illinois Education Association faculty contract mandates that policy and procedures that affect faculty wages and working conditions be developed and written cooperatively with the IEA. According to the administration, the current management style is to get input from each of the different employee groups involved before policy decisions are made.

The College Council is an advisory group on campus from which a significant amount of policy

originates. The College Council is made up of all College full-time faculty and non-teaching professionals, eligible part-time faculty, and three student representatives. Representation on College Council was recently extended to include selected operational, maintenance, custodial, and security staff. Policy issues are often referred to the standing College committees who study the issue and report back to the College Council. When there are no standing committees in place to deal with an issue, special committees are often appointed. The council makes recommendations to the President to be taken to the Board of Trustees.

Strengths/Evaluative Processes/Decision Making:

- Through internal, state and federal reports, the Planning Council, The Plan and the Progress Report on The Plan, the College consistently evaluates most of its stated missions and goals on an annual basis.
- The College has a comprehensive policy manual that is provided to employees and updated regularly.
- The College has a structure in place to deal with policy decisions consisting of the College Council and standing committees.
- The IEA faculty contract mandates those policy decisions that affect faculty must have input from the Association.
- Opportunities for input are available to faculty and staff at all levels of the decision-making process.

Opportunities for Continuous Improvement/Evaluative Processes/Decision Making:

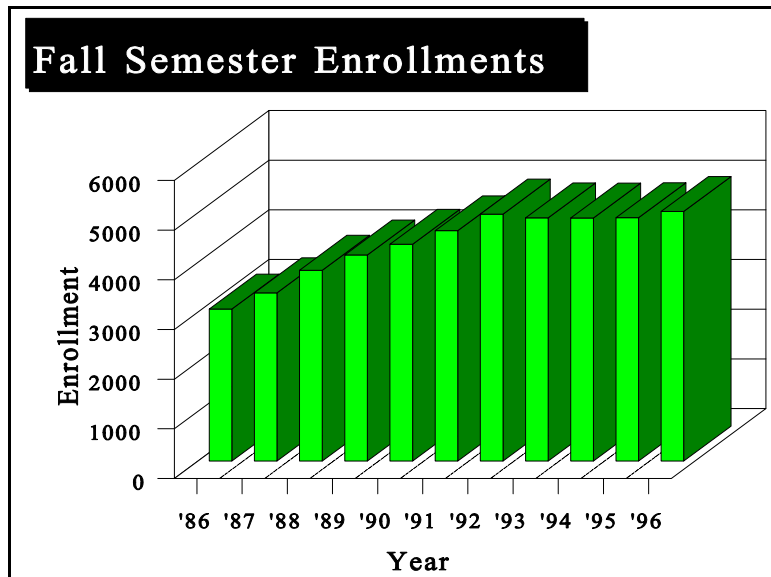
- Goals 20 and 24 are not evaluated annually by a comprehensive and specific process. Investigate a means of evaluating these goals to ensure institutional effectiveness in these areas.
- Institute an ongoing process for reviewing the effectiveness of policies.

Focus on patterns of evidence:

- (d) *understanding of the stated purposes by institutional constituencies;*
- (e) *efforts to keep the public informed of its institutional goals through documents such as the catalog and program brochures.*

There appears to be a common understanding of the purposes of the institution among the various constituencies as evidenced by the dramatic increase in enrollment during the past ten years, which is indicated in Table 3.1.

Table 3.1



Communities served by the College district are supportive of the College's purposes and endeavors. As evidence of this support, during the spring of 1995, the College held a referendum requesting twenty-five percent (25%) of \$16 million to pay for the College's share of new instructional facilities. The referendum passed with over 60 percent of the vote.

Strong community support is evidenced by the large attendance at major College events. The attendance at two of the largest events, Autumnfest, and National Hunting and Fishing Day, exceeds 40,000 people. Events sponsored by College clubs and organizations bring in over 6,000 people from the region. Other well-attended events include the annual Performance Series and Museum and Art Galleries exhibitions and receptions.

Guided by an independent board of directors with representation from throughout the College district, the John A. Logan College Foundation has operated in support of the College for twenty-seven years. Each of those years annual giving has increased and foundation assets have grown.

Also, the community is strongly involved in supporting the College through advisory committees. Career education programs use advisory committees to provide direction and support. Advisory committees also play an important role in guiding the activities of a number of grant-funded programs at the College.

The following are representative of publications currently used for public communication:

1. John A. Logan College Bulletin
2. Rights and Responsibilities: A Student Code of Conduct
3. John A. Logan College Student Handbook
4. Facts 1996-97 Brochure
5. John A. Logan College Mission Brochure
6. John A. Logan College Foundation Scholarships, Vocational Awards Brochure
7. Earthquake Preparedness Brochure
8. John A. Logan College Local Scholarships and Tuition Waivers
9. John A. Logan College Policy and Programs (Drugs and Alcohol Use) Brochure
10. John A. Logan College - An Accessible Campus for Persons With Disabilities Brochure
11. What Parents Say about John A. Logan College Brochure
12. John A. Logan College Crime Awareness and Campus Security Act Report Brochure
13. Continuing Education Classes Brochure (by semester)
14. Annual Report
15. Art Program Brochure
16. Associate Degree Nursing Program Brochure
17. Auto Body Repair Program Brochure
18. Automotive Services Technology Program Brochure

19. Baccalaureate-Transfer Program Brochure
20. Business Program Brochure
21. Career Education Program Brochure
22. Class Schedule (credit classes, by semester)
23. Computer-Aided Machinist Program Brochure
24. Computer-Aided Design and Drafting Program Brochure
25. Computer-Integrated Manufacturing Program Brochure
26. Cosmetology Program Brochure
27. Criminal Justice Program Brochure
28. Deaf and Hard of Hearing Services Brochure
29. Dental Assisting Program Brochure
30. Early Childhood Education & Teacher Aide Program Brochure
31. Emergency Medical Services Program Brochure
32. Health Information Technology Program Brochure
33. Heating and Air Conditioning Program Brochure
34. Industrial Maintenance Program Brochure
35. Interpreter Preparation Program Brochure
36. John A. Logan College Center for Business and Industry Brochures
37. John A. Logan College Transfer Guide
38. John A. Logan College View Book
39. Marketing Program Brochure
40. Martin Luther King, Jr., Memorial Fund Brochure
41. Media Guides, Men's and Women's Basketball
42. Medical Office Assistant Program Brochure
43. Medical Transcription Program Brochure
44. Minority Life at John A. Logan College Brochure
45. Nursing Assistant Program Brochure
46. Office Supervision and Management Program Brochure
47. Performance Series Brochure
48. Practical Nursing Program Brochure
49. Science Program Brochure
50. Speaker's Bureau
51. Teacher Education Program Brochure
52. The Logan Seal Brochure
53. Travel and Tourism Program Brochure

Each of these brochures is on display in the Exhibit Room.

The Board of Trustees Policy Manual contains the following articles and sections:

Article I, Sec. 1000	--	Illinois Public Higher Education System
Article II, Sec.2000	--	By-Laws and Internal Operations of the Board of Trustees
Article III, Sec. 3000	--	General Information
Article IV, Sec. 4000	--	Administration of the College
Article V, Sec. 5000	--	Professional Personnel
Article VI, Sec. 6000	--	Support Personnel
Article VII, Sec. 7000	--	Business Operations of the College
Article VIII, Sec. 8000	--	Students
Appendices	--	Administrative Procedures

Strengths/Communication and Information:

- Through public service activities and strong public relations strategies the College communicates with its constituencies.
- The College has a full repertoire of brochures, specialized program brochures, legal information (Rights and Responsibilities), etc., which are compatible with the size and age of the organization. These are continually being revised as programs evolve and/or as legislative mandates occur.
- All publications for the College must be approved by the Director for College Relations.

Opportunities for Continuous Improvement/Communication and Information:

- Some communities on the boundaries of the College district, e.g., Du Quoin, Trico School Districts, occasionally indicate that they do not feel that they are an integral part of the district. Investigation into establishing new extension centers and expanding public service activities in these areas is recommended.

Focus on patterns of evidence:

- (f) *support for freedom of inquiry for faculty and students.*

In a careful review of the College's Philosophy, Mission, and Goals Statement by a Criterion One subcommittee as well as the Criterion One Committee as a whole, it was found that this document has no reference relating to support for freedom of inquiry for both faculty and

students. A recommendation made by the subcommittee was forwarded to the Criterion One Committee and resulted in the proposal for the addition of a new goal statement supporting freedom of inquiry, as discussed in Chapter Three.

The IEA faculty contract, the Board of Trustees Policy Manual, and Rights and Responsibilities were also examined for information relevant to academic freedom. Adequate reference was found to support the concept of academic freedom in these sources. The John A. Logan College Bulletin does not currently contain any reference to academic freedom; however, with the addition of a new goal statement this situation will be remedied.

Strengths/Freedom of Inquiry:

- Concept of academic freedom is discussed in faculty contract, Rights and Responsibilities, and the Board Policy Manual.

Opportunities for Continuous Improvement/Freedom of Inquiry:

- Add a goal statement to current Philosophy, Mission, and Goals Statement addressing the issue of freedom of inquiry.
- Encourage community input on issue of freedom of inquiry. To determine the College's effectiveness in supporting freedom of inquiry, consider distributing a survey every three to four years to randomly selected representatives, including faculty (full-time and part-time), non-teaching professional and operational staff, students, parents of students, alumni, business people, and other community members.
- The issue of part-time instruction at John A. Logan College is still a significant problem and must be monitored and evaluated in order to help ensure quality instruction and academic freedom for all constituencies.

Focus on patterns of evidence:

- (g) *institutional commitment to excellence in both the teaching provided by faculty and the learning expected of students.*

Excellence in Teaching

An excellent teaching staff, a strong curriculum, and a wide range of accessible student services demonstrate the institution's commitment to providing an excellent education for its students.

The College's Plan for the Assessment of Student Academic Achievement which is on display in the Exhibit Room is evidence that the College recognizes the importance of maintaining rigorous academic standards in order to ensure continuous educational improvement. **Chapter Five, Criterion III, provides a discussion of the College's academic programs, its student services, and the status of the assessment initiative.**

Mission I and each of its six supporting goals strongly support the institution's commitment to excellence in providing quality instruction and ensuring student academic achievement.

To ensure that these goals are met and exceeded, the performance of all faculty, both full-time and part-time, is evaluated on a regular basis. Department chairs meet with faculty to discuss the evaluations and, when necessary, to suggest possible ways of improving teaching performance. Mentoring programs are required for new part-time faculty to ensure their smooth transition into the campus environment.

Additionally, faculty are encouraged to attend faculty development programs, to take advantage of mini-sabbatical opportunities, and to use their travel money to attend relevant professional conferences and other development options. **Chapter Five, Criterion III, gives a detailed discussion of the College's faculty, policies for evaluation, and faculty development opportunities.**

Student Satisfaction/Goal Attainment

In 1996 the ICCB published Occupational Follow-Up Data for the state, indicating student satisfaction with programs of study. Of the fifty Illinois community colleges, John A. Logan College received the highest ratings for student satisfaction.

In spring 1995 a survey was also conducted by the Office of Institutional Research to determine the degree of satisfaction students felt about their educational experience at the College and how the College prepared them for the work force. Employers in the area were also surveyed to determine their satisfaction with John A. Logan College students as employees. **The results of these surveys follow in Tables 3.2, 3.3, and 3.4.**

Table 3.2

Student Goal Attainment				
<i>To what degree did your experience at John A. Logan College help you to satisfy your main objective in attending?</i>				
	<u>Very Much</u>	<u>Somewhat</u>	<u>A Little</u>	<u>None</u>
Transfer Education Students	76.3%	20.3%	3.4%	0.0%
Career Education Students	63.6%	29.0%	3.6%	3.6%
All Students	70.2%	24.5%	3.5%	1.8%

Table 3.3

Placement Rate in the Work Force	
<i>Survey of All Graduates, Transfer & Career (Spring and Summer 1994)</i>	
Present job IS directly related to John A. Logan College field of study:	51.7%
Of those...	
Percentage that are currently full-time students at a college or university:	24.0%
Percentage that are currently part-time students at a college or university:	13.0%
Percentage that are not currently enrolled at a college or university:	63.0%
Present job IS NOT directly related to John A. Logan College field of study:	48.3%
Of those...	
Percentage that are currently full-time students at a college or university:	53.5%
Percentage that are currently part-time students at a college or university:	9.3%
Percentage that are not currently enrolled at a college or university:	37.2%

Table 3.4

Employer Assessment of Students	
<i>In Terms of Job Skills Possessed</i>	
Excellent	11.1%
Above Average	64.8%
Average	16.7%
Below Average	1.9%
Poor	1.9%
No Opinion	3.6%

Rights and Responsibilities: A Student Code of Conduct, the John A. Logan College Bulletin, and the Board Policy Manual were examined for information relevant to institutional commitment to excellence in teaching and learning. The Bulletin contains references regarding excellence identical to those in the mission and purpose statement. Although the Policy Manual and Rights and Responsibilities contain no statements directly related to excellence in teaching

and learning, there are policies and statements which indirectly serve as patterns of evidence that the College does pursue excellence in teaching.

Strengths/Excellence in Teaching and Learning:

- In philosophy and practice the College demonstrates its commitment to excellence in both teaching and learning.
- All major publications represent and support the College's strong commitment to providing a high quality teaching and learning environment.

Opportunities for Continuous Improvement/Excellence in Teaching and Learning:

- Continue to improve and enhance the methods of tracking students after they leave the College. What evidence is there of student success in pursuit of their careers and of their opinions about the adequacy of their preparation at John A. Logan College for further academic endeavors? Solicit the opinion of other constituencies (community members, including local employers, board members, parents of students, etc.) concerning John A. Logan College's commitment to excellence in teaching and learning.
- Strengthen the process of providing feedback to faculty, administration, and students based on effective institutional research. Such feedback would be particularly helpful at the departmental level so that individual teachers could modify instruction, when necessary, to ensure a continued high level of excellence in both teaching and learning.

