

Student Learning and Effective Teaching *John A. Logan College provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.*

- Qualified faculty members provide effective instruction for students
- Curriculum and course development processes are well-defined
- Professional development supports student learning
- Assessment of student learning is well-established and pedagogically sound
- Effective use of human resources to support technology, student services and instruction are evident
- The campus environment supports the learning needs of a variety of learners.

Challenges: While assessment is established in the instructional division, evaluation processes in non-instructional areas are not as fully-developed. The College is challenged to integrate the HLC Assessment Academy Action Plan into the strategic planning process as a framework for a more effective instructional and non-instructional institutional assessment process.

Acquisition, Discovery and Application of Knowledge *John A. Logan College promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.*

- Professional development opportunities, tuition waivers, facilities, extracurricular programs and support services support a life of learning for faculty, staff, administration, and students
- Freedom of inquiry is encouraged and protected for faculty, administrators, staff and students through board policies and procedures and organizational structures
- Achievements of students, full-time faculty and non-teaching professional staff members are recognized and rewarded through organized events, in publications, and through scholarships
- Co-curricular activities, civic engagement and service learning projects provide employees and students with opportunities to be engaged citizens.

Challenges: The College is challenged to develop an overall plan for campus-wide professional development that will identify issues that are relevant to multiple employee groups in becoming a learning-centered institution. The College is challenged to recognize the accomplishments and contributions of all employee groups.

The College is challenged to support the development of guidelines to support participation in research and scholarship in the areas of teaching and learning. Students will benefit from more structured emphasis upon and opportunities for practicing scholarship within their coursework.

Engagement and Service *John A. Logan College identifies its constituents and serves them in ways both value.*

- Administrators, faculty, staff and students participate on community boards and in community initiatives
- Community groups and citizens have access to college facilities
- Diversity of course offerings, schedules and locations promote accessibility for the district's citizens
- Partnerships and private-sector alliances support learning for students and economic development for the region
- Through a flexible organizational structure, the College is able to rapidly respond to educational and training needs of the community.

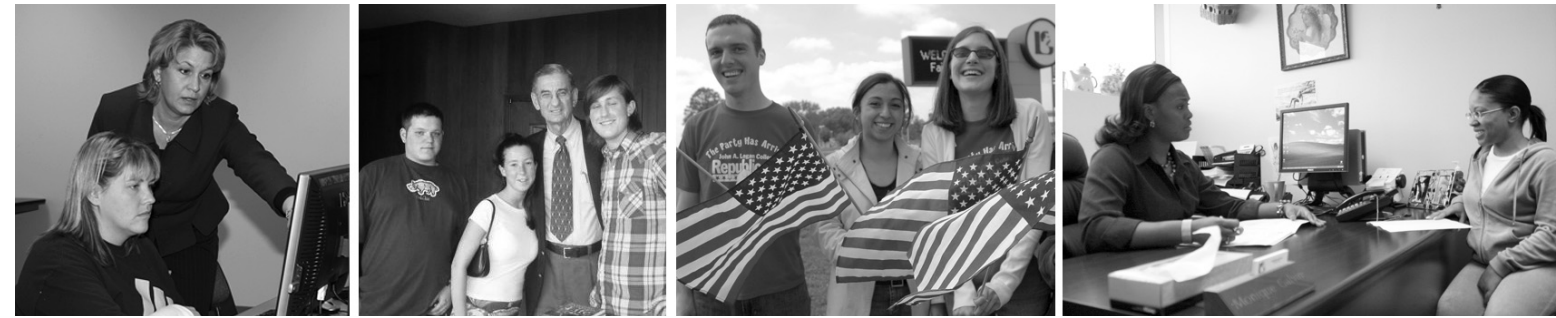
Challenges: The College is challenged to become more deliberate and proactive in reaching out to the community that seeks services and programs to ensure that diverse constituencies have a fair and equal voice in college matters. Setting and pursuing clear institutional priorities that are widely understood and consistent with the College Mission will provide a framework for addressing constituents' needs. While civic engagement is encouraged, the College is challenged to develop an institutional commitment to service learning and community engagement. With uncertainty of state and federal funding, the College is challenged to continue to provide support for the development of new programs, as well as the maintenance of current initiatives that serve students.

Request for Continued Accreditation

John A. Logan College demonstrates and has documented that it fulfills the criteria for accreditation. The College presents evidence throughout the self-study report that it lives its mission and values learning.

The self-study process has provided the College with an opportunity for reflection. The process itself provided many members of the college and community opportunities for collaboration and communication. This process has been good for the College.

John A. Logan College respectfully requests a ten year continued accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools.



JOHN A. LOGAN COLLEGE Institutional Self-Study 2007 *Executive Summary*

Conducted in partial fulfillment of the requirements for continuous accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools

John A. Logan College has completed an institutional self-study in preparation for the February 5 – 7, 2007, site visit by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. This summary is designed to inform you about the accreditation criteria and to describe how John A. Logan College meets the five criteria and their core components. The criteria and core components are stated along with brief descriptions of how the College addresses each section. Recent highlights and noteworthy achievements since the last site visit in 1997 are also included.

Accreditation

The self-study, a reflective institutional analysis, demonstrates how the College fulfills the accreditation criteria and formally requests continued accreditation from the Commission. The College first received accreditation in 1972 and was last awarded a ten year accreditation in 1997 following an evaluation team visit.

Accreditation is important for John A. Logan College for several reasons:

- Maintains the eligibility of its students for federal grants and loans
- Ensures that courses transfer to other institutions
- Preserves the college's continued recognition by employers, governmental agencies, professional licensing boards, and other institutions of higher learning as an outstanding community college that provides excellent educational opportunities to its citizens
- Promotes institutional improvement through reflection and analysis of data.

Faculty, administrators, staff, and students have participated in this self-study process to assess whether current policies, plans, and practices reflect the mission and meet the accreditation criteria. This self study has generated several campus discussions that have focused on how the college can use its strengths to address present and future challenges.

The HLC offers institutions the opportunity to select either a continuous improvement model known as Academic Quality Improvement Program (AQIP) or the traditional model known as Program to Evaluate and Advance Quality (PEAQ). John A. Logan College has chosen PEAQ, with its 10 year cycle of review. In addition to the self-study, supporting documentation must be provided to the evaluation team. This documentation will be available in the Documentation Resource Room, G202. This executive summary, current and previous self-study reports and accreditors' response are available for viewing on the College's accreditation website www.jalc.edu/accreditation.

Accreditation Team Visit

During the visit, the team of consultant-evaluators from the HLC will hold conversations across campus with many groups and individuals. These consultant-evaluators have two primary responsibilities: to offer advice to institutions to help them improve the quality of the education they provide, and to evaluate and confirm the quality and effectiveness of the College.

The Self-Study Process

To ensure that the self-study was a valuable learning experience, the Steering Committee defined its purpose with the following mission statement:

John A. Logan College's self-study will provide direction for the future of the College and its student and employee communities. We will conduct an authentic study that accurately reflects our strengths and challenges. We will ensure that the results are sustained long after the team visit. The entire campus will be engaged in this process, and we will all celebrate in and learn from the results.

The self-study process began in fall semester 2004 when a steering committee and five criterion committees, representing a wide variety of personnel, were created to examine the College in relation to the Higher Learning Commission's criteria for effective institutions. Information was collected from a wide range of reports, surveys, interviews, focus groups and existing college reports and documents.

This process allowed the College to examine itself in relation to the accreditation criteria and to provide evidence to support college strengths, as well as to identify challenges for the future. Committees gathered and analyzed information and submitted their findings, which were reported in multiple drafts of the report. Over a two-year period, more than 150 employees have served on committees and have contributed information, and multiple drafts of chapters were made available to the steering committee and criterion groups for comment.

During the spring and fall of 2005 and 2006, employees participated in staff development sessions by discussing identified evidence and by submitting written comments and suggestions.

INSTITUTIONAL OVERVIEW

John A. Logan College is a thriving comprehensive college that places its primary responsibility on providing higher education opportunities for students seeking transferable associate degrees or career certification and/or degrees. In addition, the College provides expansive educational programming and training for literacy, adult and basic education, workforce development, and lifelong learning opportunities. Over the past decade, John A. Logan College has had success in increasing enrollment, maintaining a sound financial base, improving and expanding campus facilities, and in providing leadership and direction for regional economic and workforce development. The College is highly regarded by the communities it serves for its commitment to quality educational programs and accessibility through low tuition.

Summary of Accomplishments 1997 – 2006

Over the past 10 years, significant change has occurred throughout the institution. In addition to restructuring and building projects, John A. Logan College has dedicated itself to meeting the educational needs of the region. Through quality programming and flexible scheduling, the College remains committed to student learning. Since the last accreditation visit in 1997, the College has

- Implemented a sustainable student learning outcomes assessment program
- Increased reimbursable credit hours enrollment by 21 percent from FL 1997 -FL 2006
- Granted more than 9600 associate degrees and certificates over 120 majors or areas of emphasis
- Opened a support service extension center in Du Quoin
- Initiated flexible scheduling to aid students in degree completion
- Completed a \$16.4 million building project
- Doubled the Foundation’s revenues and doubled scholarships for students
- Established the Center for Excellence in Teaching, Learning and Leadership
- Established the Workforce Development and Community Education Department
- Passed a tax referendum that added \$1 million annually to the College
- Centralized scheduling and facility usage
- Increased the number of full-time employees 24 percent
- Developed 54 technologically-enhanced classrooms to facilitate student learning
- Initiated wireless connectivity and upgraded network bandwidth
- Completed construction on the Community Health Education Complex and the Workforce Development and Construction Management Facility
- Significantly increased postsecondary and secondary articulation agreements
- Initiated a new hiring policy and procedures
- Expanded staff and space for the Financial Aid offices
- Implemented Dual Credit offerings with all eleven district high schools
- Expanded partnerships with educational alliances PK – 16 and universities
- Launched an online registration and virtual advisor process
- Opened The Write Place, a student writing help center
- Initiated a strategic planning process
- Received a \$1.8 million Strengthening Institutions grant under Title III, to develop a Teaching and Learning Center.

College Response to the 1997 Site Team Report

The previous 1997 report recognized John A. Logan College for effectively accomplishing its mission and objectives through its strong relationship with the community, students, and other constituents; its strong financial base; its pivotal role in regional workforce and economic development; and its responsiveness to the needs of special populations. Comprehensive learning resource services and technology support, state-of-the-art career program facilities, career program advisory committees, multicultural and international efforts, and faculty mentoring programs were also noted as strengths of the institution.

Two progress reports were recommended to address institutional planning and assessment processes. In June 2000 those plans were approved and have provided guidance for both academic assessment and planning.

Assessment

Under the direction of a coordinator of assessment, the assessment initiative has shown steady progress toward assessing student academic achievement. General education goals were identified through a deliberative process that included internal and external stakeholders. Program and department student learning outcomes and evaluative measures were identified and an analysis of assessment data is used for program improvement. John A. Logan College was accepted into the first cohort group for the Higher Learning Commission Assessment Academy and is currently developing an action plan to ensure that student learning becomes the central driver in assessment and institutional effectiveness planning. Preliminary steps will be to educate and engage the college community in a dialogue about characteristics of a learning organization, to close the assessment loop for program improvement in general education courses, and to expand assessment of student learning to include adult and basic education, literacy and corporate training.

Planning

The operational plan was redesigned to provide broader input from all employees, prioritization and measurement of objectives, and timelines for completion. Although this process was useful, the administration determined that the budget-driven operational plan was limited in scope. In August 2006 a strategic planning process was initiated to assist the College in measuring institutional effectiveness and future-oriented planning.

Additional Improvements

- Deliberate measures have been instituted to enhance communication
- Facilities for student service programs have been enlarged in the C wing
- Placement testing was instituted for English and mathematics courses
- Diversity initiatives have provided training for faculty and staff and recruitment and mentoring for underserved groups
- Hiring policy and procedure review resulted in a new hiring policy with a strong anti-nepotism component
- An integrated student and financial management information system, APECS, coordinates all educational and financial information
- Significant increases in expenditures support expanded technology infrastructure, software acquisition, and technical support services
- A future-focused strategic planning process was initiated to enhance institutional effectiveness
- Online personal financial aid status reports through the student management system provide access for financial aid applicants.

Major Findings of the Self-Study Report

The self-study report presents patterns of evidence to support John A. Logan College’s fulfillment of the Higher Learning Commission accreditation criteria. The College has a clear and publicly stated mission that is supported by its students, staff, faculty, and community. Faculty and staff are professionally qualified. The College is fiscally responsible and uses its resources to provide students with a supportive learning environment. The College’s infrastructure supports student learning with a variety of instructional delivery and support methods. Faculty, staff and students are active in service programs that promote engaged citizenship. John A. Logan College is meeting student needs through effective planning and is committed to improve institutional effectiveness through long-range strategic planning. The College takes pride in its quality partnerships with workforce development and community organizations.

Mission and Vision *John A. Logan College has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher learning.*

- There is a strong commitment from the Board of Trustees, administration, faculty and staff to the central mission of the College - providing quality educational accessibility and opportunity to the district’s citizens
- John A. Logan College has revised its mission statement and mission goals to accurately reflect its institutional priorities
- Support and understanding of the mission are widely held
- The governing Board of Trustees and Administration have been responsive to concerns identified in the self-study. Increased attention to communication and availability of information was noted. A new hiring policy was implemented in the fall of 2006.
- The integrity of the College is supported by processes and policies that protect the rights of the individual, ensure that legal and ethical standards are met, and promote fiscal responsibility.

Challenges: John A. Logan College faces challenges that must be planned for in the future. Increased enrollment will impact facilities, support services, and staff. It is essential that key constituents have a voice in decision-making. While the College has successfully operated in the past with a budget-driven plan, the Strategic Planning Initiative should integrate The Plan with future-oriented, and mission-driven institutional goals.

Preparing for the Future *John A. Logan College’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.*

- Effective planning processes have enabled the College to grow in quality and enrollment
- Instructional program planning and review processes provide assurance that educational programs meet the needs of students
- Sound financial planning and management provide a stable resource base to support quality education
- Visionary capital planning provides facilities that are adequate, state-of-the-art, and well-maintained
- Technology planning provides both the technology infrastructure and support services necessary to sustain effective instruction and administrative services
- Exemplary partnership development provides support for continued growth in workforce training and development.

Challenges: While the College has benefited from sound financial and capital planning and management, the need for a mission-driven, comprehensive strategic plan that will provide measures for institutional effectiveness is acknowledged. The College is challenged to incorporate communication and feedback loops into its strategic planning process.

The College is challenged to make wise decisions in capital and technological investments. Technology planning will ensure that resources are allocated that are necessary, appropriate, and learning-centered. Proposed capital improvements with increased indebtedness will need to address identified needs and will require careful monitoring. Decisions should continue to be driven by institutional priorities and sound planning.