

Chapter Six

Criterion IV

“The institution can continue to accomplish its purposes and strengthen its educational effectiveness.”

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CRITERION IV

Criterion Four: John A. Logan College can continue to accomplish its purposes and strengthen its educational effectiveness.

Focus on patterns of evidence:

- (a) a current resource base - financial, physical, and human - that positions the institution for the future;***
- (e) resources organized and allocated to support its plans for strengthening both the institution and its programs.***

The College Budget/Financial Standing

The Budget Process

In compliance with the Illinois Community College Board's requirements, the College's annual budget is filed with the ICCB by October 15 of each year. The John A. Logan College budget is a controlled plan to be used in implementing the philosophy and objectives of the College. The annual budget is developed and based on overall College needs and goals as defined by the College Planning Council (detailed later).

The stages of the budgeting process include the following:

1. Determining the needs of each division of the College, e.g., the needs of the Instructional Division, such as the addition of new programs or the expansion of existing programs.

2. Development of estimated resources, including carryover resources from the previous year, local tax revenue and chargeback revenue projections, Corporate Personal Property Replacement Tax estimates, state revenue projections (including Illinois Community College Board credit hour and equalization grants) based on the state's higher education budget as allocated by the Illinois Board of Higher Education, student tuition and fee predictions, as well as projections of interest income, facilities revenue, and service and administrative fees.
3. Projecting known expenditures, such as salary and benefit amounts and other current expenditure levels, for contractual services, supplies and materials, travel, fixed charges, and other expenditures.
4. Determining the amount of resources left to provide capital outlay expenditures and program expansion. Vice-presidents are given the latitude to reduce departmental budgets within respective divisions in order to expand other departments.

The Present Financial Picture

John A. Logan College maintains a balanced budget as evidenced by the increasing unrestricted fund balance in the Education Fund and Operations and Maintenance Fund. The combined unrestricted fund balance for Funds 1 and 2 has increased from \$1,433,228 to \$1,674,408 during the period from July 1, 1992, to June 30, 1996. This illustrates the College's efforts to match current year revenues with current year expenditures and still provide an available amount to meet unexpected expenditures. An amount is budgeted each year under contingency to meet necessary expenditures which were not evident during the budget process. This could include major enrollment increases, equipment breakdowns, or unusual weather conditions that result in excessive utility use. In demonstration of the resources allocated to support the College's educational programs, instructional expenditures constituted over 50 percent of the total operating expenditures in each of the last four years.

Revenues have been growing at approximately 10 percent for Funds 1 and 2 from FY93-FY95 with the breakdown in revenue categories remaining relatively unchanged. In FY96 new Uniform Financial Reporting requirements were instituted by ICCB which affected revenues and expenditures by program. Expenditures by program for this same period have also shown little change. These increasing revenues along with the stable expenditure breakdown demonstrates

the sound financial practices underlying the budget process.

As required by the Illinois Community College Board, the College records are audited each year by an external certified public accountant. The audit is performed to obtain reasonable assurance about whether the financial statements are free of material misstatements. The College's internal control structure is designed to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles. As evidence of the solid management and sound accounting practices in place, there have been no audit exceptions of a financial nature reported in the last twenty-two years.

In addition to John A. Logan College's successful audits and its sound budgets from year to year, low bond indebtedness is also a factor contributing to the College's long-term financial health. Currently outstanding bond issues total \$4,685,000. The 1992 issue with a balance of \$685,000 is scheduled to be paid off on December 1, 1996. The remaining \$4,000,000 issue passed by the district electorate in April 1995 for construction of new facilities will be paid in full on December 1, 2000.

Another indication of the College's fiscal viability is the results of the annual Unit Cost Study. The Unit Cost Study is an annual project involving the participation of all public community colleges in Illinois. The study has been conducted since 1969. Cost study data are uniform from college to college primarily because all community colleges use the ICCB Fiscal Management Manual and the cost study procedures contained in the ICCB Unit Cost Study Manual. This study provides basic cost information which provides the College with a tool for planning, evaluation, and management. Results of the Unit Cost Study have shown John A. Logan College to be under the overall state average of cost per credit hour generated in such areas as net instructional cost, full instructional cost, general administrative cost, and total institutional cost.

The College's Human Resource Base

Employee Classifications

The College currently has three basic classifications of employees:

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| 1. Faculty (both full-time and part-time) | Includes both full-time and part-time personnel who teach in one of the credit divisions; |
| 2. Non-Teaching Professional | Includes the executive, managerial, and professional, as well as other non-faculty members of the College staff; |
| 3. Operational Staff | Includes secretaries, receptionists, clerks, technicians, managers, accountants, maintenance/custodians, and others. |

Faculty

Over the past ten years, the College has attempted to reduce the percentage of courses taught by part-time faculty members. In order to do this, the College has increased its full-time faculty staff from 56 in 1986 to a current level of 100 persons. The College employed 163 part-time faculty members in fall 1996. Over 60 percent of the courses offered in fall 1996 were taught by full-time faculty.

The minimum degree requirements for full-time and part-time faculty in the Baccalaureate-Transfer Division are a bachelor's degree and five years' teaching experience with half in the teaching discipline, or a master's degree in the discipline.

The minimum degree requirements for full-time and part-time faculty in the Career Education Division are a bachelor's degree and five years' full-time experience (at least half of the experience being in the discipline in which he or she is employed to teach), or a master's degree in the teaching field. The five years of full-time teaching experience for a Career Education

faculty member can be a combination of full-time teaching and/or related work experience in the teaching discipline.

Non-Teaching Professionals

The College has seven levels or grades of non-teaching professional employees. The executive/managerial staff (grades 1-4) includes the president, vice-presidents, deans, associate deans, and directors. Grades 5-7 include all other non-teaching professional staff members.

The grades are based upon a formulation of criteria to establish the worth of a position to the College, to determine what the College can afford to pay to have certain tasks accomplished, and to provide equity across positions. Each position is classified according to its responsibilities, duties, and qualifications.

Operational Staff

The backbone of many of the College's functions is its operational staff. The operational staff are assigned to one of six grades based on the nature of the work, qualifications, and responsibilities required. The College currently employs seventy-four (full-time and part-time) operational staff members and another twenty-seven service/maintenance employees.

The College's Physical Resource Base

Expansion Project

The College has very high utilization rates, yet its growth has surpassed the College's ability to maintain an adequate amount of space for its students and programs. The College lacks adequate classrooms, labs, special function rooms, and related office space to accommodate the increasing number of students. The College completed major building projects in 1973, 1984, and again in 1991. At this time, the College has extensive plans for expanding its facilities through yet another major construction project. This project has been endorsed by the Illinois Community

College Board as well as by the Illinois Board of Higher Education. Funding for the project will be provided by state appropriations and the sale of locally issued bonds. The project will cost in excess of \$16 million with the College supplying \$4 million of that total (the rest of the appropriations will come from the state). Nearly all of the projected space (approximately 70,000 square feet) is proposed to be allocated to instructional functions and supporting storage, faculty office, and support space. Only about 1 percent of the net assignable square feet of the project is proposed for non-instructional purposes.

The educational programs to be housed in the new additions fall under the general classifications of baccalaureate-transfer, industrial/business training, health and public service, and business and industry. Specifically the additions will provide space for the baccalaureate-transfer departments of Physical Science, Mathematics, English, and Humanities; industrial/business training space for the Continuing Education and Business and Industry Center programs; health and public service space for cosmetology, nursing, and related health care courses; and business and industry space for the automotive and auto body programs, heating and air conditioning, electronics, accounting, computer information systems, and secretarial programs.

Other Expansion of Facilities

The College has also completed a 1996 addition of approximately 5,100 square feet to the office/classroom building on the north side of the campus. This doubled the size of the building and provides much-needed office and classroom space for the continuing education, literacy, and adult basic and secondary education functions.

In addition to the above-referenced projects, the College is planning for additional facilities expansion through the leasing of off-campus facilities. The College opened its West Frankfort Extension Center in summer 1996. College, Continuing Education, and Business and Industry Center training courses are offered at the site. The establishment of other off-campus extension sites in the more remote areas of the district is being considered.

Building Systems

To support the goals of the institution, the College commits substantial resources to the maintenance, upkeep, and ongoing renovation of the total facility. Of the FY96 budget, 13.9 percent was allocated to the plant fund. The plant fund operation includes utilities, equipment for the physical plant, building maintenance, grounds maintenance, security, and remodeling and renovation of existing facilities.

Each year during budget planning, the immediate needs, long-range goals, and conditions of all facilities are reviewed with the assistance of the College architect. The entire campus is also reviewed for health, life, safety, and ADA compliance. It is anticipated that the following enhancements or renovations will be made due to changes in environmental and energy regulations: chiller replacements; auxiliary power generation; emergency lighting; direct digital control systems for the boiler, chiller, and variable volume centers; and the extension of emergency warning systems to other existing campus facilities.

Survey Concerning the College's Resource Base and Allocation of Resources

A campuswide survey was administered in fall 1995 in an effort to ascertain the perceived strengths and weaknesses of the College's planning, assessment, and decision-making processes as well as its resource base and allocation of resources. **A discussion of the survey is included in the final section of the chapter. A copy of the survey and results of this survey are included in Appendix 6.A.**

Strengths/Resource Base and Resource Organization and Allocation:

- The College's current resource base (financial, physical, and human) is considered to be very strong.
- Resource organization and allocation is perceived by employees as a strength.
- The College continues to commit substantial resources to the maintenance, upkeep, and ongoing renovation of the total facility. Planning for improvements and maintenance should continue to be a high priority for the College.

Opportunities for Continuous Improvement/Resource Base and Resource Organization and Allocation:

- Investigate ways and means to raise additional resources in an effort to maintain a high quality of instruction and service.
- The College has not been as successful as it would like in reducing cost, in large part due to its increasing enrollment. Review cost centers exceeding state averages. Future program changes and budget recommendations must give consideration to this cost effort.
- Continue to improve and enhance fund-raising efforts from the private sector to increase revenue for scholarships and other unmet needs at the College.
- John A. Logan College continues to suffer from space problems. The College lacks adequate classrooms, labs, special function rooms, and related office space to accommodate its increasing number of students and staff. However, with the \$16 million expansion project discussed earlier, the College will alleviate most of the space problems that it has been experiencing.

Focus on patterns of evidence:

- (b) *decision-making processes with tested capability of responding effectively to anticipated and unanticipated challenges to the institution;*
- (c) *structured assessment processes that are continuous, that involve a variety of institutional constituencies, and that provide meaningful and useful information to the planning processes as well as to students, faculty, and administration;*
- (d) *plans as well as ongoing, effective planning processes necessary to the institution's continuance.*

The Planning Council and the Plan

Introduction to the Planning Council

The Planning Council at John A. Logan College reports directly to the President and is responsible for all short- and long-range planning at the College--including but not limited to the annual institutional plan, the annual budget, major building and renovation projects, and all program, personnel, and financial decisions that may affect the philosophical and operational nature of the institution. The Planning Council, generally, has the responsibility to provide the necessary direction for the efficient, comprehensive operation of the institution within its internal environment and in its functions within the region, state, and nation.

Members of the Planning Council serve for a three-year term or until officially replaced by another member. Members of the Planning Council and their method of selection are as follows:

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| 1. Vice-President for Administration | Permanent by position |
| 2. Vice-President for Instructional Services | Permanent by position |
| 3. Vice-President for Business Services | Permanent by position |
| 4. Director of Development | Permanent by position |
| 5. Community Representative | Named by Planning Council |
| 6. Baccalaureate-Transfer Faculty Member | President and Chair select from applications |
| 7. Career Education Faculty Member | President and Chair select from applications |
| 8. Non-Teaching Professional Staff Member / Continuing Education Staff / or Operational Staff | Planning Council selects this member in an effort to obtain a representative constituent group or address a specific need at the College |
| 9. Board of Trustee Member | Appointed by Board Chair |
| 10. Student Representative | Appointed by Student Senate |

The Plan

Since 1981 when the Planning Council was formed, it has produced a strategic and a long-range plan each year. Although the work of the Planning Council has evolved over the years, resulting in different formats for The Plan, it has consistently been a process that gathers information from the entire institutional community and from local, state, and federal government sources--in addition to professional sources--to prepare an institutional plan for the College.

The strategic plan specifically addresses the next academic and fiscal year at the College. It is an attempt by the Planning Council to prepare a plan that will guide the institution in its financial, program, staff, facility, and student processes on an immediate basis. The long-range plan utilizes the same data base to project a plan for up to five years.

The Operational Planning Calendar for the College evolves chronologically as follows:

1. Unit leaders (College deans, directors, supervisors, coordinators, and others who are identified by the vice-presidents to prepare plans for a specific, functional unit of the College) prepare financial estimates and operational plans (strengths, weaknesses, suggestions, and measurable objectives presented on a prepared form).
2. Operational plans, including capital outlay requests, are sent from unit leaders to vice-presidents.
3. Division operational plans are sent from the vice-presidents to the Planning Council chair.
4. The Planning Council chair prepares The Plan and submits it to the Planning Council for consideration.
5. The Planning Council recommends institutional assumptions and guidelines for The Plan (including budget guidelines) to the President for the next fiscal year. The initial assumptions and priorities are based on past experience and future projections. These statements of fact about the College budget and operations are used as the basis for planning. Budget instructions and forms are made available for the vice-presidents.
6. The report concerning the next fiscal year's assumptions and guidelines is sent to the Board of Trustees.
7. Deans forward their budget requests to the vice-presidents.

8. Division budget requests are forwarded from the vice-presidents to the President.
9. A tentative institutional budget is developed.
10. The Board Finance Committee reviews the tentative institutional budget.
11. The tentative budget is completed and then sent to the Board of Trustees for approval.

The Planning Council is aware that a substantial amount of the data contained in the revenue and expenditure categories of The Plan is inconclusive until the Illinois General Assembly takes final action on its budget for the next fiscal year. However, a good portion of the information on revenue and expenditures and the anticipated needs of the College are known and can be projected from a historical basis in an accurate and timely manner. Therefore, The Plan can be utilized as a guide for the College for the next fiscal year and beyond. **A copy of the FY97 Plan is included in Appendix 6.B.**

Illinois Community College Board/Illinois Board of Higher Education Initiatives

In 1991 the Illinois Board of Higher Education embarked on an initiative focusing on institutional mission and setting priorities accordingly. The Priorities, Quality, and Productivity (PQP) initiative encompasses instructional, public service, overall academic, and administrative functions and, therefore, is a broader initiative than traditional program review. PQP's goals are threefold:

1. To reinvest in essential priorities, including teaching and learning, minority student achievement, affordability of higher education, work force preparation, undergraduate education, and competitiveness of faculty and staff salaries;
2. To strengthen the quality of programs;
3. To reallocate funds released through efforts to prioritize and strengthen the quality of programs, thereby increasing productivity and more effectively utilizing education dollars.

The PQP initiative forces colleges to make tough decisions on such matters as low enrollment

programs and the elimination of such programs. It is quite quantitative and demands cost-effectiveness at all times.

John A. Logan College as well as other community colleges in the state have discovered that program review outcomes provide important data which can be used to address institutional issues of priority, quality, and productivity. In 1994 the PQP initiatives were incorporated into The Plan at John A. Logan College. The combination of the state mandates and the College's own planning process has produced an even better analysis that leads to a more responsive and competent institution. **The College's FY95-96 Priorities, Quality, and Productivity (PQP) Reports are on display in the Exhibit Room.**

Other Items Contained in The Plan

In addition to fiscal objectives, program objectives and priorities, and PQP initiatives, The Plan for the College also contains general institutional and community objectives as well as data pertaining to enrollment objectives.

The Plan - Progress Report

In addition to the creation of The Plan on an annual basis, the College's Planning Council also develops a progress report each year. This report evaluates the progress made on the previous year's Plan, highlighting areas of marked progress, as well as areas in which expectations have not been met. **A copy of the Progress Report for The Plan 1995-96 (FY96) is included in Appendix 6.C.**

Other Reports Required by the IBHE/ICCB

In addition to PQP, the Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB) also require three other annual reports which assist in the development of planning strategies for the College. These three reports are as follow:

1. Resource Allocation and Management Plan (including the Baccalaureate-Transfer Review);

2. Program Review and Evaluation;
3. Plans and Programs for Underrepresented Groups.

Resource Allocation and Management Program

The Resource Allocation and Management Plan for community colleges (RAMP/CC) provides a framework for planning by local districts and state agencies, provides a system for reporting comparable information about the needs and resources of Illinois community colleges, and serves as an official request for state appropriations for capital improvements.

The term “resource allocation and management” refers to governing and administrative functions at the institutional level. When summarized at the state level, RAMP/CC documents provide comparative information useful to local districts and essential information for the coordinating, planning, and budgeting responsibilities of state agencies. **Copies of FY87 - FY96 Resource Allocation and Management Plans are on display in the Exhibit Room.**

Baccalaureate-Transfer Review

Included as part of the Resource Allocation and Management Plan is a review of the Baccalaureate-Transfer programs. This review provides the College the opportunity to examine the goals and objectives of its mission to provide the first two years of the baccalaureate degree.

The Illinois Board of Higher Education policies on undergraduate education call for colleges and universities to define their objectives for general education and the development of baccalaureate-level skills within baccalaureate degree programs, to communicate them to students, to assess and monitor individual student progress in meeting them, and to conduct regular reviews of the undergraduate educational experience. Rather than reviewing comprehensively all aspects of undergraduate education each year, focus topics are designated for the annual report. **Copies of FY87 - FY96 Baccalaureate-Transfer Reviews are on display in the Exhibit Room.**

Program Review and Evaluation

In 1984 the College established its policies for program review and evaluation. The College decided that the review process would be a part of management procedures of the institution and placed an administrator (the Director of Development) in charge of the review process. A special committee works with the Office of Development on completing the review. The committee includes seven members constituted as follows:

1. Three senior faculty members from the program being evaluated;
2. Two senior faculty members chosen from programs other than the one being evaluated;
3. One senior administrator from the program being evaluated;
4. One senior administrator from a different program.

These committee members are nominated by the Vice-President for Instructional Services and appointed by the President.

The programs to be reviewed on a five-year cycle as prescribed by the Illinois Community College Board are as follows:

1. The Baccalaureate-Transfer Education program;
2. The Career Education program;
3. The Continuing Education, ASE, ABE, and Literacy programs;
4. The Learning Resources Center program;
5. The Student Services program.

The review procedure strives to improve communication and understanding between the personnel of each program under review and the College administration. The process, which allows open discussion of the criteria under consideration and provides feedback, produces understanding of the current status and direction of any particular program.

The final product is a Status Report from the review committee to each program reviewed which includes these:

1. A statement of the goals of the program;
2. A statement of where the program currently is in relation to its goals;
3. A statement of where the programs should be in relation to its goals at the next scheduled review;
4. A statement indicating the resources needed to accomplish this task.

FY85 - FY96 Program Review and Evaluation Reports are on display in the Exhibit Room.

The FY95 Program Review and Evaluation focused on Career Education. The FY96 Program Review and Evaluation focused on ABE/Literacy, ASE, Developmental Education, Continuing Education, and the Center for Business and Industry.

Report on Underrepresented Groups in Higher Education

The Report on Underrepresented Groups in Higher Education is required by Public Act 85-283. This act and subsequent legislation directs institutions of higher education in Illinois to develop plans and implement strategies to increase the participation and achievement of minorities, women, and individuals with disabilities who traditionally have been underrepresented in higher education. Institutions are to report annually to the Illinois Board of Higher Education on efforts to implement these plans and strategies.

Each of these different reporting requirements allows the College an opportunity for review, planning, implementation, and control of both long- and short-term objectives, and are used by the Planning Council to assist in the formulation of The Plan. **Copies of the FY90 - FY96 Underrepresented Groups in Higher Education Reports are on display in the Exhibit Room.**

Institutional Research Reports

The Office of Institutional Research, which became operational on a full-time basis in FY95, produces internal and external reports for the College. The Office has direct involvement with each of the reports previously described, as well as in a variety of others. The reports produced by the Office of Institutional Research fulfill both state and federal requirements (such as the graduation/retention reporting requirements of the Federal Right-to-Know Act), as well as internal College requirements/needs. Some of the types of information reported on (and not mentioned elsewhere) include the following:

1. Success in current and succeeding courses;
2. Program success;
3. Student/graduate satisfaction;
4. Employer satisfaction with former students;
5. GPA information;
6. Graduation/Retention rates;
7. Enrollment data;
8. Demographic information (College and regional);
9. Various student, employer, College staff, and external surveys;
10. Placement information;
11. Various other types of analyses.

The Office of Institutional Research is becoming an established entity at the College, and has already been utilized by many of the faculty and staff.

College Council

Another area of the College which supports planning and decision-making is a body known as the College Council. Membership in the Council is comprised of all full-time teaching faculty and non-teaching professional staff, elected representatives of the operational, maintenance, custodial, and security staff, representatives of the Student Senate, and the Student Trustee. Part-time faculty members who have taught thirty hours previously, and are currently teaching eight hours or more are also allowed to sit in on College Council meetings. The Council gives each of

the respective units of the College a voice in policy matters. The Council votes on issues put forth to the body by its members and/or committees. All votes taken by the Council are advisory to the College President. The President may accept or reject recommendations as deemed appropriate. The Council meets monthly during the fall and spring semesters.

1. Standing Committees of the College Council

There are currently five standing committees of the Council. Membership on these committees comes from the Council membership. The issues handled by the standing committees may come from departments, the Council, or the College administration. These committees may impact planning by providing suggestions for change or new programs, procedures, or policies. They may also provide a vehicle to implement the plan by acting on issues addressed in the plan. These committees make monthly reports to the Council and seek approval from the Council on matters regarding policy and procedural changes.

The five standing committees of the College Council, and their purpose(s), are as follow:

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| A. Curriculum and Instruction | To approve all new curriculum and course proposals (those curriculum and course proposals that are approved by the Curriculum and Instruction Committee are then presented to the College Council for final approval); to make plans to maintain accreditation requirements of the North Central Association; to assist in the development of curriculum; and to develop internal policies delineating the procedures through which curricular changes are achieved; |
| B. Learning Resources Services | To formulate plans to maintain accreditation requirements of the North Central Association of Colleges and Schools; to |

sponsor special projects which will assist in the full development of the Learning Resources Services as an instructional materials center; to encourage the use of the Learning Resources Services by both faculty and students; and to initiate internal policies regarding the use and procedures of the Learning Resource Services;

C. Environmental and Business Services

To make recommendations to the Vice-President for Business Services concerning environmental issues, business policies and procedures, and College buildings and grounds;

D. Scholarship

To make recommendations to the Dean for Student Services and the Vice-President for Administration in regard to the following: the recognition of student academic achievement, coordinating College scholarship assistance (including recommendations on awarding scholarships to those students who best meet the criteria for each scholarship to be awarded), and various honors programs and matters related to graduation;

E. Student Services

To make recommendations to the Dean for Student Services and the Vice-President for Administration concerning student conduct, rules, and regulations in regard to students, club activities, academic advising, and convocations.

2. Ad Hoc and Special Committees

In addition to the standing committees, the College also has a number of ad hoc and special committees. The names of these committees, and their purpose(s), are as follow:

A. Art Advisory

To review new purchases for the permanent art collection and upcoming programs as well as to

discuss and advise on the direction of the museum and art galleries;

- B. Articulation Committee To revise degree and curricula requirements to meet the Illinois Articulation Initiative; subcommittees of this committee are: Associate in Fine Arts, Associate in Engineering Sciences, and Associate in Science;
- C. Athletic Advisory To make recommendations to the Athletic Department on facilities, and on major changes/events in the Athletic Department;
- D. Career Education Assessment To address the issue of learning outcomes in Career Education programs; these subcommittees are: Accounting, Automotive, Business, Computer Information Systems, Criminal Justice, Dental Assisting, Drafting/CIM, Early Childhood Education, Electronics, Heating and Air Conditioning, Interpreter Preparation, Machinist, Marketing/Mid-Management, Fashion Merchandising, Practical Nursing, and Travel/Tourism;
- E. Distance Learning To review the plans for the development and implementation of the Distance Learning System;
- F. Faculty and Staff Development To plan professional development sessions for faculty and non-teaching professional staff as well as to provide training sessions to faculty;
- G. Health Insurance To consider changes in coverage and/or insurance carriers;
- H. Human Resources and Affirmative Action To focus on hiring practices and/or recommend policies and procedures when needed;
- I. International Education

To coordinate and implement College activities and programs which have an international focus and to recommend international

To coordinate and consolidate all placement activity at the College through the Job Placement office;

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| | education policies for the College; J. Job Placement | |
| K. | Master Calendar | To review and establish policies regarding the scheduling of all events on the College campus; |
| L. | Minority Concerns | To coordinate activities designed to help minority students academically and culturally, and to coordinate research and follow-up on minority students; |
| M. | Operational Staff Development | To plan a development program to meet the needs of the operational staff; |
| N. | Non-Teaching Staff Professional Development | To plan a development program to meet the needs of the non-teaching professional staff; |
| O. | Outcomes Assessment - Transfer Education | To study the potential for locally developed learning outcomes assessment instruments and to formulate a plan of action for implementation; this committee actually has two committees within it: Committee I - English, Social Studies, and Humanities; and Committee II - Physical Science, Life Science, and Mathematics; |
| P. | Technical Implementation | To institutionalize the computer network and make recommendations pertaining to new technology; |
| Q. | Committee for Assessment of Student Learning Outcomes and Institutional Effectiveness | To develop the <u>Plan for Assessment of Student Academic Achievement</u> and to monitor the College's progress toward meeting plan goals and objectives outlined in the plan; |
| R. | Student Retention | To study current student retention issues on campus and to develop plans and implement procedures to increase the retention of all students. |

3. Advisory Committees

In addition to the preceding committees, the College also has the following three types of advisory committees:

- A. The General Advisory Committee for Career Education - This committee is composed of representatives of business, industry, and labor in a variety of occupational areas in the College district. The members are appointed by the President upon recommendation of the Dean for Instruction. This committee reviews and evaluates existing programs; considers and recommends new programs to the appropriate administrators; assists in the development of the one-year and five-year plans for Career Education; and performs liaison activities between the College and the citizens of the members' communities in gathering and disseminating information concerning College programs.

- B. Program Advisory Committees - These committees are composed of representatives of management and labor in a specific occupational area from the College district. The members are appointed by the College President upon recommendation of the Dean for Instruction. The duties and responsibilities of these committees are as follows: to meet as necessary to aid in the development of programs; to review and respond to a yearly status report from the program coordinator; to review and evaluate the program they represent a minimum of once every three years; and to perform liaison activities between the College and the members' communities in gathering and disseminating information concerning the College program they represent.

- C. Grant Program Advisory Committees - A number of grant-funded programs have advisory committees in place to provide guidance and direction. These committees are typically composed of College staff and community representatives. The Child Care Resource and Referral Program and the Literacy Connection are examples of grant-funded programs with advisory boards in place. Title III-funded activities, such as Assessment and Career Development, also have advisory committees.

Planning and Changes to the Instructional Program

Additions and changes to the instructional program may be suggested by any person associated with the College, including individual citizens or advisory groups in the district. Additions and/or changes fall into one of three categories: Baccalaureate-Transfer and Career Education program development, Baccalaureate-Transfer and Career Education course development, and program and course development for Continuing Education and related areas.

The Vice-President for Instructional Services has primary responsibility for developing proposals. These proposals are subject to review and discussion at many levels before they are approved and implemented:

1. New programs and courses are developed at the departmental level. At this level, the individual departments periodically review the appropriateness of curricular offerings.
2. Proposals are taken to the Advisory Committees for discussion and recommendations.
3. New program or course proposals are submitted to the Dean for Instruction for approval.
4. The Vice-President for Instructional Services reviews and approves the proposals.
5. The Curriculum and Instruction Committee discusses and evaluates proposed new programs and courses.
6. If approved, proposals are forwarded to the College Council for discussion by the entire faculty and staff and for recommendation to the President.
7. The President will submit approved proposals to the Board of Trustees for discussion and approval. New programs must have approval by the President and Board of Trustees before the curriculum is designed and finalized and before the proposals are sent to the ICCB for consideration and approval (final approval by the ICCB or IBHE may be required pursuant to state law).

This planning process allows opportunity for input from all facets of the College as well as the community that the College serves through the Advisory Committees. **A flow chart describing this process is included in Appendix 6.D.**

Faculty Role in the Evaluation of Educational Programs

The College follows a state-mandated curricular evaluation model which requires that all College curricula, baccalaureate-transfer and career, be periodically evaluated on a rotating basis. Following this model, the administration and faculty have set up an internal procedure for accomplishing this task. Faculty from the curriculum being evaluated serve on the evaluation committee as well as do other faculty from the College at large.

In addition to the formal evaluation mandated by the state, John A. Logan College has an ongoing evaluation of all curricula which is coordinated by the Vice-President for Instructional Services. All baccalaureate-transfer and career curricula are continuously scrutinized by faculty in relation to what is happening in the educational community, the world of work, and by what

the advisory committees are recommending.

The majority of curricular evaluations are initiated not by the state, but by individual faculty members. Any concern a faculty member has is taken to a department chair, who then presents it at a department faculty meeting. If the department faculty members agree that it should be pursued, it is taken to the Dean for Instruction and then to the Vice-President for Instructional Services.

Degree Offerings

John A. Logan College currently offers three transfer degrees, the Associate in Arts, Associate in Science, and Associate in Engineering Science. A proposal to add the Associate in Fine Arts degree in 1997 is being developed. Each of these degrees requires sixty to sixty-eight credit hours to complete, and provides the first two years of a baccalaureate degree. Specific major curriculum guides are available for the Associate in Arts and the Associate in Science and Associate in Engineering Science which reflect the requirements for most popular majors. The prescribed general education core for each reflects not only the general education requirements for the first two years at four-year institutions, but also complies with the rules and standards enumerated in the Administrative Rules of the Illinois Community College Board. Students enrolled in the Associate in Engineering Science degree will not meet the General Education core under the Illinois Articulation Initiative (IAI), but this degree was approved by the IAI. Students must satisfy the General Education requirement by the time they receive a four-year degree.

The Illinois Articulation Initiative strictly prescribes minimum credit hour requirements within general education fields, including the following: arts and humanities, mathematics, science, social and behavioral sciences, and communication. The Initiative ensures students who graduate from a community college with a transfer degree admission to senior institutions within the State of Illinois with junior standing.

Over the past two years, the College has had an articulation committee working to bring the

College's transfer degrees in compliance with the Initiative. The development and addition of the Associate in Engineering Science and Associate in Fine Arts degrees have also been the responsibility of this group. All guides developed by the articulation committee are reviewed and approved by the Curriculum and Instruction Committee and the College Council before they are submitted to the ICCB for approval.

The College also offers twenty-five Associate in Applied Science degrees. These degrees require sixty to seventy-two hours to complete and are not specifically designed to be articulated with universities. Each Associate in Applied Science degree contains at least fifteen credit hours of general education courses as prescribed by the rules of the ICCB. This includes coursework in science, mathematics, communication, social and behavioral sciences, and arts and humanities. In many programs, transfer courses are suggested, but applied general studies courses are also utilized. Most Associate in Applied Science degrees use the transfer courses. As new Associate in Applied Science degrees are added, they will be in compliance with the requirements of the ICCB.

The College recently received approval for the addition of an Associate in General Studies degree. By ICCB rules, this degree must include at least twenty hours of general education courses. This degree allows students to add coursework to a certificate and meet employer needs for employees with a broader general education background.

Historically, the College has complied with the general education requirements as established by the ICCB. In order to maintain full recognition by the ICCB, this practice will continue in the future. Mechanisms have been in place that provide for input into the process of developing all degrees and majors, and require approval from the departmental level, through constituent groups, and finally by administrative channels.

Survey on Planning Processes/Assessment and Decision-Making Processes

In an effort to ascertain the perceived strengths and weaknesses of the planning/assessment and decision-making processes, a survey of all full-time and part-time faculty, non-teaching professional, and operational staff was performed in the fall of 1995. The survey was completed and returned by forty-eight (48) full-time faculty members, nineteen (19) part-time faculty members, thirty-six (36) non-teaching professionals, and twenty-nine (29) operational staff members--for a total of 132 returned surveys.

A copy of the survey and results of the survey are included in Appendix 6.A. The survey asked employees to rate their overall knowledge and awareness of the planning processes at the College, as well as their familiarity with each of the following planning entities on campus:

1. Planning Council;
2. The Plan;
3. College Council;
4. Standing Committees;
5. Ad Hoc and Special Committees;
6. Advisory Committees;
7. Institutional Research Reports.

In addition to discerning familiarity with these entities, the survey also attempted to ascertain staff members' perceptions about the effectiveness of these planning entities. An effort to understand the amount of input or involvement faculty and staff feel they have was also made with the survey, as was the degree to which employees feel information is provided to each of the following:

1. Board of Trustees;
2. Faculty;
3. Administration;
4. Operational Staff;
5. Students;
6. Community.

Opinions about the College's current resource base, the organization and allocation of resources,

and the decision-making processes at the College were also solicited.

Strengths/Planning, Assessment, Decision-Making Processes:

- Each of the College's constituency groups is represented on the Planning Council, including a student and community representative.
- Each of the planning entities is perceived by campus constituencies to be effective.
- Information derived from the planning processes and supplied to the Board of Trustees, the faculty, and the administration is perceived by campus constituencies to be meaningful/useful.
- The overall planning processes of the College are quite strong.

Opportunities for Continuous Improvement/Planning, Assessment, Decision-Making Processes:

- Increase the faculty and staff's overall level of knowledge about the planning processes.
- Each of the planning entities should better communicate its function and activities, with a strong effort by each of the following:
 - Institutional Research;
 - Planning Council and The Plan;
 - Ad Hoc and Special Committees;
 - Advisory Committees.

(It should be noted that the College has already made efforts to increase the level of knowledge concerning the standing and ad hoc and special committees. This past year, the College compiled a listing of all committees and their purpose(s) and distributed it to all faculty and staff.)

- Improve the level of meaningful information supplied to the operational staff, students, and the community as derived from the planning processes.
- The involvement/representation of all constituencies in the planning processes must become even more of a priority for the College.

- Improve methods to disseminate The Plan so that employees will be aware of the overall direction in which the College is headed.
- Improve communication about the planning processes and planning entities, as well as communication during the planning processes.

