

# **ASSURANCE SECTION**

## **REPORT OF A COMPREHENSIVE EVALUATION VISIT**

TO

**JOHN A. LOGAN COLLEGE**  
Carterville, IL

February 5 – 7, 2007

FOR

**The Higher Learning Commission**  
A Commission of the North Central Association of Colleges and Schools

### **EVALUATION TEAM**

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## I. CONTEXT AND NATURE OF VISIT

### A. Purpose of Visit

The purpose of the visit was to evaluate the John A. Logan College (JALC) request for continued accreditation as a higher education institution at the associate degree level.

### B. Organizational Context

John A. Logan College is a public comprehensive community college that serves the citizens of Jackson and Williamson counties and portions of Franklin, Perry, and Randolph counties in Illinois. The College was created in 1967 by the electorate in a popular referendum. JALC is governed by an elected seven-member Board of Trustees.

The southern Illinois region has experienced difficult economic times of late due to plant closings. The College has been an active partner in economic development initiatives and worker retraining.

### C. Unique Aspects of Visit

On October 27, 2006, the College signed a *Letter of Agreement of participation in the Academy for Assessment of Student Learning*. In accordance with the understandings and expectations between The Higher Learning Commission and John A. Logan College the following will apply:

If John A. Logan College has a Comprehensive Visit while enrolled in the Academy, teams, readers, and reviewers will consult on the institution's efforts to assess and improve student learning, but will refrain from recommending follow-up monitoring. Instead, that team's consultations will be integrated as appropriate into the institution's Academy work. However, if John A. Logan College quits or fails to participate (as defined in Section I of the *Letter of Agreement*) in the Academy after the Comprehensive Visit, the Commission may require follow-up on Assessment of Student Learning based on the team consultations and the quality of the institution's work in the Academy.

### D. Sites or Branch Campuses Visited

Central campus at Carterville

### E. Distance Education Reviewed

Currently, the College offers courses online but does not have Commission approval to offer an entire degree online. JALC will be submitting a request to offer a degree online.

The College has asked the team to review a draft of their proposal. The team's comments may be found in the Advancement section of the report.

#### **F. Interactions with Constituencies**

1. Academic Administrators (14)
2. Assessment Committee (16)
3. Assistant Dean, Graduate School, Southern Illinois University
4. Associate Dean for Community Education
5. Associate Dean for Corporate Education
6. Associate Dean for Student Financial Assistance
7. Board of Trustees (8)
8. Civil Rights Bureau Chief, Illinois Department of Transportation
9. Coordinator of Campus Safety
10. Community Representatives (12)
11. Dean for Instruction
12. Dean for Workforce Development and Community Education
13. Director of Personnel
14. Distance Education Committee/Online Instructors (14)
15. Faculty (19 – lunch)
16. Faculty (15 – open meeting)
17. Operations Staff (6)
18. President
19. Staff Personnel (27)
20. Strategic Planning/Budgeting Committee (14)
21. Student Services Administrators (15)
22. Students (43)
23. VP for Administration
24. VP for Business Services
25. VP for Instructional Services

#### **G. Principal Documents, Materials, and Web Pages Reviewed**

1. Academic Assessment Initiative Outcomes Matrix 2005-2006
2. Accountability Report, Volume 2, 1998-2007
3. Assessment Initiative 2006 (Intranet)
4. Audit
5. Board of Trustees Meeting Minutes
6. Budget Analysis – FY 2006
7. Budget Analysis – FY 2007
8. Budgets and Expenditures Reports for Units, Program and the Institution
9. College Catalog, 2006-2007

10. College Planning Council Meeting Minutes
11. Diversity Initiatives – folder contents related to faculty and staff recruitment and retention
12. Draft Request for Approval: Degree Programs through Distance Delivery
13. Environmental and Business Services Meeting Minutes
14. Fall 2005 Surveys
15. Financial Report, Year Ended – June 30, 2005
16. Financial Report, Year Ended – June 30, 2006
17. Full-time Faculty & Non-teaching Professional Staff Handbook, 2006-2007
18. Higher Education Cooperation ACT, Final Approved Budget Form, Homegrown Minority Faculty Recruitment – FY 2006
19. HLC Criterion 1 Meeting Minutes
20. HLC Criterion 2 Meeting Minutes
21. HLC Criterion 5 Meeting Minutes
22. HLC Steering Committee Meeting Minutes
23. Illinois Community College Board Accountability Reports, 1998 – 2005
24. JALC, Formal Student Complaint Form
25. JALC, “Logan at 50” Steering Committee Binder
26. JALC – The Plan, 2001-2002
27. JALC – The Plan, 2002-2003
28. JALC – The Plan, 2003-2004
29. JALC – The Plan, 2004-2005
30. JALC – The Plan, FY 2007
31. JALC – The Plan, Progress Report FY 06 (Intranet)
32. JALC – The Five-Year Vision
33. Master Course Syllabi (Intranet)
34. Minutes of major institutional committees, including the Self-Study Committees
35. Mission Statement (old)
36. Mission Statement and Goals (new)
37. Organization Chart
38. Operating Budget
39. Report of a Visit to John A. Logan College – 1997
40. Sample master course syllabi (Intranet)
41. Sample service surveys (Intranet)
42. Self-Study Report, 2006
43. Strategic Plan
44. Student Handbook, 2006-2007
45. Student Complaint Files
46. Term Faculty Handbook, 2006-2007
47. Third-Party Notices and Comments (2)

## II. COMMITMENT TO PEER REVIEW

### A. Comprehensiveness of the Self-Study Process

- *The self-study process began in 2004. The organization of the process included a steering committee and five subcommittees, one for each of the criterion areas. Approximately 150 members of the college community participated on one of the committees.*

*Based on the review of the self-study document itself and comments at the open meetings and interviews with administrators, faculty, staff, and students, the team concluded that an adequate cross-section of the college was involved in the self-study process.*

### B. Integrity of the Self-Study Report

- *The team found the self-study to be an honest, thorough self-assessment. It was well written and accurate. Information and data were well documented. Additionally, the college made its Intranet available to all team members prior to the visit. The team was able to use the self-study document, the accompanying materials, and the Intranet constructively during its evaluation. The document did a very good job of pinpointing current and future opportunities for improvement.*

### C. Adequacy of Progress in Addressing Previously Identified Challenges

- *The team considers the response of the organization to previously identified challenges to be adequate.*

### D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

- *Requirements were fulfilled.*

## III. COMPLIANCE WITH FEDERAL REQUIREMENTS

- *The team reviewed the required Title IV compliance areas and the student complaint log.*

#### **IV. FULFILLMENT OF THE CRITERIA**

**CRITERION ONE: MISSION AND INTEGRITY.** The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

**1. Evidence that Core Components are met**

- JALC recently re-evaluated its mission statement through a process that surveyed internal members of the college and external community members. The responses resulted in revisions to the mission and were approved by the Board of Trustees.
- The college's mission and core values are publicly displayed in the catalog, college publications, on the website and on posters throughout the building.
- In 2005, the College surveyed non-teaching professionals, the operational staff, and full-time and term faculty. Over 70 percent of the returned surveys indicated an understanding of and support for the college's mission.

**2. Evidence that one or more specified Core Components need organizational attention.**

- A safe environment for making employee suggestions is lacking in some areas, particularly the operational staff. In spite of institutional efforts to support professional development and implementation of a continuous improvement model, some employees reported threats to job security, lack of respect, and frustration in their efforts to improve the College.
- The availability of information has not quieted concerns about effective communication. Communication is reported to be "one-way" at times and efforts to discuss problem areas are sometimes not well received.

**3. Evidence that one or more specified Core Components require Commission follow-up.**

- With respect to Core Component 1d (The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission) and Core Component 1e (The organization upholds and protects its integrity):

- The team found that not all policies have been followed in a consistent

manner. Additionally, the team found evidence where the blurring of boundaries between the procedural and operational duties of the College Administration and the policy making duties of the Board of Trustees as stated in the college documents appear to have caused continuing tensions with the College community. The inconsistent application of college policies and the Board of Trustees tendency to micromanage has created a climate of mistrust and fear.

- o Results of internal college surveys conducted in Fall 2005 indicated that the College's Board of Trustees and the College Administration received low scores on a question dealing with behavior that reflects integrity and is ethical and honest.

**4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

- *None*

**Recommendation of the Team**

***Criterion is met; Commission follow-up recommended.***

***Monitoring report on governance (Core Component 1d) integrity and ethical behavior (Core Component 1e) due 11/1/2009***

**CRITERION TWO: PREPARING FOR THE FUTURE.** The organization'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.

**1. Evidence that Core Components are met**

- John A. Logan College is supported by a solid tax base that allows the college to acquire the funds it needs to fulfill its mission, as evidenced by the self-study document and interviews with staff. The availability of funds enables the College to make quick responses in meeting the needs of students and area businesses and industries.
- The self-study report and interviews with faculty and staff affirmed the College's commitment to developing its human resources to meet future needs by allocating adequate financial resources to faculty and staff development. This is further evidenced by the college's willingness to allow

operational staff one half-day each fall and spring semester to participate in learning events and alternative work schedules to enable them to take a three-credit hour JALC course.

- JALC demonstrates its commitment to long-term fiscal health by limiting its bond indebtedness and by successfully securing the public's support for a tax of \$0.10 per \$100 assessed valuation. This also demonstrates the public's commitment to the college's current and future ability to respond to the needs of its service area.
- Interviews with community members and the administration revealed the John A. Logan College is responsive to new educational markets by providing customized employee training for a variety of businesses. The college's Center for Business and Industry focuses on creating partnerships and developing new programming to support the development of the future workforce.
- JALC attempts to reach out to future generations and attract them to the college by hosting a number of events for K-12 students including Business Student Competition, Auto Club Competition, and Creative Writing Contests. Other outreach activities include dental health presentations, Alzheimer's Walk, Arthritis Walk, and the Southern Illinois Teen Conference.

**2. Evidence that one or more specified Core Components need organizational attention**

- The team found evidence of the beginnings of a comprehensive institutional strategic plan entitled, "Logan at 50: A Strategic Plan for 2017 and Beyond." Five institutional committees were created. These committees are cross-functional and include community members. The committees performed SWOT analysis for each of the five areas and are in the process of developing action plans. It is unclear how the college will incorporate the action plans, align them with the college's new mission and develop a unified strategic plan that creates a vision for the future of John A. Logan College.
- As JALC continues its work on its strategic plan, the college would benefit from incorporating findings from environmental scanning activities. If JALC is to maintain a competitive edge, it must be ever watchful of changes in the higher education environment. It must consider trends on the horizon which could impact the college's future services, such as employment, economy, government/legislature, technology, ecology, and socio-cultural.

- In an attempt to increase the diversity of its faculty, JALC has developed the Homegrown Minority Faculty Enhancement Project. However, JALC has had limited success in the recruitment of underrepresented faculty. Of the 278 faculty, 8 percent (23) are underrepresented minority faculty whereas 13 percent of the students (in 2005) are from underrepresented minority groups, down from 14.7 percent in 2004. JALC is encouraged to place more emphasis on such efforts if it is to see success in attracting and retaining underrepresented minority faculty.
  - As reported in the self-study and by staff personnel, services are evaluated through many surveys to rate constituents' satisfaction, confidential student evaluations, and outside organizations for career programs as appropriate. The College has the highest rates of satisfaction for career graduates and transfer for degree-seeking students of any community college in the state. However, the recommendations for action and/or follow-up from these surveys are not effectively communicated. Data is collected and analyzed as part of the planning process but it is not evident what is done with the data in terms of continuous improvement.
3. **Evidence that one or more specified Core Components require Commission follow-up.**
- *None*
4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**
- *None*

#### **Recommendation of the Team**

***Criterion is met; no Commission follow-up recommended.***

**CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING.** The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

**1. Evidence that Core Components are met**

- Faculty members teaching the certificate and degree programs offered at JALC are qualified in their specialized areas. Faculty members have at least the minimum required credentials and many have advanced degrees and/or other qualifications in their respective areas.
- The college demonstrates its support of faculty members' professional development by providing opportunities and resources for development activities. Faculty and support personnel all reported substantial support by the JALC administration in maintaining currency of skills and involvement in professional organizations relevant to their areas of expertise. This support allows the faculty to grow and remain current in their fields and transfer current developments in their fields into up-to-date learning experiences in the classrooms and laboratories. This strong support was corroborated in meetings with faculty and other college personnel and was typical of the findings reported in the Self-Study.
- A tour of the Library revealed a welcome and professional environment for student learning which demonstrates the college's commitment to providing effective learning environments. The Library provides student access to books, periodicals, maps, newspapers, online databases, and the Internet.
- Documents pertaining to Program Completion, Graduate Placement, and Licensure of Postsecondary Program participants included in the Program Review process were available to the team to assist in understanding these elements in the program review process. This documentation confirmed that the college has commendable statistics for program completion and job placement.
- Program reviews were provided for the past two five-year cycles. In addition to review of career programs, reviews are conducted for baccalaureate-transfer programs, Adult and Continuing Education, Developmental Education, the Center for Business and Industry, the Learning Resource Center, and Student Services. These reviews had been thoroughly completed according to policy and were done in a timely manner. Information provided in the reviews that were sampled clearly indicated that these programs serve the students and employers they were intended to serve.
- With strong input from advisory committees, qualified faculty members update the curriculum, teaching equipment, and resources to keep the

programs relevant. The most recent results from student surveys indicate that students are pleased with the equipment and the quality of instruction that they receive at JALC.

- JALC demonstrates its commitment to teaching excellence by selecting faculty using innovative teaching strategies to receive the Award for Innovative Excellence in Teaching, Learning, and Technology and funding their attendance to the International Conference on College Teaching and Learning. Such recognition encourages faculty to strive for excellence in teaching.
- Faculty members are actively involved in decision making throughout the campus through participation in one of the five governance committees. And all members of the faculty are, in turn, members of the College Council.
- JALC provides access to course information by making all master syllabi available through the College Intranet. This centralized access provides course information and expectations to the entire faculty and encourages consistency in course content across all sections of the same course and between all faculty teaching the same course. This is evidence of the College's efforts to ensure teaching and learning excellence.

**2. Evidence that one or more specified Core Components need organizational attention**

- According to an administrative policy titled, "Program Review and Evaluation Procedures," the review process is to be formative and designed to (1) bring about systematic improvement in programs; (2) identify program needs so that resources of the College may be appropriately applied; (3) assist in curriculum development; and (4) assist in faculty and staff development.

The Program Review and Evaluation Procedure could not be located in either the Administrative *Procedures* Manual or the Board of Trustees *Policy* Manual.

The Program Review and Evaluation Procedure is referred to as a *policy*. It would seem for clarification across campus, that a distinction needs to be made between a *policy* – something that required board approval; and a *procedure* – something that could be determined by campus governance committees or units. In effect, what is being detailed in JALC documents is that an administrative policy is found in the administrative procedures manual, which might be acceptable, if in fact it was there. It was not.

The document itself, *Program Review and Evaluation Procedures*, was obtained from the Office of Institutional Research along with a companion document, *Program Review Manual FY 2007-2011*, provided by the Illinois Community College Board. Such a critical item needs to be better integrated into the governance documentation of the college, and it needs to be more intimately deployed as a part of the program review and assessment process. There is no doubt that the reviews are being done in a timely manner as required by internal and external timelines. But, the results do not appear to be used in a systematic way to improve, modify, or drawdown programs. In interviews with instructional administrators, no examples could be provided where a Program Review drove a particular purchase for facilities or equipment. These items are included in the reviews themselves, but they are not connected to the budget and other administrative processes. This appears to be a missed opportunity for completing a continuous quality improvement loop – much like assessment.

3. **Evidence that one or more specified Core Components require Commission follow-up.**
  - *None*
4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**
  - *None*

#### **Recommendation of the Team**

***Criterion is met; no Commission follow-up recommended.***

#### **CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.**

The organization 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.

1. **Evidence that Core Components are met**
  - JALC has made a very strong commitment to professional development for faculty, as well as staff and administrators. Some of these funds are provided

by negotiated contract, but additional funds are made available to meet needs beyond these limitations to attend events for discipline, pedagogical, and other professional development. Conversations with faculty, administrators, and staff provided strong support and appreciation of the funding made available across the campus for faculty and other employees to maintain their skills and to participate in professional organizations.

- JALC recognizes the value of co-curricular activities and provides a wide variety of opportunity for participation by students. The clubs and organizations are an integral part of the students' intellectual and personal development. Additionally, these organizations are led by faculty and other campus personnel who serve as models for learning outside the classrooms and laboratories.
  - JALC demonstrates its commitment to freedom of inquiry through its policy on Academic Freedom (Board Policy 3120) and, in discussions with faculty, there were no indications reported that any individual faculty member felt constrained in their academic work because of the lack of academic freedom. In support of integrity and ethical behaviors imbedded in policy, JALC has policies on Use of Copyrighted Materials (Board Policy 3361) and Regulations Regarding the Use of Electronic Information Systems (Board Policy 3365).
  - In meetings with faculty, students, student services administrators, and staff, along with a review of several documents that address both recruiting before admission and services available after admission, it is clear that JALC is meticulously meeting its commitment to serve students with thoroughness and integrity in identifying and addressing their needs from pre-admission to follow-up after successful completion of a program of study.
  - All new course proposals are vetted by the Curriculum and Instruction Committee to ensure that the need, academic credibility, and other requirements by policy and/or procedure are met before becoming a part of the collegiate offerings.
- 2. Evidence that one or more specified Core Components need organizational attention**
- *None*

**3. Evidence that one or more specified Core Components require Commission follow-up.**

- *None*

**4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

- *None*

**Recommendation of the Team**

***Criterion is met; no Commission follow-up recommended.***

**CRITERION FIVE: ENGAGEMENT AND SERVICE.** As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

**1. Evidence that Core Components are met**

- The college has responded positively to changing needs in the community especially with the recent manufacturing layoffs that have resulted in a high number of unemployed adults in the area. The college, in partnership with MAN-TRA-CON, created an area for these individuals to easily come to John A. Logan College to either begin or continue their education.
- The college works with many advisory committees who provide the college with current information about skills expected and required in their employees. This connection to business and industry enables the college to modify and update their programs in order to better meet the needs of area employers. Additionally, college faculty are in communication with area employers who hire graduates of their programs. As a result of this communication, faculty are aware of employer needs and they work to ensure that program graduates will have the skills to meet these needs.
- The Center for Business and Industry has won several awards for economic development activities and has gained a reputation for being a major factor in the economic development system in southern Illinois.

- Collaboration and the building of relationships between JALC and its private partners, non-profit organizations, educational institutions, and other organizations in the regions is an impressive strong suit for the college.
  - The self-study reports, and community members, students and staff have affirmed that through numerous partnerships and cooperative agreements with high schools and other colleges and universities, students are given a vast array of opportunities to continue their higher education. For example, many high school students take advantage of the dual credit opportunities and accelerate their progress toward a degree.
  - The college foundation solicits funds annually from numerous employers and citizens to provide scholarships and to support the work of the college. The fact that these fundraising efforts are successful is an indication that area employers and citizens value the college.
  - The Illinois Articulation Initiative is a statewide program in which JALC participates, and it guarantees the transfer of course work to participating public and private institutions in Illinois.
  - JALC has made a strong commitment to service learning. During the meetings with students, some students from the Criminal Justice program were very complimentary of the service learning opportunities that were provided to them.
- 2. Evidence that one or more specified Core Components need organizational attention**
- *None*
- 3. Evidence that one or more specified Core Components require Commission follow-up.**
- *None*
- 4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**
- *None*



## V. STATEMENT OF AFFILIATION STATUS

### A. Affiliation Status:

- *No change*

### B. Nature of Organization

#### 1. Legal status

- *No change*

#### 2. Degrees awarded

- *No change*

### C. Conditions of Affiliation

#### 1. Stipulation on affiliation status

- *No change*

#### 2. Approval of degree sites

- *No change*

#### 3. Approval of distance education degree

- *No change. The institution will be submitting a request for the approval of distance education degree under separate cover.*

#### 4. Reports required

##### Monitoring Report

- *Governance (Core Component 1d) and Integrity and Ethical Behavior (Core Competency 1e) due 11/1/2009*

##### Rationale and Expectations:

- *The team recommends that the senior college administration and*

*the Board of Trustees make concerted efforts to follow the spirit and intent of the college's own procedures and policies.*

- *In this regard, the team recommends using the professional development assistance of an external consultant (e.g., the Association of Governing Boards of Universities and Colleges, [www.agb.org](http://www.agb.org) ) in the area of board/administration relations and creating a climate of trust across the college.*
- *The use of the external consultant would help to define more clearly the appropriate relationship between the administration and the board and would strengthen the overall leadership of the institution. In this regard, the team notes the following for future use by the external consultant.*

The BOT lays out in Policy 2810 the *Principles and Procedures for Effective Cooperation Between the College Board and President*. Portions are excerpted below:

*The establishment of policies for the governing of a community college district by the Board and the administration of these policies by the president calls for a high order of devotion, statesmanship, and integrity. It is of utmost importance for the good of the students in the College that the Board and the president work in an atmosphere of mutual trust and good will.*

*Principles basic to cooperation:*

*1. The Board will establish such policies for the conduct and administration of the College as are prescribed by law and such other policies that may seem advisable and have them prepared in such form that all concerned will be aware of them.*

*2. The Board will select the president who will be the chief executive officer of the College and be directly responsible to the Board for its total administration. The Board will vest in the president the necessary authority and provide him with appropriate personnel to carry out such administration.*

*3. The Board will endeavor to give counsel and advice to the president regarding the administration of the school as it deems necessary or expedient, remembering always that Board members as individuals have no authority and only policies approved by the Board have force. The Board will adopt policy only after receiving recommendations from the president.*

*4. The Board will require of the president such periodic reports as the Board deems necessary to keep it properly advised of the administration of the College. The president must be frank, honest, concise, and complete in these reports to the Board. Important College matters requiring Board action should be presented by the president to the Board as required and not in a semi-private way to individual members.*

*11. The Board reserves unto itself all of its legal responsibilities for the operation of a good College including the right to reject any and all recommendations and the right to revise its policies, rules, and regulations from time to time to meet changing conditions.*

*14. The Board, together with the president, has a moral obligation to provide such leadership and render such services as will give dignity to the teaching profession and learning process and will engender trust and confidence on the part of all citizens in American public higher education. It is their responsibility and obligation to work together for an increasingly effective program of education for all our people and insofar as is required of each to*

*submerge personal ambition, prejudice, and desires to that end.*

- *The team recommends that the 2005 survey instrument be administered again during February 2009.*
  
- *The monitoring report shall have two sections:*
  - *Part 1: Summarize the types of activities (e.g., external consultation) undertaken to improve relationships within the governance structure and to create a climate of trust across the college, along with senior administration's current self-assessment of administration/board relations.*
  
  - *Part 2: Discuss the new survey results to the following two survey statements and the steps that have been taken to improve from the 2005 results: (1) The College Administration displays behavior that reflects integrity and is ethical and honest. (2) The College's Board of Trustees displays behavior that reflects integrity and is ethical and honest.*

**Condition Statement**

*If the college does not document the types of activities undertaken to improve relationships with the governance structure and to create trust across the college, or if senior administration does not provide its current self-assessment of administration/board relations that suggests favorable conditions, or if the new survey results do not indicate significant improvement from the 2005 survey results (see below), then the team recommends a focused visit to follow.*

*2005 Survey Results:*

- *The College Administration displays behavior that reflects integrity and is ethical and honest.*
  - 43.64% strongly disagree and disagree (NTPS)*
  - 22.05% (FTF)*
  - 26.92% (TF)*
  - 54.17% (OS)*
  
- *The College's Board of Trustees displays behavior that reflects integrity and is ethical and honest.*
  - 50.91% (NTPS)*
  - 32.35% (FTF)*
  - 21.16% (TF)*
  - 54.72% (OS)*

**5. Other visits scheduled**

- *None*

**6. Organizational change request**

- *None*

**E. Summary of Commission Review**

Timing for next comprehensive visit (academic year – 2016-2017)

Rationale for recommendation:

*After an exhaustive review of the self-study materials, the onsite evaluation of evidence, and numerous discussions with college personnel about their assessment of progress in complying with the assurance criteria, the team has listed several areas needing institutional attention. The team concludes that JALC has the ability to work on these issues without any further Commission follow-up. In the one area that deals with Core Component 1d (Governance) and Core Competency 1e (Integrity), the team has recommended a monitoring report to be due on November 1, 2009. However, it's the recommendation of the team that none of the items should diminish all the good work that the college has achieved and will achieve in the future and recommends the next comprehensive visit take place in 2016-2017.*



# **ADVANCEMENT SECTION**

## **REPORT OF A COMPREHENSIVE EVALUATION VISIT**

TO

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(Team Chair)

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## **I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION**

The Board, the Administration, the Faculty, and the Staff collectively possess a “can do” attitude. It’s obvious that the persistence, perseverance, and professionalism of everyone involved makes the college a jewel in the higher education fabric of southern Illinois.

Even though the area has struggled due to the state of the local economy, “can do” people make things happen and John A. Logan College excels. They have partnered with every economic development group in the region and have numerous awards in recognition of their efforts and accomplishments.

While many institutions have resorted to “deferred maintenance,” the physical facilities of John A. Logan College are in excellent condition. And that plays a big, unsung part in the learning process.

## **II. CONSULTATIONS OF THE TEAM**

### **A. Implementation of the new strategic planning initiative**

The purpose of strategic planning efforts is to identify and prioritize strategic actions the college can take to help it best accomplish its goal, fulfill its mission and realize its vision. John A. Logan has performed some initial steps toward developing a comprehensive strategic plan. While the college has performed many SWOT analyses an overall environmental scan would benefit the college in its planning.

There are many ways to approach strategic planning. It is important that regardless of the methodology, the college find an approach that works best in its institutional culture. Strategic planning is difficult for many institutions because it requires them to think about “what could be” or “what the future might hold”.

Strategic planning determines where an organization is going over the next few years, how it’s going to get there and how it will know if it got there or not. The focus of a strategic plan is usually on the entire organization instead of specific programs or units. The strategic plan should represent a shared vision therefore participation in the strategic planning process should include everyone who will help execute the plan. Development of the strategic plan greatly helps clarify the organization’s plans and ensure that key leaders are all “on the same page”.

Strategic planning activities should include the following:

1. Strategic Analysis – this activity may include conducting some sort of scan, or review, of the organization’s environment. Careful consideration should be given to various driving forces in the environment. The college should identify its internal strengths and

weaknesses, as well as the emerging external opportunities and challenges.

2. **Setting Strategic Direction** – as a result of the strategic analysis, strategic goals (or overall accomplishments) should be developed. The strategies (or overall methods) to achieve the goals should also be developed. Goals should be designed and worded as much as possible to be specific, measurable, and acceptable to those working to achieve the goals
3. **Action Planning** – is carefully laying out how the strategic goals will be accomplished. Action planning often includes specifying objectives, or specific results, with each strategic goal. Therefore, reaching a strategic goal typically involves accomplishing a set of objectives along the way. Action planning also includes specifying responsibilities and timelines with each objective, or who needs to do what and by when. It should also include methods to monitor and evaluate the plan, which includes knowing how the organization will know who has done what and by when. These monitoring reports should be shared with the Board of Trustees on a periodic basis.

The process of resource allocation must also be included in the strategic planning process. Budget requests should be tied to the institution's strategic plan. The budget is a financial translation of the strategic plan. Those who make budget decisions should be using the strategic plan as the criteria in determining what budget requests will be funded and which budget requests will not be funded.

Overall, the strategic plan should be viewed as a living document, not a static blueprint. The strategic plan should be reviewed and updated annually. The review should be completed prior to the budgeting process. At any given time, the college should be working with three fiscal years. For example, in addition to working towards accomplishing the current year goals in FY 2007, the college should be evaluating whether the goals for FY 2006 were accomplished and planning for FY 2008.

#### **B. Proposal for an online degree**

The College is familiar with the "Best Practices for Electronically Offered Degree and Certificate Programs" document at the Commission's website. This document appears to have provided some guidance relative to the College's planning and the Change Request format cited in Chapter 7.2 of the "Handbook of Accreditation."

1. To improve the readability, paginate the entire proposal, either 1 to XXX or by section. These suggestions would be easier to interpret if they could be tied to a specific page number!

2. When you state that the college has a 30-year history of delivery of distance learning, you do clarify later in the document that the early versions were video based. It is suggested that that appear in your earlier comments where your history is introduced. Most people would think in terms of the Internet and it is not that old in the way we think of online delivery today.
3. Because the HLC identified planning as a deficiency or area in need of attention, it is not necessarily a strength to lead with in requesting approval for an online degree program. JALC has other strengths to lead with.
4. Include the amount of technical support that has been available to faculty in course development, and in turn, to program development. Also, include the involvement of administrators, primarily Dr. Schroeder, in online instruction, including hands-on course development and delivery.
5. The proposal needs a stronger reason than, "If we don't do it someone else will." You have good data from your current student constituents indicating interest in an online degree program: Spring 2006, 56%; Fall 2006, 48% of respondents. This seems to be consistent with JALC's mission, and it should be stated.
6. Under approvals there is an indication about already existing degrees, courses, and program. The degree is not approved yet. Albeit, it seems a logical progression to move from courses, to programs, to a degree.
7. Cite how the new online degree program meets the 1<sup>st</sup> bullet of the Best Practices memo in the front pocket of the binder.

**C. Effective cross-divisional/whole college communication and feedback models**

In an effort to promote the "Logan at 50" plan, it may be helpful to recognize noteworthy achievements that support the strategic goals of the College. This would serve the dual purpose of valuing the individuals involved as well as underscoring the significance to the College.

The recommendations for action and/or follow-up from many surveys are not effectively communicated. An annual or semi-annual fact sheet that summarizes key survey results and what the College has done to improve critical areas would strengthen the view that "Logan Is Listening." It may also be helpful to link these results to the "Logan at 50" plan.

Closely associated with the communication and feedback processes is the College Council. While the college is to be commended for its efforts to revitalize the College Council, questions remain as to its effectiveness. The fact that all administrators and faculty are members of the Council

makes efforts to reach a consensus on important issues challenging. The fact that operational staff do not all serve on the Council but are represented by selected members of their employee group creates a perception that their input is not valued. Because attendance is sometimes sparse, it is possible to influence decision-making by encouraging attendance of those who with whom one agrees. Both faculty and staff also expressed concern that there is on occasion no administrator response to Council recommendations.

The administration should assure the college community that it intends to participate in meaningful shared governance. Frontline employees should be included in planning and in the formulation of policies and procedures. All senior-level administrators should be expected to model collaborative decision-making. It is also suggested that consideration be given to restructuring the existing College Council, perhaps creating a smaller council with membership based upon position and attendance required.

**D. Review the Assessment Academy Action Plan – specific to program improvement and building a culture for assessment.**

The Assessment Academy Action Plan that was shared with the Visiting Team was an outline. As such, participation in the Academy will largely dictate which plan goals are implemented and acted upon. Some general suggestions regarding assessment are as follows.

A variety of direct and indirect measures are used to assess student learning at the course, program, and institutional level. Meaningful applications of learning are embedded in general education requirements, assignments, career program applications, and student learning outcomes. The Assessment Committee provided additional detail as follows.

At the course-level, direct measures include: "term papers, lab reports, class projects, presentations, portfolios, exams, internships, practicums, professional evaluators, intercollegiate competitions, and course-embedded assessments such as exams and quizzes."

Direct measures at the program-level include: "pass rates, scores on licensure, certification, or subject area tests, employer and internship supervisor ratings of students' performance, registration or course enrollment information, employer or alumni surveys, and student perception surveys." The "Program Review and Evaluation Procedures" policy states that programs will be reviewed on a five-year cycle as prescribed by the Illinois Community College Board. The Program Review process has potential for greater integration into the improvement cycle referenced later.

At the institutional level, direct measures include: "performance on tests of writing, critical thinking, or general knowledge, rubric scores for class assignments in general education, interdisciplinary core courses, other courses required of all students, performance on achievement tests, self-reflections on what students have learned as a result of required community service or other experiences, national surveys, transcript studies, and institutional benchmarks."

Indirect methods encompass a wide variety of measures involving many constituents: "exit surveys, student surveys, faculty surveys, alumni surveys, surveys of employers, internship data, job placement data, advisory board's feedback and the tracking of student data." At the end of each semester the Vice President for Instruction distributes enrollment, credit hour and retention data to the department chairs. Each department analyzes their own student success rates and proposes measures to address problem areas. Specific examples include the use of rubrics to evaluate final compositions in ENG 101, correlating specific questions on the final exam in MAT 113 with the course objectives, and changes in the Nursing curricula based on pass rates for nursing licensures. Service learning incorporates reflection and assessment of learning into civic engagement and community service projects.

The Board of Trustees receives annual reports and is actively involved in reviewing the College's 8 general educational goals, which were first approved by the Board in 1995 as an organizational priority. Two Board members serve on the assessment advisory committee annually, and some Board members sit on a nominal group that reviews two general education goals each year according to a 5-year cycle.

Administrative involvement in assessment supports funding and professional development. Resources have been coordinated to further the Assessment Academy Action Plan, as well as funding professional development opportunities for faculty/staff. An effort has been made to expand the presentations to assessment at the twice yearly faculty/staff development day.

The 8 general educational goals are: Critical Thinking, Communication, Mathematical Reasoning, Wellness, Ethical Awareness, Community Responsibility, Aesthetic Response, and Workplace Readiness. When asked, students considered the "general educational goals" to be the "mission goals" that are prominently displayed in the College hallways, which suggests a lack of awareness. Although these goals appear in the College Catalog, a sample review of master course syllabi did not mention the goals or explain their connection to course objectives.

The Assessment Academy has provided a project-driven initiative to rally institutional support for assessment. A transition plan is in place for the Assessment Coordinator, who will be stepping down after serving in this role since 1996, to mentor new faculty leadership and to serve as a consultant as the Assessment Academy Action Plan is implemented.

One of the targeted areas in the Assessment Academy Action Plan, reporting possible areas for improvement, may help the College "close the loop" of assessment. In 1995 the North Central Association approved the initial College Assessment Implementation Plan for academic achievement with an indication that the outcomes assessment must become operational as soon as possible. The 2006-2007 academic year is the first time departments were asked to report areas for improvement in the Assessment Outcomes matrix that documents the College's assessment process, and as such, many departments left this section blank.

All courses must adhere to a certain level of standardization which is driven by the master course syllabus. Either the department chair or a designated faculty member reviews each master course syllabus annually, and every new course syllabus and significant course syllabus change goes through an approval process that includes the department, the Dean, Curriculum & Instruction Committee, College Council, and when necessary, the Illinois Community College Board. A copy of all master course syllabi is available to faculty through the Intranet or appropriate administrator.

**E. Effective strategies for the recruitment and retention of underserved groups**

Student Attrition. Increasingly, students of color began seeking higher education opportunities in the mid sixties when the Civil Rights Act and the Immigration and Nationality Act Amendment passed, barring discrimination in a wide variety of public and private settings and abolishing immigration preferences given to immigrants from Europe. Open doors, new funding and recruitment efforts resulted in increased enrollments of a more diverse college student population. Not only have community colleges seen an increasing number of students of color, but they have also seen an increasing number of students with disabilities, single parents, and under-prepared students.

Though enrollment of a more diverse student body has increased, students of color have not experienced equal student success. As one reviews the student success and retention data, it becomes obvious that African-American and Hispanic students continue to lag behind their White peers. JALC is no exception as demonstrated by the data in the Institutional Snapshot of Student Retention and Program Productivity. African-American students Fall 2003-2004 through Fall 2005-2006 attrition rate showed a steady decline from 41.1%, 32.8%, 29.1%. The Hispanic students' attrition rates for those same years were 55%, 47.8%, 50%. However, the White students' attrition rates were 56%, 50.3%, and 50%. If JALC wishes to demonstrate its commitment to be a multi-culturally inclusive community, then it must demonstrate the efforts taken

to close the attrition gaps between its groups of minority students and their White counterparts.

One way to do this is to learn the barriers which contribute to the attrition rates for these groups of students. Collecting qualitative data about the students' learning and living experiences will help the institution discover those barriers. Conversations led by someone with whom the students can connect through shared living experiences, ways of knowing and history will help the students share more freely and will allow the connection to form faster. These conversations should reveal patterns. Once such patterns are revealed, JALC can seek advice from individuals who have successfully completed college, despite having been challenged by barriers very similar to those of the students.

Faculty Recruitment and Retention. Another way to reduce the attrition of students of color and close the attrition gaps between student ethnic groups is to build a learning environment that reflects, respects and celebrates ALL students' lives, experiences, behaviors, ways of knowing and history. Student demographics are changing at a significantly higher rate than that of the faculty and staff, creating a growing sociocultural gap between teachers and students. College faculty are now retiring at a higher rate than earlier years; however, JALC has not taken advantage of this opportunity to increase the ethnic diversity of its faculty. It is not only important for students of color to learn from individuals who look like them, share their culture, language, and experiences, but it is also important for ALL students. An ethnically diverse faculty (at least paralleling the student demographics) brings a variety of learning and living experiences to the learning environment, creating an environment that is extremely rich in knowledge, talent, culture and points of view.

JALC should also review its hiring practices to add more diversity to its search/screening committees. Building diverse search/screening committees brings a variety of valuable perspectives to the table. Diverse search/screening committee members are often able to identify talents and experiences that might not be recognized by a non-diverse committee. No more than three content experts are needed to determine whether the applicant is a content expert. A student services specialist can judge the individual's commitment to service of the WHOLE student. The academic administrator responsible for that department can judge the individual's ability to complete his/her administrative responsibilities and commitment to serving the college beyond the classroom. A faculty member from another discipline can assist in judging the individual's teaching ability. Seven members on the committee work well as it doesn't overwhelm the candidate and allows for open discussion and deliberation efficiency and fairness. A teaching demo should be required of all candidates for teaching positions. Due to the nature of faculty work and their importance to the core business of the institution, a budget to transport finalists traveling further than 150 miles away should be established. Finalists should also be given significant information about the college and community, including its proximity to other communities which could offer entertainment, cultural activities, and other points that

would be important to applicants. All of this demonstrates JALC's commitment to diversifying its faculty.

Resources. It is essential for JALC to actively seek to diversify its pool of applicants for all jobs—especially for faculty positions since the majority of students' time spent in learning is with faculty. Several resources are available to assist JALC in building a plan to entice qualified faculty of color to the applicant pool. A few of those resources are: Factors in the search process that contribute to the recruitment and hiring of faculty of color (Dissertation by Ines Maria Maturana) 2006; Recruitment and retention of faculty of color in Oklahoma (Dissertation by Rodney Lynn Clark), Sept. 1, 2006; Faculty of Color in Academe: Bittersweet success. Turner, Caroline Sotello Viernes, Samuel L. Meyers, Jr. 2000.

National conferences often provide opportunities to post positions and to talk to potential applicants. JALC might send representatives to recruiting day activities often offered by Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs) and Tribal Colleges. JALC should also seek to establish relationships with the graduate school placement offices of these same colleges and universities so job postings can be sent to them for possible advertising. Graduate students nearing the end of their academic studies might be interviewed for current faculty or professional openings and potential future openings. JALC might develop an internship program for graduate students without teaching experience—allowing these individuals to gain work experience. The main goal is to entice individuals to apply for positions and thus diversifying the pool of applicants. Once hired, it is essential to connect the faculty to individuals who can serve as mentors and who can help them transition into the community and into the institution.

Below are web links to a list of Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs)

HBCU's: [http://en.wikipedia.org/wiki/Historically\\_black\\_college](http://en.wikipedia.org/wiki/Historically_black_college)

HSI's: <http://www.chci.org/chciyouth/resources/hispanicserving.htm>

It will be necessary to do a little digging to see which of these institutions have graduate programs. Connect with those institutions to determine the best way to get job postings to their graduates.

### III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES

There so many things that the College has accomplished that this short list doesn't tell the whole story . . . but it certainly does give one a sense of the magnitude of what takes place at John A. Logan College.

1. JALC is clearly a statewide leader in workforce development and training and is highly responsive to the needs of existing and emerging industries.
2. Man-Tra-Con has been a shining example of Logan's responsiveness to changes in the local economy; most recently in assisting displaced Maytag workers in need of retraining.
3. Students were effusive in their praise of faculty in their classroom and laboratory experiences. They were also very complimentary of the student support services from recruitment to advising to placement to campus safety. Included in the services was what they reported as outstanding technical support for online and blended courses.
4. The sound and responsible use of financial resources by the College's administration, faculty, and staff have put the college in a position of strong fiscal health. In the face of declining state appropriations, the College's Board of Trustees decision to proceed with the \$20 million bond proposal reflects a willingness to employ local resources to meet community needs.
5. And last, but not least, the College's baccalaureate transfer rate is the highest in the state!



*Team Recommendations for the  
STATEMENT OF AFFILIATION STATUS*

**INSTITUTION and STATE:** John A. Logan College, IL

**TYPE OF REVIEW (from ESS):** Continued Accreditation

**DESCRIPTION OF REVIEW:** Comprehensive Evaluation Visit

**DATES OF REVIEW:** 2/5/07 - 2/7/07

**Nature of Organization**

**LEGAL STATUS:** Public

**TEAM RECOMMENDATION:** No Change

**DEGREES AWARDED:** A

**TEAM RECOMMENDATION:** No Change

**Conditions of Affiliation**

**STIPULATIONS ON AFFILIATION STATUS:** None

**TEAM RECOMMENDATION:**

**APPROVAL OF NEW DEGREE SITES:** Prior Commission approval required.

**TEAM RECOMMENDATION:** No Change

**APPROVAL OF DISTANCE EDUCATION DEGREES:** Prior Commission Approval Required

**TEAM RECOMMENDATION:** No Change

**REPORTS REQUIRED:** None

**TEAM RECOMMENDATION:** 11/1/2009; Monitoring Report on Governance and Integrity and Ethical Behavior

**OTHER VISITS REQUIRED:** None

**TEAM RECOMMENDATION:** No Change

**Summary of Commission Review**

**YEAR OF LAST COMPREHENSIVE EVALUATION:** 1996 - 1997

**YEAR OF NEXT COMPREHENSIVE EVALUATION:** 2006 - 2007.

*Team Recommendations for the*  
**STATEMENT OF AFFILIATION STATUS**

**TEAM RECOMMENDATION: 2016-2017**

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## ORGANIZATIONAL PROFILE

**INSTITUTION and STATE:** John A. Logan College, IL

**TYPE OF REVIEW:** Comprehensive Evaluation Visit

**[Note: No Changes were made]**

### Educational Programs

		Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate	Associate	72	
	Bachelors	0	
Programs leading to Graduate	Masters	0	
	Specialist	0	
	First Professional	0	
	Doctoral	0	

### Off-Campus Activities

<p>In-State:</p> <p style="margin-left: 40px;">Campuses:       None</p> <p style="margin-left: 40px;">Sites:           None</p> <p style="margin-left: 40px;">Course Locations: 13</p>	<p>Present Activity:</p>	<p><b>Recommended Change:</b> (+ or -)</p>
<p>Out-of-State:</p> <p style="margin-left: 40px;">Campuses:       None</p> <p style="margin-left: 40px;">Sites:           None</p> <p style="margin-left: 40px;">Course Locations: None</p>	<p>Present Wording:</p>	<p><b>Recommended Change:</b> (+ or -)</p>
<p>Out-of-USA:</p> <p style="margin-left: 40px;">Campuses:       None</p> <p style="margin-left: 40px;">Sites:           None</p> <p style="margin-left: 40px;">Course Locations: None</p>	<p>Present Wording:</p>	<p><b>Recommended Change:</b> (+ or -)</p>

### Distance Education Certificate and Degree Offerings:

Present Offerings:

None

**Recommended Change:**

(+ or -)