

Chapter Seven

Criterion V

“The institution demonstrates integrity in its practices and relationships.”

Co-Chairs:

Herb Russell, PhD; Director for College Relations
Stan Hale, MA; Associate Professor, English/Speech/Journalism

Committee Members:

Mary Ellen Abell, MS; Associate Dean of Allied Health and Public Service Programs
Elizabeth Bailey-Smith, MS; Director, Student Activities
Linda Barrette, PhD; Director, Library Services
Gary Barton, BS; Coordinator, Veterans Affairs, Head Women’s Basketball Coach
Bill Gayer, MS; Associate Professor, Industrial Technology
Kathirave Giritharan, MS; Assistant Professor, Mathematics
Lisa Hudgens, MS; Coordinator, Job Development
Gail Lutz, MA; Chief Personnel/Human Resources, Affirmative Action Officer
Phil Minnis, MS; Associate Dean for Adult Basic/Secondary Education, Director, JTPA
Mike Morgan, PhD; Professor, Physics and Mathematics
Patty Morrison, Secretary to the Director of Student Activities
Mary O’Hara, MS; Instructor, Sociology
Fay Ragan, MS; Assistant Professor, Health and Physical Education
Don Rich, MS; Associate Professor, Chemistry
Cindy Russell, BS; Word Processing Operator
John Sala, MS; Dean for Administrative Services, Executive Assistant to the President/Foundation

CRITERION V

Criterion Five: John A. Logan College demonstrates integrity in its practices and relationships.

John A. Logan College demonstrates integrity in its practices and relationships through a variety of means, including the following:

1. Student, faculty, and staff handbooks that describe various institutional relationships with College constituencies, including appropriate grievance procedures;
2. Policies and practices for the resolution of internal disputes within the institution's constituency;
3. Policies and practices consistent with the College mission related to equity of treatment, nondiscrimination, affirmative action, and other means of enhancing access to education and the building of a diverse educational community;
4. Institutional publications, statements, and advertising that describe accurately and fairly the institution, its operations, and its programs;
5. Relationships with other institutions of higher education conducted ethically and responsibly;
6. Appropriate support for resources shared with other institutions;
7. Policies and procedures regarding institutional relationships with, and responsibility for, intercollegiate athletics, student associations, and subsidiary or related business enterprises;
8. Oversight processes for monitoring contractual arrangements with government, industry, and other organizations.

A detailed discussion of each area follows.

Focus on patterns of evidence:

- (a) ***student, faculty, and staff handbooks that describe various institutional relationships with those constituencies, including appropriate grievance procedures.***

John A. Logan College relies on a variety of handbooks to inform students and College personnel of correct policies and procedures, including the following:

1. Board of Trustees Policy Manual;
2. Full-Time Faculty Handbook;
3. Part-Time Instructor Handbook;
4. The John A. Logan College Student Handbook;
5. Rights and Responsibilities: A Student Code of Conduct;
6. The College Bulletin.

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

Board of Trustees Policy Manual

The Board of Trustees Policy Manual, including the appendage of administrative procedures, is comprised of all policies relating to College faculty, staff, and students. Currently, a hard copy of the Board of Trustees Policy Manual is issued to each faculty and staff member, and updates are forwarded to these members as policy and procedures are revised. A copy is also filed in the library. Because this document is very lengthy, many staff members postpone inserting policy updates as they become available, and many of these manuals are obsolete. To improve this process, action is being taken to make the Board of Trustees Policy Manual available to staff through the College computer network. This will allow revisions to be made in a timely manner, reduce paper usage, and will ensure that all staff members have the same version of the manual.

At the same time, the College will continue to provide hard copies to certain on- and off-

campus entities in order to guarantee access to those who do not have computers. Certain items which are very detailed or subject to frequent changes will probably not be input, including the following: the contract between the College and the IEA; the contract between the College and the Teamsters Union; College purchasing procedures; the College grants administration manual; and Rights and Responsibilities: A Student Code of Conduct, which is separately published and available at various campus locations. The Board of Trustees will be asked to review portions of the policy manual that pertain to board policy.

Full-time and Part-time Faculty Handbooks

The full-time and part-time faculty handbooks were examined in light of existing Board of Trustees policy. Variances and corrective actions are recommended in the following table.

Table 7.1

Variances: Board Policy Manual and Faculty Handbooks		
Policy Number	Variance	Corrective Action
Administrative Procedure 451	Board Policy Manual and Full-time Faculty Handbook do not contain correct and current information on College Council. Full-time Faculty Handbook will be revised for spring 1997.	Administrative Procedure amended July 1, 1996. With reorganization of the 400 section of the Administrative Procedures, this procedure will now be No. 401.
Administrative Procedure 452	Variance between Full-time Faculty Handbook (p. 8) and Administrative Policy. Handbook will be revised for spring 1997.	Board Policy will be updated to add "articulation handbook" in No. 2 and say "appropriate administrators" in No. 3.
Board Policy 3362	Part-time Instructors Manual (p. 34) Full-time Faculty Handbook (p. 51) July 10, 1984 version; last paragraph differs from Board Policy Manual. Part-time	Board Policy is correct and current.

	Instructors Manual and Full-time Faculty Handbook will be updated for spring 1997.	
Policy Number	Variance	Corrective Action
Board Policy 3366	Full-time Faculty Handbook (p. 50) and Board Policy Manual show last revision of policy as April 1993. Part-time Instructors Manual (p. 30) shows revision date as April 20, 1993. Full-time Faculty Handbook and Part-time Instructor Manual will be updated for spring 1997.	Board Policy amended September 24, 1996, is correct and current.
Board Policy 5110	Part-time Instructors Manual (p. 9) version March 11, 1985, does not include 4A or item 9 as listed in Board Policy Manual. Full-time Faculty Handbook does not include item 9. Part-time Instructors Manual and Full-time Faculty Handbook will be updated for spring 1997.	Board Policy amended November 11, 1991, is correct and current.
Board Policy 5130	Full-time Faculty Handbook does not include Veterans Day as a holiday. Part-time Instructors Manual does not contain information regarding holidays. Part-time Instructors Manual and Full-time Faculty Handbook will be updated for spring 1997.	Board Policy amended February 11, 1992, is correct and current.
Board Policy 5140	Full-time Faculty Handbook (p. 13) omits second paragraph of Board Policy. Full-time Faculty Handbook will be updated for spring 1997.	Board Policy adopted April 1, 1980, with no amendments to date is correct and current.
Board Policy 5410	Part-time Instructors Manual does not reference Board Policy No. on page 10, last line under <u>Definitions and Explanations</u> and last paragraph under same not included in Board Policy. <u>Duties and Responsibilities</u> , Item No. 2 lists Dean instead of Division Chair. <u>Compensation for Part-time Faculty</u> - Board Policy lists fall 1991, Part-time Instructors Manual lists fall 1994. Part-time Instructors Manual will be updated	Board Policy amended September 24, 1996, is correct and current.

	for spring 1997.	
Policy Number	Variance	Corrective Action
Board Policy 5414 and 5320	Part-time Instructors Manual (p. 13) lists paragraph as being Board Policy No. 5320. Policy stated is closer to Board Policy No. 5414 (references 5320). Part-time Instructors Manual will be updated for spring 1997.	Board Policy is correct and current.
Board Policy 7370	Full-time Faculty Handbook (p. 69) version March 11, 1985, differs from Board Policy Manual of November 12, 1990. Full-time Faculty Handbook will be updated for spring 1997.	Board Policy last amended November 12, 1990, is correct and current.
Board Policy 8151	Part-time Instructors Manual (pp. 27-30) Board Policy Manual is not referenced. Sophomore hours attempted - last line listed as 46 or more; Board Policy Manual lists 45. Appeals worded differently in Board Policy Manual. Part-time Instructors Manual will be updated for spring 1997.	Board Policy amended September 24, 1996, is correct and current.
Board Policy 8310	Grading System in Part-time Instructors Manual and Full-time Faculty Handbook do not include information on CR and AP credit. Part-time Instructors Manual and Full-time Faculty Handbook will be updated for spring 1997.	Board Policy last amended November 9, 1992, is correct and current.
Board Policy 8430	Part-time Instructors Manual (p. 20) and Full-time Faculty Handbook (p. 36) omit partial information written as <u>Release of Student Records</u> , A, No. 2, C. Part-time Instructors Manual and Full-time Faculty Handbook will be updated for spring 1997.	Board Policy last amended November 12, 1984, is correct and current.
Board Policy 8540	Part-time Instructors Manual (p. 31) Full-time Faculty Handbook (pp. 46-47), last paragraph of Board Policy not included in either part-time or full-time manual. Part-time Instructors Manual and Full-time Faculty Handbook will be updated for spring 1997	Board Policy last amended March 13, 1989, is correct and current.

Policy Number	Variance	Corrective Action
Guidelines for Writing a Course Syllabus	Guidelines for Writing a Course Syllabus in Part-time Instructors Manual differ from example in Full-time Instructors Manual. Part-time Instructors Manual and Full-time Faculty Handbook will be updated for spring 1997	Examples of course syllabi will be made consistent.

In addition to the above, the Part-Time Instructor Handbook lists a grievance procedure (pp. 15-16); the Full-Time Faculty Handbook does not list grievance procedures because full-time faculty have this information readily available through other documents at the College.

The Student Handbook

The handbook is one of the first impressions that students have of the College. It serves as a guide to students during their opening days at the school, and also informs them of some of the many educational and extracurricular activities at the College. Students seeking more information are referred to the annual College Bulletin and to Rights and Responsibilities: A Student Code of Conduct. The handbook is updated on an as-needed basis several times a year by the Director for College Relations. The handbook is an in-house document, which facilitates timely revisions. In future editions, the Activities Office will be added to the General Information section of the handbook in its "Where to Find It" section. Student grade appeals and grievances are both itemized alphabetically in the handbook's "Where to Find It" section.

Rights and Responsibilities: A Student Code of Conduct

Rights and Responsibilities is a compilation of policies adopted by the Board of Trustees relating to the rights and responsibilities of all students attending the College. These policies have been formulated in order to assist students in experiencing success in their academic and extracurricular activities. Students are subject to all the policies and procedures contained in the publication.

Rights and Responsibilities describes grievance and complaint procedures emanating from a variety of problems, including discrimination (p. 3); sexual harassment (pp. 3-4); grades (pp. 9-12); academic warning, academic probation, and suspension (pp. 12-14); financial aid termination (pp. 14-15); clinical suspension (pp. 17-18); and disciplinary actions (pp. 27-29).

Strengths/Handbooks:

- The College has a variety of up-to-date publications which inform students and staff of institutional policies and procedures.
- Grievance procedure for employees and students are clearly outlined in the Board of Trustees Policy Manual, and students' grievance and complaint procedures are also included in Rights and Responsibilities: A Student Code of Conduct.

Opportunities for Continuous Improvement/Handbooks:

- It is recommended that submanuals restating board policy contain the complete and current version of the board policy and that each board policy include the board policy number, version, date, and reference information.
- It is recommended that all manuals be approved by the Director for College Relations or another appropriate administrator before they are distributed. It is also recommended that a system be instituted to update board policy as changes occur.

Focus on patterns of evidence:

- (b) ***policies and practices for the resolution of internal disputes within the institution's constituency;***
- (c) ***policies and practices consistent with its mission related to equity of treatment, nondiscrimination, affirmative action, and other means of enhancing access to education and the building of a diverse educational community.***

Resolution of Internal Disputes

John A. Logan College relies on a number of policies and practices for the resolution of internal disputes within the institution's constituency, including the following:

1. Board Policy 3511, which governs discrimination and equal opportunity complaints concerning employees;
2. Board Policy 3512, which governs discrimination and equal opportunity complaints concerning students;
3. Board Policy 5290, which governs grievance procedures for non-teaching professionals;
4. Board Policy 5330, Article II (faculty contract), which governs grievance procedures for full-time faculty;
5. Board Policy 5430, which governs grievance procedures for part-time faculty;
6. Board Policy 6191, which governs grievance procedures for operational staff;
7. Board Policy 6200, Article III (union agreement), which governs grievance procedures for union personnel;
8. Board Policy 8300, which constitutes Rights and Responsibilities.

The Discrimination-Equal Opportunity Grievance Policy for all John A. Logan College students is referenced in the Board of Trustees Policy Manual under Policy 3512. The same policy is outlined in Policy 8300, which constitutes Rights and Responsibilities. Both manuals outline informal and formal grievance procedures that are to be followed by all students electing to file a complaint. The manuals also list the steps to be followed by John A. Logan College personnel in resolving the complaints.

Between July 1, 1992, and November 4, 1996, within the Administrative Services Division,

disciplinarian action was taken against sixty students who had violated College policies. The violations included, but were not limited to, forgery, harassment, theft, academic dishonesty, and indecent exposure. Only one student appealed the decision of the Vice-President for Administration to the disciplinary hearing committee. The committee upheld the earlier decision. The student then appealed to the President, who also upheld the earlier decision. No further appeals were made. It appears that in all cases Policies 3512 and 8300 provided the means to resolve the conflicts.

Within the Instructional Services Division, fifteen students filed complaints between July 1, 1992, and November 4, 1996. A few of the issues were resolved within the informal step. The additional issues resulted in formal grievances being filed with the appropriate College personnel. Seven of the complaints dealt with grade appeals. The eight remaining complaints dealt with issues such as sexual and racial discrimination and discrimination based on a physical disability. Again, the procedures outlined in Policy 3512 and the Rights and Responsibilities manual (Policy 8300) were adhered to in resolving the complaints.

The Discrimination-Equal Opportunity Grievance Policy for all John A. Logan College employees is referenced in Policy 3511. Informal and formal processes are listed. Since July 1, 1992, there have been six grievances filed within the Instructional Services Division. Five of the grievances have been filed by full-time faculty. The grievances dealt with teaching assignments, reverse discrimination, salary assignments, etc. It appears that the grievance procedure outlined between the Board of Trustees of Community College District No. 530 and the State of Illinois, John A. Logan College IEA Association (Policy 5330) is effective in resolving disputes. Each of the five faculty grievances has been resolved.

The sixth grievance was filed by a non-teaching professional staff member. The staff member felt that she did not receive the salary she was supposed to receive when she accepted a new non-teaching professional grant position at the College. The complaint was filed and resolved within the guidelines established in Policies 3511 and 5290.

Within the Business Services Division, no formal grievances have been filed against that office

between July 1, 1992, and July 1, 1996. This includes the teamsters, who are covered under Policy 6200.

There were no grievances among part-time faculty occurring between July 1, 1992, and July 1, 1996; Policy 5430 governs such complaints. There were no grievances among operational staff occurring between July 1, 1992, and July 1, 1996; Policy 6191 governs such complaints.

Equity of Treatment/Non-Discrimination and Affirmative Action

The College maintains policies and practices consistent with its mission related to equity of treatment, nondiscrimination, affirmative action, and other means of enhancing access to education and the building of a diverse educational community. The College achieves this through Policies 3510 and 3511, and through the following means:

1. Special committees;
2. Multicultural events;
3. International programs;
4. An Office of Personnel Services;
5. Special services for the disabled;
6. Institutional research on special populations;
7. Special classes focusing on diversity;
8. Institutional integration of diverse groups.

Minority Concerns Committee: The Minority Concerns Committee has been instrumental in identifying issues and developing a variety of programs and services to minority students. The committee was instrumental in establishing the Minority Transfer Center, a student/faculty mentoring program, and the development of a collaborative agreement with Southern Illinois University to provide transit services to our students.

Multicultural Events: Multicultural events are a regular part of Student Activities programming and occur on stage, in hallway displays, in classrooms, and through student clubs, such as the

Black Students Association and International Club, as well as the student newspaper, The Volunteer.

International Programs: The International Studies Program includes a “Studies Abroad Program,” a yearly newsletter, an International Round Table Series, and a course internationalization program.

Office of Personnel Services: Since the office’s inception, the College has made great strides to make the hiring process uniform and to increase the diversity of its employees. It has developed and implemented a comprehensive personnel hiring system and wage compensation program, and now the College has established minimum requirements and salary ranges for all employees.

Special Services for the Disabled: Disabled Student Support Services and Deaf and Hard-of-Hearing Services provide a variety of services to allow access to all College classes and events. They also provide staff and faculty training.

Institutional Research on Special Populations: The Institutional Research Office has conducted research on many different areas pertaining to minorities/special populations. The office is involved with the annual production of the Report on Underrepresented Groups in Higher Education. This report is required by Public Act 85-283, which 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. Minority student enrollment, retention and graduation data, GPA data, etc., are included in this report.

Another report which contains information pertaining to minorities is the report completed each July 1 to fulfill the requirements of the Student Right-to-Know Act. This report contains graduation/retention rate data broken down by student sex and ethnicity.

Various other types of data have been collected pertaining to minorities. The office has supplied requests for information from the Student Support Services Office, and, in particular, the Minority Transfer Center.

Learning Resources Center Services: The Learning Resources Center has developed educational resources and facilities that enhance programming and services to diverse populations, including special testing services through the Learning Laboratory, teleconferences on diversity issues, and the library resources. Library facilities are designed for access. Classes offered over the College's distance learning network enhance students' access to a wider variety of curricula.

Special Classes Focusing on Diversity: "Diversity in American Life--Race, Class, and Gender in America" (Sociology 265) was added to the curriculum in fall 1994. The class is offered both fall and spring semesters. In spring 1997 "The African-American Experience" (History 223) will be offered for the first time.

Institutional Integration of Diverse Groups: The John A. Logan College Council has recently incorporated operational staff and part-time faculty into the Council's processes.

In addition, the Adult Basic Education and the Developmental Education programs provide a variety of services to meet the needs of diverse groups in southern Illinois. Programs reflect philosophical commitments and strategies that are sensitive to the issues of low-income people, first-generation college students, displaced workers, and other special populations.

In fall 1996 a new ad hoc committee was formed, the Human Resources and Affirmative Action Committee. This committee is charged with reviewing personnel policy and procedures.

The building of diverse educational communities is a process. Like individuals, institutions go through phases in their development of understandings of diversity and strategies for being more inclusive. The identified strengths and opportunities for continuous improvement which follow are suggestions for how to build from current work to move toward another phase in the development of a diverse educational community.

Strengths/Policies and Practices:

- The College has established policies and practices for the resolution of internal disputes within its constituency.
- The College is committed to equal employment opportunity for all and, in addition,

has developed an affirmative action policy and program statement.

Opportunities for Continuous Improvement/Policies and Practices:

- Discuss and develop institutional philosophy covering gender, gender preferences, racial/ethnic differences, age, class, and differences in physical abilities.
- Evaluate the current institutional structure (policy/planning, programs, and committees) regarding planning, services, and evaluation of services to the underrepresented groups. Generally, how do the needs and issues identified in committees get incorporated into the planning process? How is the work of ad hoc committees evaluated and incorporated into the work of standing committees? How is institutional research incorporated into committee work?
- The Americans with Disabilities Act Advisory Committee involving faculty, administration, and students with disabilities should not only identify needs and suggest solutions, but also provide an appeal mechanism for resolving differences.
- Discuss and evaluate current funding strategies for programs and services to special populations.
- Assess and further encourage curriculum transformation with respect to diversity by including questions about how issues of diversity will be addressed in the Curriculum and Instruction Committee's "New Course Proposal" form; by including diversity issues in instructor evaluations; and by implementing more faculty/staff development programs and services to assist faculty in infusing diversity into their courses.
- It is recommended that grievance procedures should include all levels of administrative supervision.
- Assess current admissions policy regarding international students.
- Evaluate new College Council policies on operational and part-time faculty participation.
- Meet with the coordinator of the Southern Illinois University at Carbondale Law School Alternative Resolution Dispute Clinic to explore the possibility of the development of a mediation program at John A. Logan College.

Focus on patterns of evidence:

- (d) ***institutional publications, statements, and advertising that describe accurately and fairly the institution, its operations, and its programs.***

John A. Logan College describes accurately and fairly the details of its operations and programs through a variety of means, including electronic and print media. Items intended for public dissemination must pass through an approval process via the Office for College Relations (per Administrative Procedure 427) before the College name, logo, or seal may be used. The following publications, statements, and advertising means are employed:

1. Television advertising;
2. Videos;
3. Radio advertising;
4. Newspaper advertising;
5. Brochures, flyers, and newsletters;
6. News releases and an annual report;
7. Class schedules and the College Bulletin.

Television Advertising: The College uses television ads for special occasions, such as its Performance Series and Region XXIV basketball tournaments, and to encourage student registration. Ads for registration typically focus on start dates of semesters along with sample instructional offerings, such as English or mathematics, and references to seasonal sports or special services such as tutoring. Most television footage makes use of College settings, students, and personnel, or (infrequently) relies on publicity photos of visiting guest performers. Television ads are created by the Office for College Relations, which oversees esthetic and factual details. All ads typically show a diverse student body and staff; most recent ads have been close captioned.

College Videos: As of July 1, 1996, the College had three videos completed. The oldest of the videos is an overview of the College commissioned by a former president who worked with a member of the College's English staff in its preparation. The video was accurate at the time of its completion but is now dated. The College has more recently completed a video of its high technology units. All of the latter's details were reviewed for accuracy by the appropriate technology staff and by the Office for College Relations. The most recent

video concerns transfer programs and was planned by the Office for College Relations. The script was reviewed for accuracy by departmental chairs, two associate deans, one dean, and two vice-presidents. All three of the College's videos reflect the institution's diverse student body and staff. A fourth video--an overview of the Career Education Division--is in the planning stages.

Radio Advertising: Radio ads stress the College's low tuition, small classes, and program variety. John A. Logan College's tuition has consistently been in the lowest 10 percent among community colleges in Illinois. Average class size (counting both transfer and career classes) is 20.5 students per class--which is rounded up to 21 for advertising purposes. (Many four-year colleges, private colleges, and community colleges have much larger classes.) The claim for program variety is justified by the College's 83 programs of study. The College's unusual growth also figures in some ads; when this is the case, the Office for College Relations uses only 10th day enrollment figures in describing the school's pattern of growth.

Newspaper Advertising: Newspaper ads encouraging registration use the above logic to advertise low tuition, small classes, program variety, and occasionally the growth of the College. The Office for College Relations is responsible for overseeing the esthetics and accuracy of newspaper ads (some are created on campus and are camera ready; others are drafted on campus and are set in type at the newspaper). When copy is set at the newspaper, the Office for College Relations and the originating campus unit (such as the Activities Office) routinely scan the ads for accuracy. The College exercises the same care in classified ads for position openings. (The ads are reviewed by the Office for College Relations; notices of positions to be filled from within are also reviewed by the Office for College Relations). The College routinely advertises positions and activities in newspapers in the city of Carbondale, which has the most diverse population in the College district.

Most legal advertising is accomplished by the College Business Office (whose practices are examined through an annual audit).

Brochures, Flyers, and Newsletters: All brochures, flyers, and newsletters intended for off-campus or public consumption are reviewed or created by the Office for College Relations.

(Documents which are used by the faculty for instructional purposes or which have only an inter- or intra-departmental distribution on campus are usually not reviewed by the Office for College Relations.) The College puts out special occasion brochures and general interest brochures, both of which are reviewed by the Office for College Relations. Documents created for public consumption usually have pictures, which reflect the College's diverse student body and staff. Program brochures showing curriculum requirements for certificates and degrees are checked against the College Bulletin prior to printing.

Other specialized brochures include the College mission statement (discussed in Criterion I), and an annual FACTS brochure. The latter is printed in reduced format to fit into a shirt pocket or purse.

News Releases and Annual Report: News releases are drafted by the Office for College Relations, which maintains a historical file on such items. Subjects include course offerings, special programs, College events, financial aid, and accomplishments of the College staff and its students, as well as information pertaining to Board of Trustees actions. Notices of Board of Trustees meetings are mailed to the media before regular board meetings (and a notice of forthcoming Board of Trustees meetings is posted in the College Administration Building). The mailing list for news releases includes radio and television stations and newspaper outlets as well as the Board of Trustees, the foundation board, and other people who request such releases or have an interest in the College, such as elected government officials.

An annual report is compiled largely from news releases. Most of the report is compiled or written by the Office for College Relations. Parts of the report are read for accuracy by the Board of Trustees chair, by the Vice-President for Business Services, and the President. Pictures in the annual report reflect the College's diverse student body and staff.

The report is distributed to the Board of Trustees, Foundation board, faculty and staff, other Illinois community colleges, city libraries, high school administrative and counseling staff, historical societies, and certain repositories for historical information.

Class Schedules and College Bulletin: Class schedules are prepared by the Office for Instructional Services and reviewed by the Office for College Relations prior to printing and distribution.

The College Bulletin is a major item of information regarding all aspects of College life as well as factual information concerning the governance of the school, the College calendar, the mission of the College, financial aid, and many other details, including course descriptions for all courses and curriculum guides for College majors. The Bulletin also provides much non-academic information on such things as parking guidelines, appeals from parking citations, and other areas of College life. The Bulletin is updated annually by appropriate elements at the College, including department chairs, associate deans, deans, and vice-presidents. Pictures reflect the school's diversity.

Strengths/Publications, Advertising:

- The College describes the details of its operations and programs through a variety of means including electronic and print media. To ensure accuracy, items intended for public dissemination pass through a rigorous approval process.

Opportunities for Continuous Improvement/Publications, Advertising:

- Update the College Bulletin to: eliminate obsolete course information; to more clearly identify courses offered for international studies or courses only offered on an as-needed basis; to identify cooperative programs offered with other institutions in course descriptions and curriculum guides.

Focus on patterns of evidence:

- (e) *relationships with other institutions of higher education conducted ethically and responsibly;*
- (f) *appropriate support for resources shared with other institutions.*

Relationships With Other Institutions of Higher Education

The institution demonstrates integrity in its practices and relationships with other institutions of higher education through a variety of means:

1. Articulation agreements with other U.S. schools;
2. Study abroad programs;
3. Training through the Center for Business and Industry;
4. Cooperation with secondary and four-year schools through Tech Prep activities;
5. Membership in the Southern Illinois Collegiate Common Market;
6. Distance learning programs.

Articulation Agreements: John A. Logan College has numerous articulation agreements with four-year colleges and universities. The College currently has articulation agreements with four-year institutions in Illinois as well as Southeast Missouri State University, the University of Missouri at Rolla, and Murray State University in Kentucky. The College's admission and articulation personnel have developed good rapport with personnel from other higher education institutions and believe all articulation discussions are very democratic. All questions and problems are handled quickly and fairly. There have not been any real problems in the development of agreements or in the transfer of student records. The College is presently cooperating in full with the Illinois Articulation Initiative to standardize credit hours and course content among Illinois community colleges and four-year institutions.

The College also provides free space for other colleges and universities to recruit students and encourages colleges and universities to visit during an annual College and Career Day.

Study Abroad Programs: The College encourages students to explore the benefits of living

and studying in a foreign culture. As a member of the Illinois Consortium for International Studies and Programs, the College offers students a variety of study abroad opportunities with cooperating institutions in Austria, Costa Rica, England, and the Netherlands. The College also sponsors short-term travel-study programs to Trinidad and Tobago. All programs provide John A. Logan College credit with a range of courses that should fit into most Baccalaureate-Transfer programs.

Center for Business and Industry: The College has also provided training for institutions of higher education through the Center for Business and Industry. The center has worked with Southern Illinois University at Carbondale, and with the following Illinois community Colleges: Illinois Eastern Community Colleges, Rend Lake College, Shawnee Community College, and Southeastern Illinois College. The center has also worked with city governments as well as government agencies, clubs, churches, and area businesses. All negotiations are open with full disclosure in order for the best agreement for participating institutions.

Tech Prep: Several Tech Prep programs are articulated with both Certificate and Associate of Applied Science degrees. These agreements were reviewed during FY96 to update and improve the transferability of secondary school experiences. The reviews are completed with faculty from both the secondary and postsecondary schools. The Tech Prep initiative develops 2 + 2 + 2 articulation plans spanning high school to the College to four-year institutions.

Southern Illinois Collegiate Common Market: John A. Logan College is one of six postsecondary institutions (along with Rend Lake College, Shawnee Community College, Southeastern Illinois College, Southern Illinois University at Carbondale, and Southern Illinois University at Edwardsville) that make up the Southern Illinois Collegiate Common Market (SICCM). The consortium was established in 1973. Currently the four community colleges in the consortium share expenses, resources, and administrative decisions for four programs: Occupational Therapy Assistant, Medical Laboratory Technician, Health Information Technology, and Surgical Technician. Libraries purchase support materials cooperatively. Instructional space is shared among the community colleges. Each member

school in the consortium has an equal vote in all decisions.

Distance Learning: The College has used its new Distance Learning Lab to work cooperatively with area schools, area hospitals, and business and industry. Distance Learning labs have also been placed in Du Quoin and West Frankfort schools, the Carbondale Memorial Hospital, and Veterans Hospital in Marion. A mobile lab unit is also available. The College has also sent and received courses of educational instruction to and from area community colleges and Southern Illinois University at Carbondale. The College expects to expand this area of instruction in the future to include all school districts within the John A. Logan College District.

Shared Resources

John A. Logan College demonstrates integrity in its practices and relationships by offering appropriate support for resources shared with other institutions. Resources are shared with other institutions in the following ways:

1. Home Page on the Internet;
2. Interlibrary loan;
3. Distance education;
4. Telecourses;
5. Cooperative collection development;
6. Teleconferencing;
7. The Southern Illinois Collegiate Common Market.

Internet Home Page: The Internet Home Page has been developed to present fair and accurate information about the College. All documents that are linked to the Home Page are checked for accuracy of content, support of mission, and value to the user.

Interlibrary Loan: The College has signed reciprocal borrowing agreements with all community colleges south of Illinois Route 50 in Illinois. Students in good standing from any of these institutions will be treated like native students for purposes of borrowing library materials.

There is a separate reciprocal agreement with McKendree College in Lebanon, Illinois, to support students enrolled in the Bachelor of Nursing program.

In addition, the College is a participant in a shared library data base with forty-four other libraries in the Shawnee Library System. Any item on the data base can be loaned directly to students at other institutions. John A. Logan College students can borrow materials directly from these same institutions. The College has made a financial commitment to this effort. A survey of other community colleges in the consortium indicates that the College conducts its business with other institutions in an ethical manner.

The library also supplies periodical articles to other institutions. Requests for copies of magazine articles are filled within twenty-four hours of receipt. In most instances, the article is faxed to the requester. A survey of other libraries indicates that the College acts with integrity in the sharing of these resources.

The College library also works with the libraries at other institutions involved in cooperative programs to ensure that materials are available to support shared curricula.

Distance Education: The College participates in the SICCM distance learning consortium. The administration works with the participating schools to ensure that distance education resources are in place to support the mission of the institution. Distance learning agreements are also in place with the Southwestern Illinois Higher Education Consortium.

Telecourses: Telecourses are offered to students in the district to help ensure access to the institution. The College works with Southern Illinois University at Carbondale to provide telecasts of telecourses on its public television station. Remote viewing sites are made available at public libraries within the district. Support for these resources is provided by the College.

Cooperative Collection Development: The Learning Resources Center (LRC) works with other institutions, primarily those that are members of the Southern Illinois Learning Resource Cooperative (SILRC), to devise appropriate cooperative collection development documents to ensure that materials needed in all curriculum areas are available somewhere within the southern

Illinois area.

Teleconferencing: The College provides teleconferencing facilities to the community. The U.S. Department of Agriculture, the U.S. Forest Service, the Illinois Arts Council, and the Illinois Department of Commerce and Community Affairs are recent users of this service. This sharing of resources allows community members to attend conferences and interact with their colleagues in remote areas without the expense of traveling to distant meeting sites.

Southern Illinois Collegiate Common Market (SICCM): The College membership in SICCM provides opportunities for the sharing of resources of all types with other institutions. This sharing provides for a stronger instructional program at each local campus.

Strengths/Relationships, Shared Resources:

- The College has developed articulation agreements with regional four-year institutions and maintains a good rapport with each institution.
- Since 1973 the College has been a member of SICCM. Through this consortial arrangement, resources of all types are shared in support of four allied health programs, and the distance learning network.

Opportunities for Continuous Improvement/Relationships, Shared Resources:

- Expand the distance learning network to all school districts within the College district.
- Expand the allied health programs offered through SICCM.

Focus on patterns of evidence:

- (g) policies and procedures regarding institutional relationships with and responsibility for intercollegiate athletics, student associations, and subsidiary or related business enterprises.***

Athletics

John A. Logan College practices integrity in both its athletics program and in its student associations. The chief guidelines governing such activities are in the following Administrative Procedures:

1. Procedure 305: John A. Logan College Athletic Program;
2. Procedure 430: Duties of the Director of Student Activities and Cultural Events;
3. Procedure 808: Student Clubs at John A. Logan College.

Athletic Policies: Policies and practices governing athletics were reviewed in an internal review entitled “Athletic Report” dated October 13, 1993. The study was conducted with

John A. Logan College staff and three members of the Board of Trustees over a four-month period using Board of Trustees minutes, College memoranda, budget histories, Business Office records, foundation records, interviews, and a survey instrument.

Every aspect of the athletic program was explored, including the following: a review; an analysis of athletic programs by sport; the athletic budget; the role of private contributions; a discussion of in-district and out-of-district athletes; a survey and analysis of conference colleges; a revenue analysis; benefits of the athletic program; a proposed athletic plan; findings; and a summary.

The information was assembled into a report for perusal by the President and the Board of Trustees Athletic Committee. A “Proposed Athletic Plan” indicated ways in which the athletic units should be modified. Overall, the report showed that the athletic program is being administered under the general rules and regulations established by the administration and the

Board of Trustees. **A copy of the report is on display in the Exhibit Room.**

The Athletic Department is also governed by guidelines from three outside organizations. The local organization is the Great Rivers Athletic Conference. The state organization is Region 24 of the National Junior College Athletic Association (NJCAA). The national organization is the NJCAA.

The John A. Logan College athletic budget accurately reflects the expenditures of the Athletic Department, and the Athletic Department is active in private fund-raising to offset additional fiscal demands of the seven sports programs. Private funds raised by the Athletic Department are deposited in the John A. Logan College Foundation account.

The Athletic Department is sensitive to the advisement of athletes. The advisors are mandated to provide coursework along a graduation track. Athletes who have not met graduation requirements are allowed to attend summer school to provide them the criteria to graduate from John A. Logan College. Overall, athletes tend to perform better academically than the general student body with respect to hours taken, hours earned, and GPA.

Student Associations

The Office of Student Activities helps to fulfill parts of the College Mission Statement which state that the College will provide national and international cultural programs and public service activities that assist citizens and students to identify with the College and to develop worthwhile leisure life-styles. Duties of the Director for the Office of Student Activities and Cultural Events are shown in Administrative Procedure 430. The office also fulfills the statement that the College will foster creativity and pride among the citizens of the district by providing community-oriented cultural and historical programs, displays, and activities that examine, personify, and exhibit the unique heritage of southern Illinois, as well as serving as a showcase and marketplace for the abundant talents and crafts that exist within the district.

The Office of Student Activities oversees student clubs. The College believes that student activities, such as clubs and organizations, provide for intellectual and cultural development, thereby laying the foundation for leadership and the expression of democratic processes. Guidelines for student clubs are shown in Administrative Policy 808. The key student governing organization on campus is known as the Student Senate. The Student Senate is comprised of individual members as well as one representative from each club. This organization concerns itself with student affairs, sponsors various social activities, and strives to develop and maintain acceptable conduct within the student body. Other clubs and organizations reflect a wide range of student interests and include vocational clubs, honor societies, and other clubs, such as the Black Students Association, LIFE (which focuses on spiritual development), the College Bowl, the French Club, the International Club, the Literacy Club, and the Writers Guild. Financial support for each club is determined by the number of students in it, by the type of activity, and by levels of student participation.

The office also works with area schools to provide events, such as the annual drafting competition, the JETS competition, creative writing competitions, and scholar bowl competitions, which involve high school students competing in a variety of disciplines.

The Student Activities Office also sponsors the AmeriCorps Program, President Clinton's "national service program" aimed at getting Americans involved in community service. The program involves students of all ages tutoring and mentoring teacher-referred youth in grades

5-8. The students assist the children through academics, community service, mentoring, and by serving as role models.

Ancillary Business Enterprises

Bookstore: Since 1971 the College bookstore has been operated by Southern Illinois Book and Supply Company of Carbondale. The bookstore is designed for self-service

by students. The bookstore is open seven hours daily during normal hours and eleven hours daily during registration and semester start-up periods. These hours include evening hours. The bookstore's refund policy mirrors that of the College's refund policy. The Book Voucher Program is a success due in large part to the cooperation of the campus bookstore.

Food Services: DAKA Restaurants International provides food service for students and staff at John A. Logan College. This includes cafeteria service as well. Lambert Vending services the vending machines at the College with a wide variety of snacks and soft drinks. Food service is available from 7:00 a.m. to 1:30 p.m. daily.

Child Care Facility: John A. Logan College provides an on-campus child care facility for the students and staff of the College and also serves as a training laboratory for students seeking an Associate in Applied Science degree in Early Childhood Education. The facility is licensed by the Illinois Department of Children and Family Services for fifty-six children (at any one time) between the ages of eighteen months and six years.

Each semester the facility has eighty-five full-time and part-time children registered with full-time staff members who are assisted by eight-to-twelve college students completing their school-to-work laboratory experience. The facility has provided a quality environment for young children since 1973, and the College believes this to be a very positive resource for recruitment and retention of College students and staff. Fees and state food reimbursement provide for a portion of the operating costs for staff, supplies, and food. The College also assists in funding this service.

Strengths/Athletics, Student Associations, Ancillary Enterprises:

- The College's Athletic Department is fiscally responsible and is active in fundraising to support its programs.
- The College has a strong and diverse program of student activities.

Opportunities for Continuous Improvement/Athletics, Student Associations, Ancillary Enterprises:

- The Athletic Department should undertake a special publicity/public relations program in an attempt to involve the public in the athletic program by the use of the Coordinator of Athletic Events.
- The Director of Athletics and the College President should examine the internal review of October 13, 1993, for possible additional changes to Board of Trustees Administrative Procedure 305.
- Efforts should continue to increase external funding for the Student Activities program, particularly from private funding sources, corporations, and foundations.

Focus on patterns of evidence:

(h) oversight processes for monitoring contractual arrangements with government, industry, and other organizations.

John A. Logan College has established sound policies to provide oversight processes for monitoring contractual arrangements with government, industry, and other organizations. The College can also document successes with contractual arrangements that indicate the College is conscientious and aboveboard in carrying out contractual obligations. The school operates with integrity in this area by relying on a variety of methods, including the following:

1. Board policies and sound contractual practices;
2. Review and approval procedures;
3. Financial and compliance audits;
4. Performance reporting.

Board Policies and Sound Contractual Practices: John A. Logan College personnel strictly adhere to board policies and the terms and conditions pertinent to each contract to ensure fidelity to the contractual process. The Board policies that govern the contractual process include, but are not limited to, the following: 7151, conflict of

interest; 7152, business contracts; 7153, expenditure authorization; 7154, purchasing; 7155, disbursements; 7170, grant administration; and administrative procedure 320, customized training. All contracts between the College and governmental agencies contain terms and conditions that include, but are not limited to, the following: notice of award; method of compensation; fiscal recording/reporting requirements; assurances; equal opportunity/nondiscrimination; certification regarding debarment; and drug-free workplace certification. Elements of these policies, terms, and conditions that are most crucial to the soundness of the contractual process are approval signatures, Business Office procedures, audits, and reporting requirements.

Board policies also govern certain other sensitive areas, including the following: 3361, copying copyrighted materials; 3365, computer software usage; and 7270, video tape usage.

Review and Approval Procedures: All contracts initiated by College personnel or received from other entities are reviewed by a director or coordinator, a dean, a vice-president, and the President. The President is authorized to sign contracts on behalf of the College Board of Trustees as long as the total financial commitment does not exceed \$5,000. Contracts in excess of \$5,000 require board approval. The Office of the Vice-President for Business Services is charged with the responsibility for the receipt and custody of all contract funds and with their disbursement in accordance with College policy. The Dean for Financial Operations reviews contracts, maintains the official fiscal records, and prepares financial reports. The College's financial management system is designed to provide for accurate and complete disclosure of the financial results of the contract in accordance with reporting requirements. The College maintains sufficient records to facilitate the tracing of expenditures to a level that ensures that funds have not been spent unlawfully.

Financial and Compliance Audits: All contracts are subject to an annual financial and compliance audit conducted by an independent auditor. A copy of the independent auditor's report is made available to any and all interested parties. In addition to the

independent audit, some contracts are also audited by the entity authorizing the expenditure of funds under the contractual arrangement.

Performance Reporting: Most contracts contain some requirements for performance and other non-fiscal reporting. Responsibility for the preparation of non-fiscal reports lies with the person(s) responsible for coordinating the contract activities. The person who initiates a non-fiscal report must have his or her immediate supervisor review the report to see that the contract objectives are being met. Some contracts require that reports be reviewed by the College's Development Office. Services provided through contracts with business and industry are evaluated by the recipients of the service to measure the degree of satisfaction with the services provided. Letters are often received by the College staff from contractors commenting on their satisfaction with a particular contractual relationship. **Selected letters are on display in the Exhibit Room.**

A good indication of the integrity of the College is seen in the rate of growth of contractual arrangements. College relationships with business and industry are at an all-time high. The College has continued to expand training and re-training for personnel employed at business and industries in southern Illinois at a record pace. In FY96, 7,712 people received services from the College's Center for Business and Industry, up from 5,313 in fiscal year 1995, and 4,457 in fiscal year 1994. The College's Development Office coordinated transactions with government and other organizations that exceeded \$2.3 million in FY96. The growing reputation of the College has paralleled the growth of contractual activities.

The College has been highly successful in obtaining contracts because it has a reputation for high quality and integrity in contract administration. The College has standard procedures in place that ensure all contractual arrangements are honest and reflect ethical values.

Strengths/Contractual Arrangements:

- The College operates with integrity in carrying out contractual obligations by adhering to board policies, internal review and approval procedures, financial and compliance audits, and ongoing performance reporting.

- The College's contractual agreements with business and industry (through the Center for Business and Industry) are at an all-time high.
- The College's Development Office administered contracts with government and private organizations that exceeded \$2.3 million in FY96.

Opportunities for Continuous Improvement/Contractual Arrangements:

- Establish a more formal system of evaluation for contracts with business and industry to measure the quality of services.