

Report submitted by Gayle Pesavento
October 20, 2005

Criterion 1 Subcommittee on Core Components 1A, 1B, and 1C, met on October 5 with the following members present: David Packard, David Cochran, Carla Bradley, and Gayle Pesavento, chair. Ngozi Okasili was ill and sent responses via email.

In reviewing the Chapter 1 draft, the committee has the following suggestions and concerns:

1. According to the committee which was charged with revising the College's mission documents, the "philosophy" was not considered and was to be eliminated and replaced with the updated mission and goals. This decision was based on trends seen at other institutions. As chair of the mission revision committee, I believed this had occurred. Since it is still referred to throughout this chapter, it should be noted that it was not revised along with the other documents. Who is responsible for its continued inclusion?

The first example of evidence for 1A makes no mention of a statement of philosophy nor is the term "philosophy" used in any part of the NCA criterion. Instead it includes references to a statement of "vision." The mission revision committee was not charged with writing a vision, although we did "visioning" activities as part of our process. In discussions, the committee believed that a vision statement was more of an appropriate focus for a Board of Trustees retreat.

Page 2 states that the College's "Board of Director's (isn't Trustees the term used?) has modified and adopted....." The Board of Trustees adopted the mission and goals in 2004. This subcommittee is not aware of any modifications they made.

The Mission and Goals statements were **NOT** based upon the Statement of Philosophy as also stated on this page. The committee which revised the College's mission documents included the Core Values and Education Goals as part of these documents instead, and in fact, used these as a basis for revision.

2. The mission documents very generally and broadly define "external constituencies" as a "diverse learning and teaching community committed to improving individual life and society...." and as a "center for.....resources for individuals and communities." This is a reflection of the inclusion of all citizens and the groups which represent them which are in the geographic borders of the John A. Logan College district as established by referendum in 1967. External constituencies are more specifically defined in such areas as the Advisory Committees which work with programs in business and industry and public service and allied health. In baccalaureate transfer programs, external constituencies, primarily defined as students and teachers in area high schools, participate in events specifically geared to them, such as writing and art contests in English and Humanities and WYSE in Math and Science.

A strength of the College is its ability to respond to a changing constituency in a timely manner. An example of this would include programming with Aisin and efforts to work with the influx of Japanese families in the Marion area. Another example would be serving the needs of an aging population with the Community Health Center. This flexibility to react to change is important. However, further evidence should include demographic trends (such as an increase in Hispanic populations) and a strategic plan to meet the needs of changing constituencies. There is a need to find proactive evidence for this core component.

Additionally, external constituencies could also include those professional organizations which provide leadership and innovation through their conferences and programming. Faculty development funds may be used to assist faculty in keeping current in their profession.

3. Although the mission documents were revised in 2004, a timeline for evaluating the mission documents in the future has not been established.

4. The mission and goals affirm diversity of individuals, groups and views. Student Rights and Responsibilities states that “all members of the College community must be aware and respectful of the rights of others.” The EEOC/Affirmative Action statement was recently revised because of a change in state law to include sexual orientation. However, the “evidence” of this is not visible, and this change has still not been communicated across the College. For example, it is not included in the 2005-2006 faculty/staff handbook and was not included in syllabi statement for fall semester. It is difficult to show institutional support for a commitment to diversity at a very basic level in light of this lack of evidence. Individual programs, however, do support diversity as evidenced by the Diversifying Higher Education Faculty in Illinois Summer Institute held at the College this past summer and the “Grow Your Own” grant. .

5. This subcommittee is especially dismayed at the obvious plagiarism in this draft document. Although we recognize that it is common practice to use previous self-studies as models, the obvious “cutting and pasting” without changing institution names, especially in core Component 1C, is ironic in the section on integrity. It seems that some of this information is not even accurate for the reality of John A. Logan College. Even a draft should be of such quality that it would not be an embarrassment for those outside of the institution to view. The use of repetition is also a concern.

6. References to the Lincoln-Baldrige Criteria in achieving continuous improvement are puzzling. The subcommittee can find little evidence of the use of this process in the last year.