# John A. Logan College - IL

HLC ID 1102

OPEN PATHWAY: Reaffirmation Review

Visit Date: 4/17/2017

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# Context and Nature of Review

## Visit Date

4/17/2017
**Mid-Cycle Reviews include:**

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

**Reaffirmation Reviews include:**

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

### Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

*There are no forms assigned.*

## Institutional Context

The Reaffirmation Review team of five (5) Peer Consultants visited John A Logan College (JALC) on April 17 & 18, 2017. The visit included the review of the Assurance Argument and Federal Compliance Packet. No embedded reports or additional sites were included in the visit.

JALC is sharing in the financial challenges of all Illinois public institutions resulting from the budgetary impasse between the state legislature and the governor. Over the past three years the lack of a state budget has resulted in an annual loss of state funding of more than $7 million dollars corresponding to more than 15% of operating funds. JALC has taken many immediate steps to address the annual shortfalls in hopes that the budget impasse would be resolve, including a reduction in force that included faculty. At the time of this visit it does not appear that any state budget resolution is anticipated for FY 2017-18, and the JALC team has clarified future budgetary goals.

The budget challenges have been compounded by leadership change. The current president has been in place for one year, and the Vice President of Instruction and Dean of Academics are both appointees as of Fall 2017. This follows a period of regular change in all three leadership roles. Interactions during the site visit indicated that senior leadership appears to have stabilized.

The JALC community was very welcoming during the visit, and the team noted a passion for the college and its mission. The team wants to express its thanks and gratitude for the hospitality and responsiveness of the college

during the visit.

## Interactions with Constituencies

President Ron House

Acting Vice President for Instruction Melanie Pecord

Vice President for Business Services Brad McCormick

Executive Director Human Resources Clay Brewer

Dean of Academic Affairs Stephanie Chaney Hartford

Dean of Student Services Tim Williams

Executive Director of Integrated Technologies Scott Elliott

Dean for Financial Operations Stacy Buckingham

Dean for Community Education Barry Hancock

Dean of Workforce Development and Adult Education Kay Fleming

Director of Institutional Research Eric Pulley

Director of Community Health Education Complex Bradley Griffith

Director of Continuing Education Greg Stettler

Associate Dean for Education Technology Krystal Reagan

Board of Trustees (6 members)

HLC Pathways Committee

Assessment Academy Team

OAT Team

Distance Learning Committee

Curriculum and Instruction Committee

Strategic Planning Committee

Recruitment and Retention Committee

Dual Credit Committee

Faculty

Term Faculty

Students and Student Trustees

Advisory Board Members

Community Members

## Additional Documents

Schedule of Fiscal Fridays

Board Policy e-mails to JALC employees

Board Minutes illustrating public input and recusals for conflict of interest.

Board of Trustee Minutes, January 27, 2015

Student Grievance and Academic Integrity violation examples or cases

College Council Minutes

Board of Trustees Committee Assignments

Curriculum & Instruction Committee Forms

Faculty Salary Proposal for FY 2017-18

FY18 Projected Cash Flow

Standard and Poors Credit Ratings Assessment for JALC

Nursing Licensure Examination Summary Data 2016

Dual Credit program performance report

Dual Credit Faculty Roster

Assorted Online, Hybrid, and On-ground courses in Desire to Learn

JALC Web site - http://jalc.edu

Mission Statement Web page - https://www.jalc.edu/mission-statement

Board of Trustees Web pages - https://www.jalc.edu/board-of-trustees

Student Rights and Responsibilities Web page - https://www.jalc.edu/rights-and-responsibilities-a-student-code-of-conduct

JALC SharePoint Intranet

Assessment Academy Database/Spreadsheet

Credential Letter to Dual Credit Faculty

Annual Budget 2017

Assessment Handbook 2014-2018

Diversity Spotlight, Religion and Spirituality in a Diverse World 2015

John A. Logan College Results Forum Impact Report (Results from the 2006-07 HLC Roundtable)

Listing Fees

Progress Report Five-Year Strategic Plan FY 2014-2018

Rights and Responsibilities:  A Student Code of Conduct

# 1 - Mission

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

# 1.A - Core Component 1.A

The institution’s mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution’s planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

## Rating

Met

## Evidence

John A. Logan College' s mission is broadly understood within the College and is used to drive operations as found in the current Strategic Plan FY2014-2018. The mission, as well as the goals, philosophy, and core values are linked throughout the Strategic Plan. Conversations with College staff, faculty, and administration during the visit confirmed the centrality of the mission to operations and planning.

The mission of John A. Logan College (JALC) was developed through an inclusive process involving the campus community and approved by the Board of Trustees. The current mission has been in place since before the previous Reaffirmation Review in 2007, and the mission statement was reaffirmed prior to the 2007 visit. The current mission was reviewed as part of the planning effort for the current Five-Year Strategic Plan FY 2014-2018. The JALC assurance argument stated that the mission statement was reaffirmed by the College community during the development of the current Strategic Plan, and conversations with employees during the visit confirmed opportunities for input and feedback on the reaffirmation and the planning process. The Reaffirmation of the Mission was approved by the Board of Trustees in June 2013 as reflected in Board Minutes.

The College's mission statement is expanded through the vision, philosophy, and core values which indicate a commitment to serve the community through accessible educational programs. The assurance argument indicates that the College meets its commitment to access through non-traditional schedules; alternate modes of instruction such as hybrid and online course offerings; and dual credit and enrollment offerings through school districts in the service region. A review of the college's fall 2016 and spring 2017 course schedules confirmed the availability of alternative scheduling and modes of instruction, especially for the career and technical programs.

The College provides a breadth of Student Services that are consistent with JALC's mission and goals. The College also provides on-campus tutoring; a range of career services; computing services and e-resources such as Desire2Learn, student help desk, phone support; and a number of activities and events that allow students to develop outside the classroom in an effort to achieve 'engaged learning opportunities.'

The College has recently implemented an Early Alert Program with the intent of improving student retention. This program allows faculty to refer students to a dedicated retention counselor for a variety of issues ranging from academic performance, to attendance, to behavior. The implementation of this proactive attempt at improving student performance is further evidence that JALC's academic and student services are consistent with the College's mission.

In its mission statement, JALC states that the College is a diverse learning and teaching community, and the College's student population clearly mirrors the diversity found in its service region. The assurance argument provided ethnicity data for both the college and service region as of fall 2016, with the college serving a larger percentage of underrepresented students than resided in the region.

JALC has received a sixth consecutive Distinguished Budget Presentation Award from the Government Finance Office Association of the United States and Canada. The Award recognizes the JALC Fiscal Budget Report for its functions as a policy document, operations guide, financial plan, and communications devise. JALC's continue receipt of this award is evidence that the budgeting process aligns with the mission.

Details of the planning and budgeting process as related to mission will also be examined in Core Component 5.C.

## Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

# 1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

## Rating

Met

## Evidence

The mission of John A. Logan College is publicly articulated. The mission was found to prominently displayed throughout the campus during the visit as well as centrally located on the landing page of the JALC website, and the mission was evident in the commitment and passion demonstrated by all employees encountered during the visit.

JALC makes every effort to communicate its mission to its constituencies. The assurance argument stated that the mission and related vision, philosophy, and core values could be found on the college's website as well as a number of publications including the catalog, strategic plan, and assorted handbooks. A review of the catalog, strategic plan, and a sampling of handbooks confirmed the presence of the mission statement. The mission statement can found on the landing page of the college's website, and the vision, core values, and philosophy are found one click from the landing page.

The College's mission and related documents are current and were reviewed as part of the process used to develop the current 2014-2018 Strategic Plan. A review of the JALC mission, goals, vision, and core values find these statements to be consistent with a comprehensive community college, especially as articulated in goals addressing diversity, integrity, lifelong learning, and affordability.

The philosophy of John A. Logan College articulates the intended constituents of the programs and services provided by the College, 'the citizens to which it belongs.' The philosophy recognizes that JALC is a publicly funded institution and that is must serve the community that supports its educational and societal efforts, programs and activities.

## Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

# 1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

## Rating

Met

## Evidence

The mission of John A. Logan College starts with an acknowledgement of its role in a diverse society, and the commitment to diversity is further expressed in the statement of philosophy and the goals. One of the efforts that JALC has made to demonstrate its commitment is the Diversity and Inclusion Office founded in 2013. The Diversity and Inclusion Office sponsors a variety of events both within the College as well as the community in an effort to support its commitment to promoting diversity to its community. Community events sponsored by the College include the NAACP Annual Breakfast and Freedom Banquet.

Evidence that John A Logan College understands the connection between mission and diversity can be found in the student clubs and activities sponsored by the college. Examples of clubs include the Black Student Association, InterVarsity Christian Fellowship, and National Society of Leadership Success. The College's understanding of this connection was confirmed during conversations with students while on campus through examples such as the new Step Dance Program through the joint efforts of Student Activities and the Black Student Association.

As noted in the assurance argument the College offers 36 courses designed to introduce and promote multicultural awareness and is a member of the International Consortium of International Studies and Programs (ICISP) provided semester long study abroad opportunities for students and faculty. Between 2001 and 2016 over 100 students have taken advantage of the opportunity to study in Central and South America.

JALC has implemented and follows policies designed to support diversity, as demonstrated in the Equal Opportunity Policy and Affirmative Action Employment Application Administrative Rule. A review of these policies found the appropriate attention and commitment to institutional diversity.

The college demonstrates its commitment to supporting diversity and inclusion through a variety of offices and organizations on campus. In addition to the Diversity and Inclusion Office, the JALC Foundation supports a number of scholarships focused on underrepresented populations, service learning allows students to observe the community through projects serving underrepresented communities, Trio program and Disability Services through the Student Success Center, and student clubs and organizations.

While the college demonstrated commitment to diversity through a variety of clubs, activities, and

positions on campus, there was no evidence to indicate training activities for faculty and staff found in the assurance argument or during the visit.

## Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

# 1.D - Core Component 1.D

The institution’s mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

## Rating

Met

## Evidence

JALC demonstrates its commitment to the public good through a number of activities reflective of the College's understanding of its public role and obligation. John A. Logan's mission and vision statements indicate the commitment to the public good, and this commitment is demonstrated through programs such as Workforce Development and Adult Education and Community Education. Specific examples that demonstrate JALC's commitment include the Adult Basic/Secondary Education program, small business initiatives such as the Center for Business and Industry and the Procurement and Technical Assistance Centers, as well as the Highway Construction Careers Training Program. All of these programs serve as evidence of the College's commitment to the public good, and this commitment was confirmed through meetings with college staff and public attendees at open forums.

The College serves its community through a number of activities that support local school districts. Examples of this commitment include sponsoring the Worldwide Youth in Science and Engineering, High School Business Contest, the partnership with Gallaudet University Regional Center Midwest, and the annual regional Job Fair. These events serve as evidence that JALC understands and embraces its educational role to the communities it serves.

JALC demonstrates support for the public it serves by hosting and sponsoring cultural events such as the annual Autumn Fest and Southern Illinois Hunting and Fishing Days. While these events may be outside the traditional educational role of the college, supporting these events is a clear indication that the college is engaged in its community.

John A Logan College demonstrates that it is committed to its primary role as an educational institution through its allocation of more than 32% of its budget directly to Instructions, which grows to 50% of the total budget when student services and academic support commitments are included. The College has been able to maintain this level of commitment during the current budgetary challenges, and interviews with staff and faculty confirmed the colleges commitment to instructional quality during these budgetary challenges.

The College ensures the currency of its CTE programs, customized training opportunities, by

engaging local experts and employers through advisory boards. The input of these boards drives offerings at the Center for Business and Industry and through on-site occupational and safety programs, and interviews with advisory board members during the campus visit confirmed their input on programs and the quality of graduates from JALC.

The Community Education Department of John A. Logan College reaches out to the larger community through a variety of offerings ranging from personal fitness to assorted hobbies. The success of the outreach efforts can be seen in the nearly 20,000 Community Education registrations for FY16, representing significant increases over the past two years. The success of JALC's Community Education programs serves as evidence that the College engages with its constituencies.

JALC is a member of the Southern Illinois Collegiate Common Market in support of allied health programs which allows the college to share resources and efforts with other rural serving colleges in Southern Illinois to meet the need for allied health needs of the community. The three programs are externally accredited with separate advisory boards and partners with regional employers to provide access to internships for students. JALC's membership in SICCM is evidence that the college had engaged with its external constituencies and has identified economical ways to provide expense, and needed, programs to serve the larger community.

## Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

# 1.S - Criterion 1 - Summary

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

## Evidence

John A. Logan College has a clear and publicly articulated mission, and the College has demonstrated throughout the assurance argument how the mission drives operations. The College's website opens with the mission, and the supporting documents are just one click away.

The current mission was developed more than 10 years ago and reaffirmed during the development of the current 2014-18 Strategic Plan. As JALC prepares for its next planning process, especially in light of the current state budget impasse, the college may want to entertain revising, updating, or reaffirmation of the mission, vision, goals, and philosophy.

The educational programs, student services, cultural activities, and diversity initiatives are all consistent with one of its goals to 'be a center for intellectual, economic, cultural, and recreational resources for individuals and communities.' JALC may want to investigate adding diversity training opportunities for current and new employees during start of term professional development activities. The College furthers this commitment to its community through a number of partnerships with high schools, business, and regional groups such as SICCM to ensure that JALC meets the needs of the community is serves.

# 2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

# 2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

## Rating

Met

## Evidence

The John A. Logan College Board of Trustees establishes policies to ensure the institution operates with integrity with respect to its financial, academic, personnel, and auxiliary functions. The procedure for making changes to policy as outlined in Board Policy allows for any employee to develop and propose new policies which are collected by the President's Administrative Assistant and reviewed by the appropriate vice president before seeking approval from the Board Policy Committee. Interviews with administrative staff and meetings with faculty confirmed that the College follows this process, affirming that JALC abides by its policies and procedures..

Policies for the fair and ethical behavior of its administration, faculty and staff are in place and accessible to faculty and staff through the College's intranet site as well as the College Catalog and handbooks. Administrative procedures are created to support the policies guide the daily operation of the college.

JALC has developed policies to ensure personnel integrity. Online job postings as well as job application forms provided on the college website include the equal opportunity/ non-discrimination statement. Applicants are required to sign a nepotism statement, and the team confirmed in board minutes instances where Board of Trustee members recused themselves from hiring decisions under the nepotism policy. All term faculty are assigned a mentor for orientation, and this practice was confirmed during open sessions during the visit.

Conversations with constituents during the site visit raised potential concerns with communication and shared governance. Concerns were raised regarding lines of communication and lack of consultation during both the reduction in force in March 2016 and the reorganization of academic units in fall 2015. The personnel actions occurred during periods of leadership change at the college (President and Vice President for Instruction, respectively). A review of the faculty contract indicated channels for negotiation and individual rights in the case of a retrenchment. Interviews with all constituencies indicate that the role of bargaining units may impact potential informal or consultative communication between college leaders and faculty, thus raising possible concerns as to the role of

shared governance.

To ensure academic integrity, JALC has established a grievance/complaint process. Although students are encouraged to seek resolution informally, this process is available for a formal grievance/complaint. The grievance process is reviewed as a part of federal compliance.

The College has appropriate policies in place to ensure the integrity of its financial operations. The assurance argument provided specific policies regarding annual budget and purchasing, and a review of Board Minutes confirmed that the college managed the budget according to policy.

## Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

# 2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

## Rating

Met

## Evidence

John A. Logan College provides information about its academic programs through its web site, social media, and print materials. The College provides students and the public with the appropriate information necessary to make decisions about educational activities at the institution. JALC's website provides degree worksheets in their program guides and a link to the net price calculator is included in the student right to know information. Team member conversations with students verified that students are aware of these resources.

The College publishes cost information to its students on its web site in a manner that should allow students and the public to make appropriate decisions about the cost of attaining their educational goals and provides the required under the Gainful Employment regulations with student right to know information.

John A. Logan College provides information on faculty and staff through its web site and catalog. This information is in line with policies related to faculty qualifications and faculty employment. John A. Logan College has identified its relationship to accrediting agencies - both regional and programmatic. The college currently has nine programs that require separate accreditation including dental assisting, dental hygiene, diagnostic cardiac sonography, health information technology, heating & air conditioning, medical laboratory technology, occupational therapy assistant, surgical technology and veterinary technology. The College's website provides the accrediting body contact information, status and next review date for each of the accreditations.

## Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

# 2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

## Rating

Met

## Evidence

The John A Logan Board of Trustees (Board) deliberations reflect that the preservation and enhancement of the institution is a priority. A review of Board Minutes related to the reduction in force, which resulted from the current budgetary challenges provided evidence that the Board collected input from various constituencies and deliberated the need for and consequences of the decision to lay off staff and faculty in 2016. The Board reaffirmed this commitment during meetings with the Team and demonstrated that they are looking to the future and how to potentially 'rebuild' once the budget impasse is resolved.

The Board of Trustees demonstrates transparency in decision making to internal constituencies. The Board web site is linked on the main JALC landing page, and the Board page contains links to the upcoming agenda and to past board minutes. The importance of transparency and communication by the Board was made evident when the Team met with six of the current board members and a recently elected (not yet seated) Board member during the visit.

The JALC Board has a standing agenda item allowing for public input as one possible point of input for external constituencies. A review of sample board minutes found evidence of input by external constituencies. The Board has a public web site that is linked on the main JALC landing page. The Board collects internal input from JALC employees on policy changes through a system e-mail. Examples of past policy e-mail requests for input were reviewed by the Team. The evidence indicates that the JALC Board makes efforts to gain input from internal and external constituencies in the decision making process.

The JALC Board has taken clear steps to preserve its independence from undue external influences. Board Policies clearly address Conflict of Interest and the Illinois Governmental Ethics Act requires trustees and administrators with budget oversight responsibilities to complete a Statement of Economic Interest form annually that is filed in the Williamson County Clerk's Office. A review of

Board minutes found further evidence of this policy in action when members of the Board recuse themselves from votes due to potential conflicts of interest.

The Board is elected from District #530, and a Student Trustee (advisory role) is elected annually by the student body. The Team met the previous and current Student Trustee during the visit. Both students explained the advisory role, indicated that the elected Trustees solicited their input, and discussed the value of this role. The role of the Student Trustee was discussed during the Team's meeting with the Board. The Board reinforced the value and input of the Student Trustee. It was also learned at that meeting that one of the newly elected Trustees (not yet seated) was a former Student Trustee.

Article 2000 in Board Policy includes a section titled principles and procedures for effective cooperation between the Board and president that delegates the day to day management of the College to the administration. A new president was appointed to serve John A. Logan College in October 2015. The President and the administrative leadership team of John A. Logan College is responsible for the day-to-day management and operation of the College. The Team met with the Board, whom articulated that it was not the Trustees role nor in the College's bets interest that the Board manage day-to-day operations,

## Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

# 2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

## Rating

Met

## Evidence

John A. Logan College demonstrated its commitment to academic freedom with the adoption of the Core Values in the current five-year strategic plan. Board Policy 3120, Academic Freedom outlines the Board of Trustees' expectations. Team member conversations with music faulty verified that the choice of musical productions rests with the faculty. John A. Logan College's Student Code of Conduct outlines student rights, responsibilities and expectations. A "netiquiette" statements has been developed and faculty are encouraged to add it to every online course.

John A. Logan College exposes students, faculty, staff and the communities it serves to a variety of perspectives by bringing speakers, presentations, and events to its campuses. Interviews during the site visit verified events such as Civil War days, National Hunting and Fishing Days and World Music and Food Days. Faculty and students are encouraged to submit creative work for publication in the art and literary magazine, *Expressions*.

John A. Logan College further demonstrates that it values pursuit of truth by supporting faculty with faculty development funds. Team interviews with JALC administration verified that employees are recognized for years of service. The importance of this recognition is verified by 100% anticipated attendance by those being honored at the upcoming recognition celebration.

## Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

# 2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

## Rating

Met

## Evidence

John A Logan College acknowledged how it ensures integrity in the acquisition, discovery and application of knowledge by faculty, students and staff through appropriate policies and procedures in the assurance argument. JALC ensures that the institution is responsible in the acquisition of knowledge through policies establishing and requiring the use on an Institutional Review Board for any research involving human subject or animals. Additionally, the college's policies on Copyright Protection, Electronic Use, and Patent Copyright provide for responsible discovery and application of knowledge by all constituents.

Online and hybrid courses are reviewed by the Online Assessment Team (OAT) for evidence of copyright clearance using the assessment rubric as a means to ensure the integrity of scholarly practice by faculty. A review of the rubric confirmed appropriate practices, and meetings with faculty and the OAT confirmed the practice.

The Learning Resource Center publishes educational material and provides both faculty and students with educational resources to ensure compliance with the 1976 Copyright. Student are educated on the use of copyrighted materials and scholarly works through the library services and classroom instruction. Meetings with faculty confirmed that training on copyright material and information literacy is regularly offered in the library and that faculty in all disciplines regularly take classes to the library for training.

JALC's Academic Honor Code clearly articulates forms of academic dishonesty, and the code of conduct is distributed to students through the MYJALC Portal and in the student handbook under the section Rights and Responsibilities which was provided as evidence. The code also indicates potential penalties for violations, and a review of sanction letters found in the addendum confirm that the College follows through on such violations. It is evident that JALC has policies on academic honesty and integrity, makes the policies readily available, and enforces the policies.

## Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

# 2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

## Evidence

John A Logan college demonstrated that the institution has appropriate policies and procedures in place so that the college acts with integrity, is ethical, and is responsible. Policies address financial, academic, personnel, and auxiliary functions, and the Ccollege has demonstrated that it follows these policies. The represents itself clearly and completely to its students and community primarily through its web site and catalog.

Concerns were raised during meetings on campus as to limited communication and consultation during times of significant change at John A Logan College. The nature of negotiations between management and bargaining units can create challenges to informal or consultative communication. The challenge is identifying where the role of the bargaining unit ends and shared governance begins. All constituencies at JALC may want to engage in a discussion of alternatives to the bargaining units when addressing topics that generally fall within the purview of shared governance.

The JALC Board of Trustees demonstrated that it is sufficiently autonomous in its decision making and operates in the best interests of the College to assure its integrity as demonstrated through policy, Board Minutes, and in conversations with the visiting Team. JALC has the appropriate policies in place to ensure freedom of expression and academic freedom for students and faculty. The institution has the policies and training in place to ensure that students and employees responsibly acquire, discover, and apply knowledge, and has demonstrated that actions will be taken when these policies are violated.

# 3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

# 3.A - Core Component 3.A

The institution’s degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

## Rating

Met

## Evidence

JALC's courses and programs are aligned with various educational agency guidelines within the state of Illinois. New courses and programs are reviewed internally by the appropriate department chairperson, College Curriculum and Instruction Committee, the College Council, and the vice-president for instruction services and externally by the ICCB as confirmed by meetings with college faculty and staff. Transfer courses have been aligned through the Illinois Articulation Initiative (IAI) to ensure courses transfer to other Illinois colleges and universities. The Course and Curriculum Handbook guides faculty through the curriculum process. The general education package at JALC satisfies the lower division general education requirement required by the IAI participating senior institution as a general graduation requirement confirmed by the Curriculum and Instruction Committee and faculty. The College maintains established articulation agreements with other in-state colleges and universities with information regarding transferable courses/programs available to the students on JALC's website and college catalog.

Input from advisory boards, as defined in the Advisory Board Policy, composed of representatives for business, industry, and labor units, ensure courses and programs are relevant to the needs and demands of current employers. Interviews with advisory board members during the visit confirmed that these meetings occur regularly. Additionally, some of the College's programs are accredited by the appropriate program accreditation bodies. A list of accredited programs is available on JALC’s website. Meetings with faculty and staff during the visit and conversations with advisory board members confirmed that courses and programs are current and require appropriate levels of student performance.

The College Catalog is current, 2016-18, and lists all program requirements as outlined in the ICCB Administrative Rule 1503.3012. The Associate in Arts and Associate in Science require 37 general education Credits, the Associate in General Studies requires 20 credits of general education, the Associate of Fine Arts 25 credits in general education, the Associate of Engineering Science requires 19 credits of general education, and the Associate of Applied Science requires at least 60 hours and no more than 72 credit hours with 15 of those credits in general education courses.

JALC is committed to providing opportunities for students to develop competence in five institutional Student Learning Outcomes. In review of the College's programs, each curriculum has a minimum of one course which includes an assessment artifact tied to one of the SLOs. For all courses learning outcomes have been mapped to SLOs but not always to program outcomes which have not been identified in some areas. Course and institution-wide learning objectives were confirmed during the visit by rubrics provided, curriculum maps made into posters for the nursing department, and an assessment spreadsheet with a reflections report.

The College uses common course outcomes, a syllabi template, and lead instructors to ensure consistency of learning goals across all locations and modalities. Common syllabi were confirmed by viewing online courses and meetings with the Online Assessment Team (OAT) and the Curriculum and Instruction Committee. OAT members discussed the in-house development of a quality rubric used to review every new online course and all courses on a three-year rotation coupled with three face-to-face training sessions for all new online instructors to maintain consistency and rigor in online delivery.

## Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

# 3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

## Rating

Met

## Evidence

JALC operates and adheres to the general education and program requirements as dictated by the ICCB Administrative Rule 1503-302, Units of Instruction. The Associate of Arts, Associate of Science, and the Associate of General Studies require sixty (60) to sixty-seven (67) hours with thirty-seven (37) credit hours of general education courses required.

The College offers classes on the main Carterville Campus, two extension centers, Alongi Du Quoin Extension Center and West Frankfort Center. The College participates in programs through the Southern Illinois Collegiate Common Market (SICCM) Consortium where students attend classes at the Herrin facility. Evening, online, face-to-face, and dual credit courses are offered by the College. All eleven (11) district schools participate in the dual enrollment programs.

JALC's general education program prepares students to transfer to a four-year institution and provides a foundation for career and technical programs, as well as coursework for personal enrichment. The general education courses are approved by the Illinois Articulation Initiative so that courses smoothly transfer to other institutions within the state. The articulation of the JALC courses serves as evidence that the courses are appropriate to the degree level of the College.

For all courses learning outcomes have been mapped to five (5) general education SLOs. In review of the College's programs, each curriculum has a minimum of one course which includes an assessment artifact tied to one of the SLOs. Course and institution-wide learning objectives were confirmed

during the visit by faculty members who have utilized the rubrics and artifacts for SLOs in their courses. Intended learning outcomes are articulated for all courses through the establishment of master syllabi, available to all instructors. Common assessment measures are used in a number of courses, including common exams in business courses and grading rubrics in composition courses, to create standardization among expected outcomes. The mapping of course learning objectives to institution-wide SLOs and the assessment of those SLOs confirm the articulation of intended learning outcomes by JALC.

While JALC has limited diversity in its enrollment and staff/faculty employees, the institution has recognized the human and cultural diversity of the world in which students live and work. The College's First-Year SLO experience courses emphasize diversity. The Director of Diversity and Inclusion organizes campus-wide diversity events regularly to change perceptions and increase understanding including social justice and advocacy programs, minority, and international student groups, identity-based organizations, student leadership programs, and collaborations with secondary schools and community organizations. There does not appear to be overlap with the curriculum and the diversity projects. While it was noted in the Assurance Argument that more than 30 courses include diversity as part of the core curriculum, none of the diversity initiatives were integrated into the curriculum and there was no evidence of diversity training for faculty/staff as part of professional development.

Faculty and students have various outlets and opportunities to present their creative works and scholarship to the greater campus community, including fine and performing arts presentations, a magazine published by the College, *Expressions*, which showcases poetry, fiction, photography, and artwork, and service learning projects. JALC provides faculty and staff opportunities to host or participate in cultural events such as the annual Autumn Fest and Southern Illinois Hunting and Fishing Days. Hosting events and opportunities for self-expression is clear indication that the College is supporting discovery of knowledge appropriate to the College’s mission.

## Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

# 3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

## Rating

Met

## Evidence

The College has sixty-one (61) full-time faculty members of whom twenty-two (22%) percent have Ph.D.s, sixty-six percent (66%) have masters, and nine percent (9%) have bachelors. JALC employs one hundred and sixty-six (166) term or adjunct faculty members. Fifty percent (50%) of the faculty have been employed at the College for over ten years.  The ratio of faculty to student is low, 17 to 1 in the average class which signifies that the College employs qualified faculty in adequate numbers.

A review of the credentials report of the dual credit faculty found some qualifications were not up to par to teach transfer-general education classes. JALC provided the team with copies of communication informing non-compliant dual credit faculty of their status and opportunities to achieve compliance.  The College has addressed the issue and now dual credit faculty will meet standards as of Fall 2017. The College has recently completed its application for accreditation through the National Alliance of Concurrent Enrollment Partnerships (NACEP) and have received approval. This organization works to ensure that the college courses taught by high school teachers are as rigorous as courses offered on the sponsoring college campus.

Faculty evaluations follow the Performance Evaluations Administrative Procedures and Appendix E of the full-time faculty collective bargaining agreement. Meetings with faculty and administration confirmed that the Dean of Academic Affairs maintains a list of scheduled evaluations and performs evaluations for tenured faculty members every three years. Department Chairs perform a scheduled evaluation every year for untenured faculty and the Dean of Academic Affairs performs a yearly

unscheduled evaluation. Faculty are requested to provide a completed Faculty Self-Assessment Form, course syllabus, examples of exams, and other materials as a part of the evaluation. Term or Adjunct faculty are evaluated during their first semester at the College. Term faculty with fewer than thirty (30) semester hours of teaching experience are evaluated once a year. Term faculty with more than thirty (30) semester hours of experience are evaluated once every two years. All faculty at JALC are evaluated on a regular cycle in accordance with policy.

The full-time faculty collective bargaining agreement requires the College to fund faculty professional development. Section 4.8 allows for a sabbatical leave for planned study and research, faculty exchange leaves, or other approved purposes for faculty members with at least seven years of full-time continuous service. Professional development days are also included at the start of each fall and spring term. Training during the professional development days has included using D2L, assessment rubrics, and advising. The College's Learning Resources Center (LRC) provides professional development training to ensure instructors are current and aware of technology and resources available. JALC provides professional development opportunities for instructors to function in their role.

Faculty members must maintain eight (8) office hours a week according to the agreement. During the drop in sessions, a number of students noted that faculty were readily available outside of office hours for any assistance and mentoring needed.

The College provide support services such as a computer-based programs that assist students with career planning that include Kuder-Internet-Based Assisted Career Guidance, a Career Services Center, Disability Support Services (DSS), a Student Success Center, TRIO-Student Support Services, a writing center, and veterans' resources. Testing and advising are also offered at the extension centers. Tutoring is offered on the main campus until 6 PM at least two nights a week with plans to expand to evening tutoring in fall 2017. Online tutoring is not available for the population of students who are taking online courses from a distance and cannot come to campus. Faculty members have the opportunity to exchange one office hour for an online office hour each week to accommodate those students and faculty are willing to help students.

Support staff receive on-going training within the department relative to their position. JALC supports all staff in their professional development by providing training programs in Information Technology and the Learning Resources Center. Training is provided in advising, transfer, disability services, financial aid, and early alert. Professional staff within Student Services also participate in state, regional, and national conferences including: TRIO program conferences, Association for Higher Education and Disabilities, the Illinois Academic Advising Association state conference, and the National Association for Student Financial Aid conference to ensure they are appropriately qualified.

## Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

# 3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

## Rating

Met

## Evidence

The College has a comprehensive student support system with clear guidelines for admissions, registration, and course placement. In review, academic advising, enrollment planning, and completion planning is transparent. The College provides support services such as a computer-based programs that assist students with career planning that include Kuder-Internet-Based Assisted Career Guidance, a Career Services Center, Disability Support Services (DSS), a Student Success Center, TRIO-Student Support Services, a writing center, and veterans' resources. Testing and advising are also offered at the extension centers. Tutoring is offered on the main campus until 6 PM at least two nights a week with plans to expand to evening tutoring in fall 2017. Online tutoring is not available for the population of students who are taking online courses from a distance and cannot come to campus. Faculty members have the opportunity to exchange one office hour for an online office hour each week to accommodate those students and faculty are willing to help students.

The College's Adult Basic Education (ABE) program is available to assist students who want to complete their secondary education. The College also participates in the Adult Secondary Education Program (ASE) which assist at-risk students ages 16-21 who are completing their high school education. Overall the student support services meet the needs of the students.

The HLC Team confirmed during the visit that the ACT and placement tests are used to determine student preparation for college courses. Based on the scores earned by student on the placement tests, they may be placed into development courses in math or English. The placement test cut-off scores are aligned with other institutions in Illinois. Meetings with faculty confirmed that the College provides preparatory instruction to address the academic needs of its students.

While some students indicated in the student survey that it is difficult to receive advising when it is a

good time for the student, the students in the drop in sessions were pleased with the availability of the faculty and staff at the College. JALC has advising services at the main campus and the extension centers in Du Quoin and West Frankfort Centers. The Team confirmed the list of academic advisers posted on the College's website. Faculty advisors advise students in their program area. Advisor training takes place each semester.

The College has provided for students and staff a Teaching Learning Center, a Learning Resource Center, a comprehensive Library with internet based resources, and labs such as the writing center and biology and chemistry labs. Faculty and students indicated to the team that the labs were sufficient at this time. Both faculty and students confirmed that they had access to program resources they needed.

The College provides guidance on research and information literacy. The Information Literacy rubric provides a tool for faculty to assess the quality of information sources utilized by students and make course improvements. Across all sections of Life Science for example, the rubric helped the faculty identify a deficiency with students identifying resources that has now been addressed.

The Library’s link on the College’s website provides information for students and faculty regarding research. Faculty members have the opportunity to bring their classes to the library for training on information literacy. Faculty members indicated that they take advantage of this resource.

The College participates in the Southern Illinois Bridges to the Baccalaureate Program project which provides paid biomedical and behavioral science research training for underserved students.

Phi Theta Kappa students participate in an academic research project each year. The visit confirmed that JALC provides guidance in the effective use of the information resources.

## Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

# 3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

## Rating

Met

## Evidence

JALC provides a range of co-curricular programs to students and staff as stated in the Assurance Argument. The co-curricular programs are suited to the institution's mission and contribute to the educational experiences of its students. Students confirmed during the visit the breadth of co-curricular activities, even noting that all one has to do is as to start a new club or program.

The mission of John A. Logan College starts with an acknowledgement of its role in a diverse society. One of the efforts that JALC has made to demonstrate its commitment is the Diversity and Inclusion Office founded in 2013. The Diversity and Inclusion Office sponsors a variety of events both within the College and community such as the NAACP Annual Breakfast and Freedom Banquet.

Evidence that John A. Logan College understands the connection between mission and diversity can be found in the student clubs and activities sponsored by the College. Examples of clubs include the Black Student Association, InterVarsity Christian Fellowship, and National Society of Leadership Success. The College's understanding of this connection was confirmed during conversations with students while on campus through examples such as the new Step Dance Program through the joint efforts of Student Activities and the Black Student Association. While the College demonstrated commitment to diversity through a variety of clubs, activities, and positions on campus, there was no evidence to indicate regular diversity training activities (professional development days or new faculty/staff orientation) for faculty and staff found in the assurance argument or during the visit.

The Club Corner web page includes information on how to form a new club, descriptions of existing clubs, advisors and contact information. Clubs on campus are involved in the community. For example, the Cosmetology Club visits area nursing homes and provides free haircuts and the Massage Club provides massages to the track and cross country teams after practice.

In addition to clubs, organizations, and multi-cultural events, students, staff, and faculty have the opportunity to attend performances, conferences, and athletics games. All of these events contribute to students' educational experience and adhere to the various aspects inherent in the College's mission. The College offers a large number of service learning opportunities for students as evident in the College's Annual Community Engagement Report of 2016. Although there is clearly a large number of co-curricular activities at JALC, there was no evidence of an assessment plan in place for

co-curricular activities in the Assurance Argument or during the visit.

The College's Economic Development Initiatives mandate that the College have a General Advisory Committee and a Program Advisory Committee. The Committees are comprised of business, industry, and labor members from occupational areas. The advisory committees' relationships provide opportunities for internships and hands on learning. This type of engaged learning provides students the opportunity to explore careers while teaching students professional skills and competencies. These opportunities contribute to the educational experience of the student.

## Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

# 3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

## Evidence

Through state alignments with the Illinois Community College Board and close adherence to program accreditation guidelines, John A. Logan College has established clear learning outcomes for all courses and for general education coursework, and learning outcomes are consistent for all courses whether onsite, online, hybrid, or offered through dual credit at area high schools.

JALC has policies in place to guarantee courses and programs are appropriate for the degree or certificate awarded and hold students to a high level of performance.

In addition, JALC students have opportunities for research projects, creative expression, and community involvement to enhance the curriculum.

The College has sufficient, qualified faculty and supportive staff to carry out the needs of the institution, as well as a wide array of student services to support student learning and effective teaching. However, online tutoring is not available for the population of students who are taking online courses from a distance and cannot come to campus.  E-tutoring may be an option to provide services for that population of students.

Lastly, co-curricular programs at the College reinforce and reflect the values inherent in the mission statement and create opportunities for engaged learning. The Team found no evidence that a link was being made between student participation in these activities and the assessment of student improvement in their educational experience, however, this will be addressed in Criterion 4.

While the college demonstrated commitment to diversity through a variety of clubs and activities, there was no evidence to indicate training activities such as regular professional development diversity training or diversity training in new faculty/staff orientation found in the Assurance Argument or during the visit.

Based on the reading of the Assurance Argument, examination of a wide array of documents cited in the argument and made available during the campus visit, and interactions with multiple constituencies, the team concludes that John A. Logan College meets Criterion Three.

# 4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

# 4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

## Rating

Met

## Evidence

JALC is mandated by the Illinois Community College Board (ICCB) program review process to conduct program reviews every five years. This process includes career and technical education (CTE) programs, academic disciplines, cross-disciplinary instruction, student and academic support services, and distance-delivery format as verified in the FY 16 and the 2017 Institutional Review Reports. The evidence provided in the assurance argument and confirmed at meetings during the visit verified that the College regularly reviews its programs as mandated by ICCB.

JALC College Credit Hour Determination Policy complies with the Illinois Community College Board's Administrative Rules and Procedures 1501-309. The College has the following policies in

place for awarding credit: College Level Examination Program Policy, which outlines student eligibility and provides a description of available College Level Examination Program (CLEP) exams, details on cost, fees, and recording of grades; Proficiency Credit Policy, that provides guidelines for proficiency credits with a limit of thirty (30) credit hours; Proficiency Examination Administrative Procedure, Acceptance of Vocational Credits Policy, which allows students to receive credits for prior work experience; and Accepting Advanced Placement Credit Policy where a student must earn a score of 3, 4, or 5, and can earn up to fifteen (15) credit hours.

JALC Transferring Credit Policy governs the acceptance of transfer credits. The College posts as transfer credit all college-level credits attempted at a regionally accredited institutions of higher education in accordance to the American Association of Collegiate Registrars and Admission Officers (AACRAO) and the Transfer Credit Practices guide.

The College participates in the Illinois Articulation Initiative (IAI) which is a statewide agreement that allows transfer of the completed Illinois General Education Core Curriculum (GECC) between participating institutions in Illinois.

The College's Dual credit courses have the same rigorous standards as those delivered on campus. However, in review of the report of the credentials of some of the dual credit faculty, their qualifications were not up to par to teach transfer-general education classes. The College has addressed the issue and now dual credit faculty meet standards. The College has recently completed its application for accreditation through the National Alliance of Concurrent Enrollment Partnerships (NACEP) and have received approval. This organization works to ensure that the college courses taught by high school teachers are as rigorous as courses offered on the sponsoring college campus.

The College offers dual credit opportunities to its district students and high schools. The College stated that it adheres to ICCB Administrative Rule for Dual Credits, Section 150l.507b, which clearly outlines guidelines for dual credit instructions, students courses offerings, and course requirements. The Team confirmed that the College currently has Dual Credit Agreements with ten of the eleven district high schools.

Full-time and part-time faculty (term) are given the opportunity to serve as faculty liaisons to provide additional assistance to dual credit instructors. The duties of the liaisons are described in Appendix B of the Dual Credit Faculty Handbook. In addition, the College provides training and mentoring for dual credit instructors each semester.

Evidence obtained from student interviews noted their satisfaction with courses offered at the College, They were most pleased with the advising services, instructors assistance in the classroom, and the subject knowledge of the instruction staff. The College would benefit from the administration of a student satisfaction survey which would provide a more definitive analysis of student opinions of the services on campus. Students currently have an opportunity to evaluate their courses through the course evaluations.

The College maintains established articulation agreements with other in-state colleges and universities with information regarding transferable courses/programs available to the students on JALC's website and college catalog. If students started college after 1998, the Illinois Articulation Initiative (www.iTransfer.org) helps students make a smooth transition from community colleges to senior institutions. The Illinois Articulation Initiative (IAI) is a statewide transfer agreement, which is transferable among more than 100 participating colleges/ universities in Illinois. Additionally, some of the College's programs are accredited by the appropriate program accreditation bodies. A list of accredited programs is available on JALC’s website.

Many JALC students stay in Illinois after graduation. In the October 2014 Illinois Community Colleges' Economic Impact report, ICCB stated that "In the year following completion, about 79% of 2011 Logan completers were employed in Illinois." This percentage was slightly higher than that of the statewide average of 77%. In an effort to track students, JALC joined the National Student Clearinghouse in fall 2016 and updated the graduation survey to include a section on plans after JALC graduation and employment information. Gainful employment data is collected for all Title IV eligible educational programs that lead to gainful employment in a recognized occupation (GE programs). In addition to program cost, JALC collects employment data on programs with 10 or more graduates.

## Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

# 4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

## Rating

Met With Concerns

## Evidence

JALC Student Learning Outcomes (SLO) include communication, critical thinking, cultural and global awareness, information literacy, and quantitative reasoning. College graduates are expected to be prepared to succeed in their personal and professional lives due to the competencies achieved while attending the institution.

The College Outcome goals are clearly stated in the College Catalog, on the College website, and on course syllabi in spring 2017.

Assessment initiative at the College is based on a national effort in education to ensure quality learning by supporting appropriate placement at the entry level, high curriculum standards, and outcomes assessment. The College stated that the faculty and staff are committed to providing students with opportunities to develop learning abilities that will support them for their lifetime.

The College participated in the Higher Learning Commission Assessment Academy from 2007- 2011 and focused on two educational goals; communication and mathematical reasoning. In June 2014 the College applied for and was accepted for a second Academy of Student Learning to serve as the College's Quality Initiative for the Open Pathway. The Academy Team agreed to reduce the eight educational goals to five SLO. The College Council and the Board of Trustees approved the changes in 2014.

An Assessment Team comprised of five full-time faculty who are considered experts in at least one of the learning outcomes and two non-teaching professional staff was established to oversee the initiative as a result of participation in the  Assessment Academy. Faculty team leaders are assigned to each SLO and serve as the initial contact person for questions related to that outcome. The Team established a ten year assessment cycle which define a four-semester cycle that include planning, collecting, calculating, and the reporting and analysis of data for each of the SLO. The four-semester cycle allows for a comparison of data fall to fall and spring to spring.

The College is in the process of developing rubrics to assess the Student Learning Outcomes. By fall 2016 rubrics were developed to review three of the five SLOs; Information Literacy, Quantitative Reasoning, and Cultural and Global Awareness.

Outcomes assessment is addressed within the individual courses. The general education assessment or Student Learning Outcomes are clearly defined, assessed, and reported on in a comprehensive manner. The College Assessment Web Page and SharePoint sites are utilized to provide access to assessment documentation. The Team reviewed a spring 2016 Learning Outcome Report that outlined the assessment process and included an opportunity for faculty to document results, reflections and conclusions of each assessment activity. During the visit, team members reviewed the JALC Assessment SharePoint site and assessment database which documented faculty reflection on assessment data and resulting changes made to instructional practices.

The College's Learning Outcomes Report documents faculty observations regarding students' strengths and weaknesses and can be used as a tool for faculty to document an improvement in student learning. Instructors evaluations are also used to make improvements or adjustments.

Full-time and term faculty were surveyed during spring 2015 and fall 2016 as reported in the institution's Assessment Report of Learning Outcomes. In 2015, 68% of faculty surveyed agreed or strongly agreed that assessment would improve student learning; in 2016 85% of faculty surveyed agreed or strongly agreed that assessment would improve student learning.

In fall 2016 dual credit faculty were introduced to the assessment process to reinforce the assessment of student learning outcomes in all courses. The training took place in all departments at JALC in on campus training sessions.

The Associate Degree Nursing Program at the College has a customized plan to assess the five Student Learning Outcomes. The Plan is posted in the hall ways outside of the Nursing Unit. The College evaluate programs requiring specialized testing for certification. Students pass rates are monitored in programs such as the Associate Degree Nursing, which is above the state and national averages, Diagnostic Medical Sonographer, Dental Hygiene, and Cosmetology. Supplemental courses and tests were created to assist students who were not meeting program standards.

As a result of the Assessment Academy project, outcomes assessment is addressed at the course level. The general education assessment or Student Learning Outcomes are clearly defined, assessed, and reported on in a comprehensive manner. The Assurance Argument, program reviews, and subsequent discussions with the Assessment Academy team and faculty identified a broader need to develop academic program outcomes which are clearly defined and measurable consistently across all programs. This process needs to include a report out plan that would identify the outcomes, measurements, expected target, results, an analysis of the results and anticipated changes. The current process for the Student Learning Outcomes could be used as a model for the academic program outcomes. College staff and faculty recognized the need to pursue the development of a comprehensive process to develop the program outcomes with measurements, targets, and eventually implementation and program changes.The college already has an Assessment Academy Team in place representing a cross section of the college's programs. Perhaps this team could lead the academic program outcomes effort.

There is evidence that the college is offering co-curricular activities but neither the Assurance Argument nor the interviews provided any information regarding the link between participation in these activities and the assessment of student improvement in their educational experience. The College may want to build upon the success of its Student Learning Outcomes (SLO) in addressing

the need for co-curricular assessment. The assessment process can utilize the SLO developed while part of the Assessment Academy combined with artifacts for each co-curricular activty or event to measure the SLO.

A review of the assessment plans concurred that the College has developed Student Learning Outcomes, established adequate methodologies to gather data, and shown evidence of the analysis and use of assessment data to improve curriculum. Nevertheless, due to fact that the Team could not prove that the College was using all of the data that it was collecting, is cause for concern. While the College has five Student Learning Outcomes (SLO), in order to enhance its assessment efforts the College must develop measurable academic program outcomes, collect recent student data, and close the loop for co-curricular programs.

## Interim Monitoring (if applicable)

Monitoring Report embedded as part of the Assurance Review in 4 years to include:

A. John A Logan College needs to develop learner outcomes for its co-curricular activities. The co-curricular outcomes need to:

(1) define the student learning outcomes (what do they want students to know upon completing the program),

(2) identify how these learning outcomes will be taught and assessed,

(3) report on how well students learned the outcomes,

(4) analyze where learning did not occur, and

(5) determine adjustments based on the analysis

Within four years, JALC co-curricular programs should have completed the first assessment cycle.

B. John A Logan needs to develop academic program outcomes, especially for general education programs. The report on outcomes need to address:

(1) the process used to identify measurable outcomes,

(2) activities for measuring outcomes with targets,

(3) analysis of the results and any changes resulting from the analysis.

Within four years JALC's should be able to provide a report with a time line and progress on developing academic programs outcomes across all general education programs.

# 4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

## Rating

Met

## Evidence

As with its approach to assessment, the College has shown a significant staff and financial commitment to improving student success even in financially difficult times. The College, as part of its five-year strategic plan has implemented a Student Success Initiative and a Student Success Team that leads the effort to increase the level and rates of student success regarding academic achievement, completions, persistence, retention, job placements, and advancements. The team developed a Marketing, Recruitment, and Enrollment Management Plan to help achieve the goals while adhering to College's Mission and Core Values. The five goals include the followings: Revitalization of the College's website, integration of the Marketing and Branding to promote the College, use of an outside agency to conduct a review of materials, web page, and media buying, an increase use of social media, and the development of new materials and brochures for recruitment.

During interviews the College acknowledge a culture shift to one of "student success" based on data analysis. The College implemented its inVOLe project in spring 2013. The purpose of the project was to identify potential methods in which JALC could utilize collaborative efforts among divisions and academic departments to address student retention strategies.

The College has an Early Alert retention program that is part of the College's Jenzabar student retention software. This program was implement in fall 2016 which only gave the HLC Team less than one year of data to see what impact the program was having on student retention or how much it was used by faculty. In interviews conducted by the team with the faculty, some faculty and staff indicated that the use of the Early Alert program has only been put into action recently and they have noticed some improvements. In the future, the college would benefit by tracking the persistence,

retention, and completion of students who were served through this program. Future participants may also benefit if the college conducted a point of service survey to determine how satisfied students were with the services provided.

JALC Office of Institutional Research tracks retention figures for the College. This office tracks enrollment on the tenth day of each semester, monitors and reports fall to spring semester, and fall to fall semester data in order to track retention rates.

The College reports to IPEDs and provides data to the National Clearinghouse. The IPEDs Report from 2007-2015 was reviewed by the HLC Team.

The College developed and implemented programs such as Desire2Learn, MyJALC student Portal Guide, and JALC Student Guide to enhance student retention.

A review of the Recruitment and Retention Plan only revealed a general goal for increasing retention and completion based upon annual IPEDS reporting. The lack of specific goals or targets was confirmed during the meeting with the Recruitment and Retention Committee. The College needs to develop specific targets and benchmarks for persistence, retention, and completion beyond those reported to IPEDS. Specific goals and benchmarks will assist the college in better assessing which of the interventions in the plan are most effective . Knowing where to focus resources on retention and completion will be more critical if the enrollment of the college remains flat.

## Interim Monitoring (if applicable)

No Interim Monitoring required.

# 4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

## Evidence

JALC has a variety of institutional and system-level practices in place which assist the institution in evaluating and improving the quality of its educational program, learning environments, and support services.

The College maintains programmatic accreditation as appropriate. Program review processes as mandated by ICCB are in place and non-academic units also participate in this process.

There is a need to identify targets for persistence, retention, and completion beyond those reported to IPEDs. Without defined goals, the college will not be aware of their successes or able to identify which interventions were most effective. The key to this process is to focus on the college's ability to first create reasonable targets and then set "stretch goals." Reasonable targets should be achievable annually. Stretch goals are goals that could be achievable perhaps in five years to ten years.

One method that JALC could use would be to state that persistence and retention would be above the prior year. Because persistence and retention are very difficult to change in a short period of time, using the prior year has a guide could be helpful. Similarly, graduation numbers have a tendency to vary more so than persistence and retention. Therefore, the College may want to compare the current graduation to the average of the previous three years.

Year over year increases or comparing numbers to three-year averages will supply immediate knowledge of the success of the current projects in place designed to improve these elements. So with a goal of one or two percentage points per year may be possible. Stretch goals could include 10%. To identify the annual growth or stretch goals the JALC team may want to have the research department provide a ten-year review of the retention, persistence and completion to determine if there have been major variances in these components.

The assessment of student learning is focused on the course outcomes and the general education outcomes as defined through the Student Learning Outcomes process. The SLO process is detailed and exceptional in reviewing the students overall ability to address their general skill set. Finances could also be improved due to less reliance on new students and more reliance on retained students.

JALC needs to address the implementation of learning outcomes for all co-curricular programming, link the outcomes to assessment measures, and develop timelines for collection of data in relation to each objective. In addition, JALC should demonstrate a systematic review process that documents the use of assessment results for co-curriculum updates and budgeting.

The College may want to build upon the success of its Student Learning Outcomes (SLO) in addressing the need for co-curricular assessment. The assessment process can utilize the SLO developed while part of the Assessment Academy combined with artifacts for each co-curricular activty or event to measure the SLO. If this option is selected, the current rubrics for assessing the

five (5) SLO can be used for co-curricular activities, however, artifacts will need to be developed with measures and a review process identified that is tied to co-curricular budgeting and planning.

As John A. Logan College begins to finalize its Student Learning Outcomes (SLOs) or general education outcomes plan, it is important to recognize the need to develop a plan for the development of measurable academic program outcomes. The current process for the Student Learning Outcomes could be used as a model for the academic program outcomes. Several key steps to this process the college has already used in the development of the SLOs.

- The development of the program outcomes.
- Develop measurements for each outcome. The options are numerous and must be determined by faculty.
- Set targets for each outcome.
- Implement all measurements with a five year period that matches the program review cycle.
- Investigate an Annual Report from each program outlining measurements implemented and proposed changes.

Perhaps the first step would be to identify some of the outcomes which are already evident at the college. These outcomes would include the number of graduates in the AA/AS degrees who transferred to a four-year institution, the number of graduates with AAS degrees who passed the national licensure exam, and the number of graduates with AAS degrees who are working. With this as a positive start, faculty may begin to see the overall vision of the importance of identifying outcomes for each of their programs.

# 5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

# 5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

## Rating

Met With Concerns

## Evidence

John A. Logan College has three primary sources of revenue; tuition and fees, local property tax /other local revenue and state funding. Due to the lack of a state budget (IL), state funding has decreased from $11.5M in FY15 to $4M in FY16 to a current estimate of $5M in FY17. Continued issues with funding from the state of Illinois has resulted in layoff and reductions in operating budgets across the College. Even with these efforts, the College leaders are projecting a current year loss of $3.4M, with approximately $1.4M of this being covered by transfers from auxiliary operations. Preparations for FY18 including state revenue based on 40% of the FY15 actual received, or $0.4M less that FY17 projections, continues to produce an operation loss. Further, the College's composite financial index has declined from 3.8 in FY11 to -.21 in FY16. Clearly with budgetary constraints, the College has been very aware of the use of its revenue. When speaking with staff and faculty, they recognized the need to conserve their resources and expend them when evidence was available to show an impact on student success. JALC has a plan to meet the financial commitments to its programs, services, and constituents through 2018; however, the Team has concerns about the long-term impact of the prolonged state budget impasse and the significant reductions in state funding on the College.

John A. Logan College has an Information Technologies Strategic Plan and a Facilities Master Plan.

Highlights of the technological infrastructure include the implementation of a new ERP system, adoption of Desire2Learn as the College's learning management system, IT student and faculty help desk, MyJALC and JALCText. Student interviews verified the use and satisfaction with these products. When interviewing the Online Assessment Team they specifically mentioned their satisfaction with the D2L software.

By Board Policy, the Facilities Master Plan requires a biennial review by college staff, a five year review including the request for department feedback and the commissioned creation of new plan every 10 years. Any changes proposed at the biennial and five-year review stages must be reviewed by the Board Building Committee. The 10-year new plan requires approval of the full Board. The current 10 year plan includes an appendix documenting input from both internal and external constituents. An examination of hand written notes of these planning meetings provided by the Vice President of Business Services and College Facilities verified input from community members. After touring the College grounds and meeting with faculty and staff, it was clear that the College has a significant commitment to the physical and technological infrastructure of the College.

John A. Logan College's budgeting process ensures that funding for instruction, instructional support and student services maintains its prominence. The audited financial statements for FY16 provide evidence of spending in these three areas at 55.8% of total operating expenses. This is compared to 55.3% in FY15. Further, budget documents for FY17 project spending in the same areas at 56.6% of operating funds. While not a true comparison, it is an indication of the College's commitment to its core purpose.

Workforce Development staff provided a detailed description of their activities during site visit interviews. They are quite extensive and provide continuing education activities to the community and business & industry at low or no cost.

The College's current goals are defined and described in the strategic plan. These 16 strategic projects have budgets tied to the implementation of the plan. The College has continued to evolve with the current budgetary constraints. In the most recent Progress Report – February 17, 2017, the 16 strategic projects were re-evaluated to match the most recent budget shortfall. These changes were essential to address a plan that was created in a different financial situation. Staff recognized the need for these budgetary reductions during the interviews.

The College staff is appropriately qualified and trained. Two of the 16 projects included in the strategic plan date FY2014-2018 are ERP System (2) and LMS Implementation (13) Implementation of the two systems, Jenzebar and Desire to Learn (D2L) would not have been successful with appropriately trained staff. In interviews with students, it was verified that the systems are working and that if they, as students, have questions, they can obtain help from asking anyone. Meetings with faculty during the visit reinforced the student comments.

Office productivity is another goals in the current strategic plan. While the primary purpose of this goal was to train on a variety of software, the focus has been on Jenzebar and D2L. College staff also indicated the opportunity to train on Microsoft Office Suite. A second part to this goal was identified during interviews with the Office Productivity team. This team is working across campus to reduce time wasting activities and identifying areas of training when the need arises. During interviews with the Vice President of Business Services and College Facilities, team members were informed about the credentials held by business office staff. The business office staff include three individuals with an M.B.A. and one with a C.P.A. This level of credentials within the business office is commendable.

John A. Logan College has well established processes in place for budgeting and monitoring

expenses. The College uses a form of zero based budgeting with BudgetPak software, which was demonstrated during the visit. The software provides budget managers with historical budget and actual expenditures, but requires entry at the line item level, i.e., supplies, travel, conference fee, membership, etc. During the site visit, members of the team received a short tutorial on BudgetPak. The budgeting process was verified with budget managers during open forum conversations. Additionally, staff and faculty who do not have their own budgets indicated that they have an opportunity to request budget funds to improve their work or service to students. Further evidence of an inclusive budgeting process includes the 400 suggestions received from internal constituents in 2015, when the College first faced the shortfall of state allocation. The site visit Team confirmed that this list continues to be studied for ideas to be implemented.

Budgets for the following fiscal year, after receiving final approval from the Board of Trustees, is loaded into the Jenzebar system. Jenzebar is used to track actual expenditures and provides reports to budget managers that can be viewed even on mobile devices. Team member discussions with college employees verified that budget managers knew of this capability, but indicated that they usually request printed reports to review. The Vice President for Business Services & College Facilities provided further evidence of the integrity of budget monitoring. The “stages of action” process was developed to establish criteria for action and the corresponding action taken at each level. The actions taken include preventing the initiation of new purchase orders all the way to beginning the process to issue bonds for working capital.

## Interim Monitoring (if applicable)

An interim monitoring report due January 11, 2019 is requested to update the commission regarding the ability of the college to make the continuous adjustments necessary to operate within its financial means. This interim monitoring report should include:

- the financial results of FY17,
- an FY18 budget, as updated at the time of the report,
- projections for FY19, based on then current state revenue assumption,
- results of the FY2014-18 Strategic Plan with any modifications or impacts on outcomes due to budget reductions, and
- an update on the new Strategic Plan and how the current budgetary situation impacted the planning process and goals.

# 5.B - Core Component 5.B

The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

## Rating

Met

## Evidence

The Colleges Board of Trustees has the following committees: Budget and Finance, Policy, Foundation, Employment Services, Athletics, Diversity, Building, Ground and Safety, and Integrated Technology. The Board of Trustees were quite clear in stating that each of these committees play a major role in the College's changes and that all of the committee meeting discussions are summarized and forwarded to the full Board.

During discussions with the Board of Trustees, members emphasized that the Budget and Finance Committee was the most critical committee of the College. Budget information is discussed at the full Board meetings on a regular basis and is reflected in the minutes.

The Board of Trustees Policy Committee defines and approves all policies. The Board of Trustees Policy Manual includes the Board's policies as well as policies for the College's employees. There is also an Administrative Procedures document. These documents are posted on the College's intranet.

Newly elected board members receive an orientation outlining their responsibilities. Team members reviewed board meeting minutes to ensure these policies were met including Board members abstaining from decisions that they had a personal interest.

During employee interviews, it was discovered that all faculty and staff have the opportunity to submit new policies. For example, there was a need for a Social Media policy. The person in charge of this area requested the addition of this policy to his vice president. As a result, the manager researched the project, developed the policy and forwarded the draft to the vice president. The vice president reviewed the policy, and forwarded the policy to the Board of Trustees Policy Committee for their approval. The Board provided the final approval.

Three of the five (5) collective bargaining units (Faculty Association, Term Faculty Association and Logan Operational Staff Association) have the opportunity to make formal presentations at each of

the monthly board meetings. The JALC Administration meets with all five bargaining units twice a year. A student (student trustee) is also represented at all of the Board meetings including closed sessions. His or her peers vote on this student representative. During the interview with Board members, members stated that the student was on the Board due to a state mandate.

The Student Senate meets twice each year with the Board to exchange their ideas and concerns. Membership on the Student Senate include student club members, the student trustee, and other college students.

Decision making at the College takes many forms. Various committees provide faculty, staff, and students an active role in specific college activities. In addition, faculty and staff indicated that they had input into the decisions made within their departments but were not closely tied to the decision-making processes at the administrative level. Faculty and staff expressed a concern that they would like to become better informed of the major issues affecting the College including potential layoffs.

## Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

# 5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

## Rating

Met

## Evidence

The College's mission is carried out through its strategic plan. The current plan was developed in 2013 and covers FY2014-FY2018. Due to the unprecedented changes in State funding, the College revisited the plan in FY2017. This revised document made changes to the 16 projects to align them with the budget shortfall. This Progress Report dated February 17, 2017 provides a detailed response. As the State of Illinois continues to reduce funding provided to the College, cuts have been made in services and staffing. The administration's bold move of requesting input from faculty and staff produced 400 suggestions, which continue to be reviewed and implemented.

Throughout the budget reduction process, a review of the budget found that the College continues to allocate over 65% of their budget to personnel costs and over 50% of their budget to the functional categories of instruction, academic support and student services. In doing so, the College continues to allocate its resources in alignment with its mission and priorities.

The academic assessment at the College has taken the form of Student Learning Outcomes which clearly addresses the general skills required by students and the course outcomes included within the course syllabi, however, evidence could not be found in the assurance argument which shows that each of the academic programs have student learning outcomes. When analyzing the Program Reviews, program outcomes were broad in nature and take on a conversational tone rather than specific program outcomes that are identified, with specific targets, measures, results, and changes made as a result of these learning outcomes.

In addition, the 2014-2018 Strategic Plan emphasized the development of course level, program level and General Education assessment. Based on the documentation the college has committed to course level and General Education assessment but has yet to address the academic program outcomes. Interviews with faculty and staff indicated that developing program outcomes would

follow upon completion of the learning outcomes developed through the Assessment Academy.

During the interviewing process, it became evident that the use of measurable academic program outcomes were not consistent across all programs at the College outside CTE programs, as noted in core component 4B. The College and faculty recognize the need to add this component to their future plans as they begin to wrap up the general education outcomes project. They realize the need to identify the outcomes, create measures including targets, implement the measures, review the results, and make changes when necessary.

John A. Logan College is inclusive in gathering input into planning. All planning documents that require approval by the Board of Trustees are subject to comment during regular board meetings. The five year strategic plan developed in 2013 used three planning principles, strategic alignment, inclusiveness, and actionable recommendations. After the mission, vision and values were reviewed, an environmental scan, gap analysis, development of strategies and goals, development of projects and an implementation strategy, clarification of next steps, completion, and presentation of the final report. Throughout the initial five-year strategic planning process, interviews, surveys, focus groups, and a web page feedback link were developed. However, this planning process took place in FY2013 when the College was in a very different financial situation. Additionally, documentation of input from internal and external constituents is presented in Appendix A of the Facilities Master Plan. Through interviews, hand written source documents were also provided.

The most critical planning process at this time is to determine what emerging challenges will be occurring in the future. The planning process did not address emerging challenges beyond the immediate budget crisis in Illinois. The portfolio did not mention any recent environmental scans except to turn towards the Workforce Development for information. The last environment scan was conducted in 2013. The onsite visit revealed that even though the College had not conducted its own environmental scan, the College does have access to two economic studies. The first study is regional and titled Workforce Innovation and Opportunity Act which covers the southern 16 county area. The second is the Greater Egypt Economic Study. The College will benefit by reviewing this data to determine how it will have an impact on student success and future planning.

Enrollment has declined significantly in the past two years, and the assurance argument included the College's Recruitment and Retention Plan in response to the enrollment downturn. During interviews, faculty and staff were aware of the enrollment decline and efforts to address increased enrollment in traditional populations. The goals and outcomes of the Recruitment and Retention Plan were discussed during the meeting with the Recruitment and Retention Committee . One of the noted results was the recent increase in student enrollment due to increased outreach to the high schools in the service region which reflected a 49% conversion rate. The plan has a number of additional retention projects that will be implemented in Fall 2017 and Fall 2018, however, there were limited measurable goals used to assess the effectiveness of the interventions. The primary target of the interventions was improvement.

The recognition that emerging factors play an important role in planning is documented by the use of advisory boards, the creation of a Technology Strategic Plan and continued nurturing of relationships with District high schools and business & industry. Advisory boards provide input in design and redesign of curriculum to meet the changing needs of the industry. Interviews with two advisory board members validated the ability to affect change. The Technology Strategic Plan puts forth not only a document, but a path for updating the plan for emerging changes in technology. Relationships with area high schools keep the College aware of trends and business & industry partners keep the College connected to leaders in their respective fields. John A Logan College has institutionalized processes to capture emerging factors to assist in institutional planning.

Lastly, the College continues to be aware of emerging information regarding state funding.

## Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

# 5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

## Rating

Met

## Evidence

The Office of Institutional Effectiveness is responsible for supplying college administration data to be used in the College's decision making process. While speaking with the Director of Institutional Research about the comprehensive retention and recruitment plan, it was discovered that the plan is used in various departments for a variety of reasons including program review, grant development, and the overall evaluation of the College. The plan is in its first year of implementation, and recruitment activities have yielded increased enrollment of recent high school graduates for AY 2016-17. The first retention activities will not be implemented until Fall 2018. The Retention and Recruitment plan serves as evidence that the College documents evidence of performance.

The College joined the HLC Assessment Academy to develop its general education outcomes. The College has developed Student Learning Outcomes (SLOs) or general education outcomes which are addressed within the academic program courses. The results of this effort are tracked by the Assessment Academy Team. During interviews with the members of the Assessment Academy Team, it was evident that members were fully committed to the process and its ultimate success. To this end, they monitored the results of the faculty

Program reviews are conducted every five years, per ICCB requirements. There was no evidence in the Assurance Argument or the interviews that any additional reporting is provided during the intervening five years. This lack of additional reporting over a five year interval may reduce the effectiveness of these programs over time, and JALC is encouraged to investigate interim or annual reporting to address changes that are too imperative to wait upon the regular five year review cycle.

The Program Reviews have some general information on program outcomes; however, a general lack of academic program outcomes was confirmed during the visit, as noted in sub-component 4B. College staff and faculty recognized the need to pursue the development of a comprehensive process to develop the program outcomes with measurements, targets, and eventually implementation and program changes.

One example of an area the College recognized a need to address was a medical building to provide simulation exercises, webcam recordings, and distance learning. This center has since been built and is being used by various constituents.

The College has taken an active role in ensuring that all documents on the website are compliant with

Section 508 of the Rehabilitation act. This component is critical to aid students, employees and the external community with the tools they need to use the College's website.

Google Analytics provides information on the usage of the website as well as the length of time that someone is on the system. The Web Master mentioned that he is continuing to monitor this to ensure the process is easy to use and seamless for the current students, future students, and the community.

The College identified two potential stop gap financial initiatives for FY2017 in July of 2016 including borrowing funds and taking funds from the auxiliary budget. During the interviewing segments, it was discovered that a cash bond was initiated to carry the college through FY2018. This had very little impact on their Bond Rating of AA-. Currently, the college's debt capacity is over 50%.

The College has changed the budgeting process and added budgeting software to improve the efficient use of resources including the purchase of BudgetPak software for employee salary and benefits plus revenue sources. Team members had the opportunity to review this powerful software during their onsite visit. The development of the College's budgets on the BudgetPak are used to finalize the budget and forward to the Board of Trustees. Once the College's budget is accepted by the Board of Trustees, the information is available on Jenzabar which provides budget managers an up to the day information on budget expenditures. Managers stated that they do use the information from Jenzabar to monitor their budgets on a regular basis.

The College's Assurance Argument mentioned the review of previous experiences to determine next steps regarding the budget. There are currently several areas affecting the budget a) the reduction in credit hours that has had an impact on state funding and tuition revenue, b) the expectation that the property tax revenue will remain the same, c) the contractual obligations for salary increases, and d) the need to support technology.

Purchasing is now in a separate area that allows for a more focused approach to saving money through purchasing consortiums and improved cost saving efficiencies. This has had a significant impact on the purchasing processes on campus.

The College is currently part of the State Authorization Reciprocity Agreement (SARA) to ensure online delivery of courses to other states are approved. The engagement with this consortium is critical as more states are refining their rules regarding offerings of courses in their states from external educational institutions.

The Community Health Education Complex (CHEC) provides various health activities to students for an activity fee charged to students taking six (6) or more hours in the fall/spring semesters and three (3) hours in the summer. Students stated that they understood the charge and other fee free options more than cover the cost of the CHEC fee. Interviews also included information on fees charged to the general public which were significantly higher than student fees including individual fees for health training activities.

To assist with retention the College implemented the inVOLve project to include both the professional and academic departments. Improvements have led to a 77.6% retention rate from fall to spring and a 45.7% retention rate from fall to fall. The fall to spring retention met the target while the fall to fall was slightly short of the measure by 9.3 percentage points.

The Early Alert System through Jenzabar has also been established to increase student retention. The Assurance Argument did not relay results from this effort. Due to the relative newness of this product, advisors had anecdotal information on its success, but advisors will be working in the near

future with the research department to determine its effectiveness.

The College initiated a Sustainability Center to improve energy usage on campus. As a result of this effort, the College received the Sustainability Champion Award from the Illinois Green Economy Network.

Students mentioned a recently added text software for a variety of college uses. These uses included college-wide alerts, class cancellations, course grades, and social activities on campus. Students were pleased that they had an opportunity to use the components of the software that best fit their needs.

The Assurance Argument and discussions during interviews identified many projects the College has been addressing over the years. However, some areas do not have measurements to determine whether these projects are successful. In addition, the research department has conducted numerous surveys for various staff and faculty but there was no evidence of any college-wide satisfaction surveys which could prove helpful for identifying potential changes.

## Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

# 5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

## Evidence

The College's budget is of primary concern. With the continuing decline of the state's contribution there is a need to constantly stay in control of the current budget and develop a budget for next year that will meet the needs of John A Logan College while also maintaining the integrity of teaching and services. However, with the continued reductions in state support, it is essential for the College to begin a comprehensive review of future budget needs. The College currently uses a form of zero based budgeting requiring budget managers to substantiate any changes to their requests.

To address the needs of the infrastructure and technology, JALC management staff have also developed an Information Technologies Strategic Plan and Facilities Master Plan to ensure continued relevant infrastructure for the College. A new ERP system, the implementation of the Desire2Learn as the LMS, the IT help desk, MyJALC and JALCText were well received by the faculty and students.

The Workforce Development Center provides extensive educational activities to the community and business and industry including some free training. Consideration should be given to structuring revenue for all courses at something close to cost recovery. This would enable the College to continue to commit to adequate funding to its core mission. The Community Health Education Complex (CHEC) provides various health activities to students and the community.

The Board of Trustees is aware of its fiduciary responsibilities and monitors the College's budget through an assigned committee which reports to the full Board. Other key Board committees are also in place to approve the College's major activities.

College decision making is evident within various departments and provided through college-wide committees. Each union has the opportunity to address the Board of Trustees and the Student Senate also meets twice each year with the Board to exchange their ideas and concerns. However, faculty and staff expressed a concern that they would like to become better informed of the major issues affecting the College including potential layoffs.

Although it is early for considering the development of a new strategic plan, the interview results indicated that the 16 projects identified in 2013 would suffice for years to come. As the funds continue to be reduced the College may want to revisit these projects to reduce or eliminate some of them to provide more time to staff to complete their job duties especially due to the layoffs and added day-to-day responsibilities which must be fulfilled within these departments by fewer staff.

The academic assessment at the College has taken the form of Student Learning Outcomes which clearly addresses the general skills required by students, however, there are few academic program outcomes. The College staff and faculty recognize the need to add this component to their future plans as they begin to wrap up the general education outcomes project. The current Assessment Academy Team may want to undertake this new endeavor to model this process after the SLOs. There would be

a need to train faculty in all aspects of the process including how to write program outcomes, develop measurements, identify targets, implement the measurement, review results, implement changes and ultimately report on each of the steps.

Although the assurance argument did not identify how the enrollment decline was to be addressed, interviews with faculty and staff showed that they were aware of this decline and the Recruitment and Retention Committee has developed a plan to address this issue. The first step was to increase the outreach to the high schools which provided evidence of recent improvement, the second was to increase retention through projects identified for implementation over the next couple of years. There is a need to attach measureable goals to these activities.

The Assurance Argument and discussions during interviews identified many projects the College has been addressing over the years. However, some areas do not have measurements to determine whether or not these projects are successful. In addition, the research department has conducted numerous surveys for various staff and faculty but there was no evidence of any college-wide satisfaction surveys. Although money is tight, the College could develop a "home grown" student satisfaction survey which could address the level of satisfaction with the College's services.

# Review Dashboard

| Number | Title | Rating |
|---|---|---|
| 1 | Mission | |
| 1.A | Core Component 1.A | Met |
| 1.B | Core Component 1.B | Met |
| 1.C | Core Component 1.C | Met |
| 1.D | Core Component 1.D | Met |
| 1.S | Criterion 1 - Summary | Met |
| 2 | Integrity: Ethical and Responsible Conduct | |
| 2.A | Core Component 2.A | Met |
| 2.B | Core Component 2.B | Met |
| 2.C | Core Component 2.C | Met |
| 2.D | Core Component 2.D | Met |
| 2.E | Core Component 2.E | Met |
| 2.S | Criterion 2 - Summary | Met |
| 3 | Teaching and Learning: Quality, Resources, and Support | |
| 3.A | Core Component 3.A | Met |
| 3.B | Core Component 3.B | Met |
| 3.C | Core Component 3.C | Met |
| 3.D | Core Component 3.D | Met |
| 3.E | Core Component 3.E | Met |
| 3.S | Criterion 3 - Summary | Met |
| 4 | Teaching and Learning: Evaluation and Improvement | |
| 4.A | Core Component 4.A | Met |
| 4.B | Core Component 4.B | Met With Concerns |
| 4.C | Core Component 4.C | Met |
| 4.S | Criterion 4 - Summary | Met With Concerns |
| 5 | Resources, Planning, and Institutional Effectiveness | |
| 5.A | Core Component 5.A | Met With Concerns |
| 5.B | Core Component 5.B | Met |
| 5.C | Core Component 5.C | Met |
| 5.D | Core Component 5.D | Met |
| 5.S | Criterion 5 - Summary | Met With Concerns |

# Review Summary

## Interim Report(s) Required

**Due Date**
4/19/2021

**Report Focus**
Monitoring Report to be embedded in the Assurance Review in 4 years. The report is to include the following:

A. John A Logan College needs to develop learner outcomes for its co-curricular activities. The co-curricular outcomes need to:

(1) define the student learning outcomes (what do they want students to know upon completing the program),

(2) identify how these learning outcomes will be taught and assessed,

(3) report on how well students learned the outcomes,

(4) analyze where learning did not occur, and

(5) determine adjustments based on the analysis

Within four years, JALC co-curricular programs should have completed the first assessment cycle.

B. John A Logan needs to develop academic program outcomes, especially for general education programs. The report on outcomes need to address:

(1) the process used to identify measurable outcomes,

(2) activities for measuring outcomes with targets,

(3) analysis of the results and any changes resulting from the analysis.

Within four years JALC's should be able to provide a report with a time line and progress on developing academic programs outcomes across all general education programs.

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**Due Date**
1/11/2019

**Report Focus**
An interim monitoring report due January 11, 2019 is requested to update the commission regarding the ability of the college to make the continuous adjustments necessary to operate within its financial means. This interim monitoring report should include:

- the financial results of FY17,
- an FY18 budget, as updated at the time of the report,

- projections for FY19, based on then current state revenue assumption,
- results of the FY2014-18 Strategic Plan with any modifications or impacts on outcomes due to budget reductions, and
- an update on the new Strategic Plan and how the current budgetary situation impacted the planning process and goals.

## Conclusion

The Team wishes to thank John A Logan College for their great hospitality during the visit as well as timely response to all requests before and during the visit. The team would also like to thank the JALC HLC team for submitting the Assurance Argument a week before the deadline.

Strengths

- John A Logan has made great progress with assessment via the Student Learning Outcomes. Data is being collected, faculty are reflecting upon the results, and changes are being made. We also want to compliment the college on its mapping of the SLOs to institutional outcomes.
- The team has been impressed with the passion and commitment demonstrated by all employees throughout the visit. The number of former students that started at JALC then returned to serve as faculty, staff, and administrators is a real testament to the college and its commitment to the community.
- The team would like to compliment the college on a clean and well maintained campus. The environment is very welcoming, there is a clear interest in maintaining a modern learning environment while also respecting the past.
- The commitment of the Workforce Development department to the community, business and industry has been strong through corporate training, continuing education, and activities through the CHEC Center.
- The college deserves recognition for its innovation that has resulted in a number of awards:

    o Six years of recognition with the Distinguished Budget Presentation Award from the Government Finance Office Association of the United States and Canada,

    o EEOC recognition of the college's Affirmative Action Process,

    o Sustainability efforts recognized through the IGEN Uplugged award in the Lucid Technologies Campus Conservation National Competition, and

    o Their recent NACEP accreditation.

Areas for Improvement:

- John A Logan has made great progress with assessment of general education through the assessment academy, as that project is institutionalized, it is time to use these same tools to address the academic program outcomes.
- There are a number of initiatives underway that reflect the leadership changes of the past few years that do not have clearly measurable goals and could lead to initiative fatigue. The college needs to revisit these active plans, set some final goals or conclude some ongoing initiatives
- JALC will need to address the general lack of goals for and assessment of its co-curricular activities..

The budget situation at JALC was easily the team's top concern prior to the visit, and we want to begin by acknowledging that much of this was beyond the college's control. The visit provided clarity as to how the College has made changes in response to the state budget impasse:

- Efforts have been made to balance the budget while limiting the impact on program quality.
- Efforts to stabilize enrollment appear to be paying dividends.
- Leadership has identified target revenues needed to stabilize the budget.

The college has had to make some difficult decisions while grappling with a fiscal situation resulting from the state budget impasse. While the college appears on track, there are still some variables outside the institutions control that could stall current progress and completion of strategic efforts. Community colleges are often described as nimble organizations, and John A Logan may well have to live up to that description until the Illinois state budget impasse is resolved.

Overall Recommendations

The visiting team recommends that John A Logan College retain its right to choose the Pathway the College deems appropriate. The current budget challenges faced by the college are not directly of their own doing, and the lack of any clear resolution to the budget impasse in the state assembly extends the challenge. Given the climate in the state of Illinois, the team agrees that a follow up on the budgetary situation at the Assurance Review in four years is too long. Therefore, a report on the budget is necessary in 18 - 20 months to ensure the College's stability and provide the Commission the opportunity to help guide John A Logan leadership if any new wrinkles are added to the state budget impasse.

If one sets the budgetary situation aside, the only real concerns that the team has with JALC is the lack of clear goals for and assessment of co-curricular activity and need to set measurable program outcomes. It was evident to the team that the College is valued by its community, has operated with integrity, and is in general good health. It is unfortunate that the state's budgetary climate has to add stress and instability to a historically sound institution.

## Overall Recommendations

### Criteria For Accreditation
Met With Concerns

### Sanctions Recommendation
No Sanction

### Pathways Recommendation
Eligible to choose

HIGHER LEARNING COMMISSION

FORM

# Federal Compliance Worksheet for Evaluation Teams

## *Evaluation of Federal Compliance Components*

The team reviews each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the *Federal Compliance Overview* for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review: John A. Logan College

Please indicate who completed this worksheet:

- ☐ Evaluation team
- ☒ Federal Compliance reviewer

**To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:**

Name: Leo Hirner

☒ I confirm that the Evaluation Team reviewed the findings provided in this worksheet.

## Assignment of Credits, Program Length and Tuition
(See FCFI Questions 1–3 and Appendix A)

1. Complete the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours*. Submit the completed worksheet with this form.
    - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
        - Associate's degrees = 60 hours
        - Bachelor's degrees = 120 hours
        - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
    - Note that 1 quarter hour = 0.67 semester hour.
    - Any exceptions to this requirement must be explained and justified.
    - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:

    ☒ The institution meets HLC's requirements.

    ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

    ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

    ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution conforms to standard expectations for awarding credit with Associate in Arts and Associate in Science requiring 62-64 hours as designated on degree worksheets, available on the website. Some Applied Science degrees, especially those that require licensure, such as the ADN and Occupational Therapy Assistant Programs, have a higher range—up to 72 hours. Class schedules and syllabi confirm standards are being met in contact hours and workload equivalent for credit hours awarded.

The institutional website provides a clear link for tuition costs, both standard and variable based on high-cost programs (http://www.jalc.edu/admissions/tuition-and-fees). In addition to the samples listed in the Federal Compliance worksheet the institution provided, the website identifies additional tuition costs associated with the following programs: Massage Therapy, Medical Assistant, Med Lab Tech, Nursing Assistant, Occupational Therapy Assistant, and Surgery Technology. Costs are broken out to include variable tuition, background checks, costs of supplies (uniforms, safety glasses, etc.), and costs of certification/licensure exams.

Additional monitoring, if any:

## Institutional Records of Student Complaints

(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to by systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
    - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
    - Determine whether the institution has a process to review and resolve complaints in a timely manner.
    - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
    - Advise the institution of any improvements that might be appropriate.
    - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

    ☒ The institution meets HLC's requirements.

    ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

    ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

    ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The student handbook, *Rights and Responsibilities: A Student Code of Conduct*, posted online at https://www.jalc.edu/rights-and-responsibilities-a-student-code-of-conduct, provides detailed information on procedures for dealing with allegations of harassment and discrimination and lists address, phone number, and email link for Title IX Grievances. In addition, appendices to that student handbook include forms for grade appeals and a more general student grievance/complaint form, with contact information provided for each division chair as follow-up on grade appeals and a tracking line for identifying which vice president other grievances are directed toward.

The 27 reported formal complaints all note resolution, when appropriate, and date.

Additional monitoring, if any:

## Publication of Transfer Policies

(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
    - Review the institution's transfer policies.
    - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
    - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
    - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.
    - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

    ☒ The institution meets HLC's requirements.

    ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

    ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

    ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The Student Guide to Rights and Responsibilities indicates that John A. Logan accepts transfer credit only from regionally-accredited institutions. A web page link references board policy for transfer credit, including AP and ACE credit. Articulation agreements are listed on the website for state institutions and selected online programs. With the exception of Southern Illinois University Carbondale, most of these articulation agreements are not program-specific.

John A. Logan participates in Illinois' state transfer initiative and, as such, its general education courses are more universally accepted across the state, providing an assurance for students completing an associate degree. The statewide portal, iTransfer, lists course equivalencies for state institutions.

An additional resource for John A. Logan students is provided through Transferology, an informational link powered by CollegeSource that lets students know course equivalencies nation-wide and provides resources for reverse transfer.

Additional monitoring, if any:

## Practices for Verification of Student Identity

(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
    - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
    - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

    ☒ The institution meets HLC's requirements.

    ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

    ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

    ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

At admission, students are provided a randomized password linked to their email address and must use this to log in to the JALC Portal and D2L, the online learning management system. Website pages for these two log-ins provide clear links on changing password and getting assistance with log ins.

JALC reported that some but not all online courses require proctored exams. In a sampling of 30 syllabi, including 9 online, only one course noted the requirement for proctored exams. Some, but not all syllabi, referred to academic integrity policies.

A $25 fee is noted for testing taken for another institution but not for students enrolled in JALC classes. The Learning Lab has guidelines posted on the website indicating a photo ID is needed for all testing.

A web page on tuition and fees clearly delineates the cost per credit hour for tuition in-district ($115 per hour) and online ($127 per hour).

The on-site team may wish to visit with students and faculty about how academic integrity is reinforced for online classes.

The visiting team did address academic integrity and consistency of curriculum across all modes of instruction during meetings with Faculty and Students. The team found that JALC had appropriate training and assurance processes in place, especially the Online Assessment Team rubric.

Additional monitoring, if any:

## Title IV Program Responsibilities
(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
    - The team should verify that the following requirements are met:
        - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities.
        - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

- **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.
- **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)
- **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.
- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)
- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs

Offered Through Consortial Arrangements on HLC's website for more information.)

- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
- Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
- If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
- If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity *(Core Components 2.A and 2.B)*.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

☒ The institution meets HLC's requirements.

☐ The institution meets HLC's requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The March 2015 audit from the US Dept. of Ed noted findings on Controls over Student Financial Assistance Enrollment Reporting (with 19 of 25 students who had withdrawn not reported). The Department accepted JALC's corrective action plan as satisfactory.

The Nov. 21, 2014, Final Program Review Report from the Illinois Student Assistance Commission documents JALC's last review in 2012-2013. Findings reflected a revision to Monetary Award Program (MAP) language and incomplete MAP data. The institution addressed the language in revising future mailings; in various other areas of missing MAP data, the institution agreed to some findings and adjusted policies on others in which financial liability varied from $2090 to $328. Additional findings were addressed by the institution with no further action required, such as clarification of employees with access to MY Zone.

The visiting team confirmed that checks and balances are still in place for audit items.

Default rates for the past three years were reported as 18.1, 17.9, and 20.1. JALC's default rate was the second highest among peer institutions listed (10.3-18.8) but noted that it no longer participates in the federal loan program, since 2011.

Safety statistics, per the Clery Report guidelines, can be found in the Student's Right to Know/Consumer Information link on the website. This link also provides required information on equity in athletics through the 2016 Screening Report, the Administrative Procedures for SAP, as well as the board policy for Progress, Probation, and Suspension.

Student attendance guidelines are set by the instructor, per policy 8410. This stipulation is in the Student Right to Know (Article III, Section 2). Extensive guidelines are offered on excused absences to protect students from penalties, including a policy that exams may be made up through the end of the semester. In a sampling of 30 syllabi, attendance policies were sometimes listed, sometimes not. A number of instructors noted the institutional policy would be followed, creating a circular argument with the institutional policy being that instructors set those guidelines.

Consortial relationships are also disclosed on the Consumer Information page of the website, including accrediting agencies for the MLT, OTA, STP, and VET Programs. The VET Program is noted as in teach-out status through May 2018.

Additional monitoring, if any:

## Required Information for Students and the Public

(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☒ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The Consumer Information web page provides a link to a cost calculator, its refund policy, and price of attendance with in-district, online, out-of-district, out-of-state, and international tuition listed, as well as general fees (technology, graduation, etc.) and a listing of program

tuition and fees. As noted earlier, program costs are clearly outlined, including supplies and testing fees.

Additional monitoring, if any:

## Advertising and Recruitment Materials and Other Public Information

(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
    - Review the institution's disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC's web address.
    - Review the institution's disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
    - Review the institution's catalog, brochures, recruiting materials, website and information provided by the institution's advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
    - Verify that the institution correctly displays the Mark of Affiliation on its website.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

    ☒ The institution meets HLC's requirements.

    ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

    ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

    ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Institutional accreditation is noted on the website with the HLC logo and link. Program accreditations are also noted for a variety of applied science programs with accreditation status and date listed for all except Health Information Technology (HIT) Clinical, which has a TBD date listed.

The catalog and student handbook are linked by  section on the website for easy access of program information.

Additional monitoring, if any:

## Review of Student Outcome Data

(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
    - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
    - Review the institution's explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

    ☒ The institution meets HLC's requirements.

    ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

    ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

    ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Student outcome data posted under the Consumer Information link on the website includes completion rates by gender and ethnicity (link to the National Center for Education Statistics); graduation, transfer-out rates, and retention rates (NCES); graduation rates for students receiving athletic student aid, and licensure pass rates for 2010-2016.

The Assessment Initiative Report is posted online with timelines, meeting minutes, and discussion of general education outcomes.  JALC participated in the HLC Assessment Academy 2007-2011.  Reports include data related to student learning outcomes for the past several years; however, an on-site review should include a verification of how this information is being used for making curriculum decisions as limited information is available for that online.

Syllabi for the same course in different formats demonstrate a consistency in learning outcomes and common inclusion of how the course links to general education outcomes.

The team met with the JALC Curriculum and Instruction Committee and HLC Assessment Academy Team during the visit, and team members were able to confirm that curricular changes are now being made as a result of assessment results. The college utilizes a local database to compile assessment data, feedback, and changes; and the database was reviewed by one team member as part of the on-site visit.

Additional monitoring, if any:

## Publication of Student Outcome Data

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
    - Verify that student outcome data are made available to the public on the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
    - Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

    ☒ The institution meets HLC's requirements.

    ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

    ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

    ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Student outcome data is easily accessed online through the assessment pages, including a description of the overall assessment initiatives and results from learning outcomes. Nationally-reported data on graduation rates are clearly linked under the Current Student link.

Additional monitoring, if any:

## Standing With State and Other Accrediting Agencies
(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

   The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

   **Note:** If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

   - Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
   - Verify that the institution's standing with state agencies and accrediting bodies is appropriately disclosed to students.
   - Determine whether this information provides any indication about the institution's capacity to meet HLC's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☒ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Licensure pass rates are listed for all accredited programs for several years. Information is noted for a program in teach-out phase, the VET Program.

Additional monitoring, if any:

## Public Notification of Opportunity to Comment
(FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

   **Note:** If the team has determined that any issues raised by third-party comments relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

   - Review information about the public disclosure of the upcoming visit, including copies of the institution's notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
   - Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☒ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

A web link verifies the institution made an effort to gather third-party comments both online and through eight local newspaper advertisements. JALC provided the visiting team with copies of the ads for public comment placed in local newspapers.

Additional monitoring, if any:

## Competency-Based Programs Including Direct Assessment Programs/Faculty-

## Student Engagement
(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)

    - Review the list of direct assessment or competency-based programs offered by the institution.
    - Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
    - Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

    ☐ The institution meets HLC's requirements.

    ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

    ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

    ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

NOT APPLICABLE--

No competency-based programs were reported.

Additional monitoring, if any:

## Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

In addition to the documents referenced in attachments to the Federal Compliance Review (including Student Guide to Responsibilities and Catalog), the following items were reviewed:

30 Syllabi, including a comparison of on-site, hybrid, and online formats of the same course

Website Pages Visited:

**Accreditation:**

Institutional-HLC

https://www.jalc.edu/accreditation

Program (DNA, DHY, DMS, HIT, HVAC, MLT, OTA, STP, VET)

https://www.jalc.edu/accreditation/programs-with-specialized-accreditations

**Assessment:**

https://www.jalc.edu/assessment/assessment-results

**Consumer Information:**

https://www.jalc.edu/students-right-to-know-consumer-information

**Program Information (review of credit hours and requirements):**

http://jalc.edu/files/uploads/global/catalog/degrees_certificates/art.pdf

http://jalc.edu/files/uploads/global/catalog/degrees_certificates/mathematics.pdf

http://jalc.edu/files/uploads/global/catalog/degrees_certificates/physics.pdf

http://jalc.edu/files/uploads/global/catalog/degrees_certificates/nursingadn.pdf

http://jalc.edu/files/uploads/global/catalog/degrees_certificates/occupationaltherapyassistantaasdegree.pdf

http://jalc.edu/files/uploads/global/catalog/degrees_certificates/medicallaboratorytechnologydegree.pdf

http://jalc.edu/files/uploads/global/catalog/degrees_certificates/electricalengineeringtechnology.pdf

**Transfer Policies:**

https://www.jalc.edu/academic-advisement/transfer-of-credit-and-articulation-agreements

https://www.jalc.edu/files/uploads/global/consumer_information/pdfs/board_policies/transferring_credit_to_john_a_logan_college_8242.pdf

https://www.itransfer.org/

https://www.transferology.com/

**Transparency in fees:**

https://www.jalc.edu/admissions/tuition-and-fees

**Verification of Student Identity:**

**https://www.jalc.edu/learning-resources-center-lrc/learning-lab**

JALC Portal

https://my.jalc.edu/ics

D2L

https://adfs.jalc.edu/adfs/ls/?SAMLRequest=fVFLU4MwEP4rTO4QmkppM4UZbA92pipT0IMXJ0CQOCHBbPDx74Xiox7scWe%2F1367BtbKjia9bdSBv%2FQcrPPeSgX0uIhQbxTVDARQxVoO1JY0S673lHg%2B7Yy2utQSOQkAN1ZotdEK%2BpabjJtXUfK7wz5CjbUdUIwlZ0Z5z0yWHq96nDWiKLTktvEANB5VCU5vsxw52yGGUGwU%2FKWzqoZf9jhhCRg5u22EHhfFMvDrugyKeV0TtuLVkvlVEC6LsFoFs8UAA%2Bj5ToFlykaI%2BLPQ9S9cP8yJTwmhwfwBOenXQZdCVUI9nb%2B%2BmEBAr%2FI8dafg99zAMfQAQPF67JAejc1Jq%2Bdl2XeVKP6nOPgpzoVujU9MJseO3gyqu22qpSg%2FnERK%2FbYxnFkeoRnC8UT5%2B%2FT4Ew%3D%3D&RelayState=https%3A%2F%2Flearn.jalc.edu%2Fd2l%2FshibbolethSSO%2Flogin.d2l

HIGHER LEARNING COMMISSION

FORM

# Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: John A. Logan Community College

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

## Part 1. Institutional Calendar, Term Length and Type of Credit

### *Instructions*

Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

### *Responses*

**A. Answer the Following Question**

1. Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

☒ Yes ☐ No

Comments:

Classes are offered in a variety of formats—16-week sessions, later start 12-week sessions, and courses ranging from two to eight weeks with seat time adjusted accordingly to attain the same meeting time as the 16-week courses unless hybrid or online. Course syllabi reflect common learning outcomes on courses across delivery formats.

**B. Recommend HLC Follow-Up, If Appropriate**

Is any HLC follow-up required related to the institution's calendar and term length practices?

☐ Yes ☒ No

Rationale:

Identify the type of HLC monitoring required and the due date:

## Part 2. Policy and Practices on Assignment of Credit Hours

### *Instructions*

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team's review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.

2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).

    - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.

    - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

    - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.

    - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.

4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

    - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.

    - At a minimum, teams should anticipate sampling at least a few programs at each degree level.

    - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.

    - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.

6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:

    - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?

    - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

    - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?

    - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public

institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?

- Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

   - If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.

   - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

   - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

## *Worksheet on Assignment of Credit Hours*

### A. Identify the Sample Courses and Programs Reviewed by the Team

Courses reviewed, including 16-week, 2-8-week courses, online, hybrid, and traditional:
ADN 231-01-02-03
BIO 206-01
BIO 226-01
BUS 222-H1
CIS 207-01
CMG 105-01
DNA 103-H1
EMT 111-01
ENG 102-V1
HAC 102-01
HAC 279-V1
LIT 275-01
MAS 105-01

MAT 120-H1
MUS 105-V1
NAD 101-80
OTA 120-90
PHS 101-V8
PHS 111-V8
PHY 156-01
PNE 100-03
PNE 100-V1
PSC 131-01
PSC 131-V1
SOC 263-03
SOC 263-V1
SPE 116-01
SPE 116-V1
SPN 101-01
SPN 101-V1

## B. Answer the Following Questions

1. Institutional Policies on Credit Hours

a. Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

☒ Yes ☐ No

Comments:

Course format descriptions are clearly defined in catalog (p. 52 and 55-56) with definitions for online courses that are completely virtual and hybrid. Descriptions address number of visits to campus distinguishing the class designations.

b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

☒ Yes ☐ No

Comments:

Online options are described in the catalog as allowing flexible scheduling but the same requirements as on-site courses; a comparison of learning outcomes for courses in different formats supports that statement. Hybrid is defined as requiring four or more visits to campus (p. 56 of catalog); online is described as requiring no more than three visits to campus (p. 55 of catalog). The webpage and Federal Compliance Report

submitted noted that some exams may be proctored at the discretion of the instructor. In a sampling of 10 syllabi for online, only one was noted as requiring a proctored exam.

c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

☒ Yes ☐ No

Comments:

Online and hybrid courses, and compressed-format courses (2-4 weeks) include equivalent learning outcomes to courses of the same number of credits offered over a longer span. The sampling of syllabi indicated a comparable workload also being reflected.

d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☒ Yes ☐ No

Comments:

Courses in different formats are aligned in learning outcomes based on sampling.

2. Application of Policies

a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☒ Yes ☐ No

Comments:

In sampling of 30 syllabi, there were no examples found of courses with varying learner outcomes based on format. One small inconsistency noted was in how online courses were labelled with some instructors using "online," some using "virtual," and some using the abbreviation "V1."

b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

☒ Yes ☐ No

Comments:

Descriptions for learning outcomes were comparable across the sampling with standardized language in outcomes for courses offered online and on-site.

c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

☒ Yes ☐ No

Comments:

Compressed format courses included standardized learning outcomes and, for general education courses, references to gen ed outcomes.

d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

☒ Yes ☐ No

Comments:

Sample course outlines support this with students being asked to complete multiple exams, presentations, projects, and reading assignments in span of two weeks.

e. Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☒ Yes ☐ No

Comments:

In a few technical programs, high credit hours are awarded for classes (e.g. 10 hours in an Emergency Medical Tech I class; however, course meeting times reflect equivalent contact). Most courses are within 1-5 credit hours.

## C. Recommend HLC Follow-up, If Appropriate

Review the responses provided in this worksheet. If the team has responded "no" to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any HLC follow-up required related to the institution's credit hour policies and practices?

☐ Yes ☒ No

Rationale:

No monitoring is suggested based on materials reviewed; however, team may wish to recommend clarification on syllabi of attendance policies to eliminate the contradiction in institutional policy noting instructors set attendance guidelines and some instructors noting simply that their policy aligns with institutional policy.

Identify the type of HLC monitoring required and the due date:

### D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

☐ Yes ☒ No

Identify the findings:

Rationale:

## Part 3. Clock Hours

### *Instructions*

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

☐ Yes ☒ No

**If the answer is "Yes," complete the "Worksheet on Clock Hours."**

**Note:** This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution's overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student's work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

## *Worksheet on Clock Hours*

### A. Answer the Following Questions

1. Does the institution's credit-to-clock-hour formula match the federal formula?

☐ Yes ☐ No

Comments:

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

☐ Yes ☐ No

Comments:

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☐ Yes ☐ No

Comments:

**B. Does the team approve variations, if any, from the federal formula in the institution's credit-to-clock-hour conversion?**

☐ Yes ☐ No

**C. Recommend HLC Follow-up, If Appropriate**

Is any HLC follow-up required related to the institution's clock hour policies and practices?

☐ Yes ☐ No

Rationale:

Identify the type of HLC monitoring required and the due date:

HIGHER LEARNING COMMISSION

# Institutional Status and Requirements Worksheet

| | |
|---|---|
| **INSTITUTION and STATE:** | John A. Logan College, IL |
| **TYPE OF REVIEW*:*** | Open Pathway Comprehensive Evaluation |
| **DESCRIPTION OF REVIEW:** | Comprehensive Evaluation to include a Federal Compliance Reviewer. |
| **DATES OF REVIEW:** | 4/17/2017 - 4/18/2017 |

☐ No Change in Institutional Status and Requirements

## Accreditation Status

Nature of Institution

Control: Public

**Recommended Change: no change**

Degrees Awarded: Associates

**Recommended Change: no change**

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2006 - 2007

Year of Next Reaffirmation of Accreditation: 2016 - 2017

**Recommended Change: 2027 - 2028**

## Accreditation Stipulations

General:

Prior Commission approval is required for substantive change as stated in Commission policy.

**Recommended Change: no change**

Additional Location:

Prior HLC approval required.

**Recommended Change: no change**

HIGHER LEARNING COMMISSION

# Institutional Status and Requirements Worksheet

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

**Recommended Change: no change**

## Accreditation Events

Accreditation Pathway | Open Pathway

**Recommended Change: eligible to choose pathway**

## Upcoming Events

## Monitoring

**Upcoming Events**

None

**Recommended Change:**

**Interim report due January 11, 2019: a report regarding institutional finances and the institution's ability to make adjustments to operate within its financial means, to include updated budgets, Strategic Plan modifications, and projections based on state revenue assumptions.**

**Embedded report at time of next mid-cycle review: a report on learning outcomes for co-curricular activities and a complete first assessment cycle; should also include the development of measureable academic program outcomes, activities for measuring those outcomes, targets and analysis, especially for general education**.

## Institutional Data

| **Educational Programs** | | **Recommended Change: no change** |
|---|---|---|
| **Undergraduate** | | |
| Certificate | 31 | |
| Associate Degrees | 45 | |
| Baccalaureate Degrees | 0 | |
| **Graduate** | | |
| Master's Degrees | 0 | |
| Specialist Degrees | 0 | |
| Doctoral Degrees | 0 | |

HIGHER LEARNING COMMISSION

# Institutional Status and Requirements Worksheet

## Extended Operations

### Branch Campuses

None

**Recommended Change: no change**

### Additional Locations

Alongi Extension Center, 72 Southtowne Shopping Center, Du Quoin, IL, 62832 - Active

Southern Illinois Collegiate Common Market, 3213 South Park Avenue, Herrin, IL, 62948 - Active

West Frankfort Extension Center, 19 West Frankfort Plaza, West Frankfort, IL, 62896 - Active

**Recommended Change: no change**

### Distance Delivery

09.0101 - Speech Communication and Rhetoric, Associate, Speech Communication

09.0401 - Journalism, Associate, Journalism

11. - COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES, Associate, Computer Forensics

11.0101 - Computer and Information Sciences, General, Associate, Computer Information and E-Commerce

11.0103 - Information Technology, Associate, Computer Information Systems

11.0202 - Computer Programming, Specific Applications, Certificate, Computer Networking

11.0401 - Information Science/Studies, Certificate, Computer Information Systems

11.0601 - Data Entry/Microcomputer Applications, General, Associate, Computer Information Systems - Computer Applications Specialist

11.0601 - Data Entry/Microcomputer Applications, General, Associate, Information Systems and Accounting

13.1001 - Special Education and Teaching, General, Associate, Special Education

13.1202 - Elementary Education and Teaching, Associate, Elementary Education

13.1205 - Secondary Education and Teaching, Associate, Secondary Education

13.1210 - Early Childhood Education and Teaching, Associate, Early Childhood Education

13.1302 - Art Teacher Education, Associate, Art Education

13.1303 - Business Teacher Education, Associate, Business Teacher Education

13.1305 - English/Language Arts Teacher Education, Associate, English Education

13.1311 - Mathematics Teacher Education, Associate, Mathematics - Secondary Mathematics

13.1314 - Physical Education Teaching and Coaching, Associate, Physical Education/Kinesiology Teacher Education

13.1328 - History Teacher Education, Associate, History Education

15.0303 - Electrical, Electronic and Communications Engineering Technology/Technician, Associate, Engineering Technology

15.0503 - Energy Management and Systems Technology/Technician, Certificate, Energy Efficiency

15.0507 - Environmental Engineering Technology/Environmental Technology, Associate, Environmental Resources and Technology

15.0507 - Environmental Engineering Technology/Environmental Technology, Associate, Environmental Studies

15.0507 - Environmental Engineering Technology/Environmental Technology, Certificate, Green Technology

16.1603 - Sign Language Interpretation and Translation, Associate, ASL/Deaf Studies

16.1603 - Sign Language Interpretation and Translation, Associate, Educational Interpreting Professional

(Online)
19.0709 - Child Care Provider/Assistant, Associate, Early Childhood Education (Transfer)
22.0001 - Pre-Law Studies, Associate, Pre-Law
22.0301 - Legal Administrative Assistant/Secretary, Certificate, Legal Office Certificate
23.0101 - English Language and Literature, General, Associate, English
24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, Associate in Arts
24.0102 - General Studies, Associate, Associate in General Studies
26.0101 - Biology/Biological Sciences, General, Associate, Biological Science
27.0101 - Mathematics, General, Associate, Mathematics
30.0101 - Biological and Physical Sciences, Associate, Associate in Science (General)
30.2001 - International/Global Studies, Associate, International Studies
38.0201 - Religion/Religious Studies, Associate, Congregational Leadership
42.0101 - Psychology, General, Associate, Psychology
43.0102 - Corrections, Associate, Corrections/Parole Officer
43.0107 - Criminal Justice/Police Science, Associate, Criminal Justice
43.0110 - Juvenile Corrections, Associate, Correctional Officer/Youth Services
43.0203 - Fire Science/Fire-fighting, Associate, Fire Science Services
43.0203 - Fire Science/Fire-fighting, Certificate, Fire Officer I (On-Line)
44.0701 - Social Work, Associate, Social Work
45.0201 - Anthropology, Associate, Anthropology
45.0601 - Economics, General, Associate, Economics
45.0601 - Economics, General, Associate, Economics
45.1001 - Political Science and Government, General, Associate, Political Science
45.1101 - Sociology, Associate, Sociology
47.0104 - Computer Installation and Repair Technology/Technician, Associate, Computer Support and Networking
47.0104 - Computer Installation and Repair Technology/Technician, Associate, IST Computer Support and Networking
47.0104 - Computer Installation and Repair Technology/Technician, Certificate, Information System Technician
47.0201 - Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician, Certificate, Heating and Air Conditioning Installer
50.0501 - Drama and Dramatics/Theatre Arts, General, Associate, Theatre
50.0701 - Art/Art Studies, General, Associate, Art
50.0901 - Music, General, Associate, Music
51. - HEALTH PROFESSIONS AND RELATED PROGRAMS, Associate, Pre-Chiropractic
51.0707 - Health Information/Medical Records Technology/Technician, Associate, Electronic Health Records Office Assistant
51.0708 - Medical Transcription/Transcriptionist, Certificate, Medical Language Specialist
51.0716 - Medical Administrative/Executive Assistant and Medical Secretary, Associate, Medical Administrative Assistant
51.0716 - Medical Administrative/Executive Assistant and Medical Secretary, Certificate, Medical Assistant
51.0716 - Medical Administrative/Executive Assistant and Medical Secretary, Certificate, Medical Billing and Coding
51.0716 - Medical Administrative/Executive Assistant and Medical Secretary, Certificate, Medical Clerk
51.0910 - Diagnostic Medical Sonography/Sonographer and Ultrasound Technician, Associate, Diagnostic Cardiac Sonography
51.0910 - Diagnostic Medical Sonography/Sonographer and Ultrasound Technician, Certificate, Cardiac Medical Sonography
51.1102 - Pre-Medicine/Pre-Medical Studies, Associate, Pre-Physician Assistant
51.1103 - Pre-Pharmacy Studies, Associate, Pre-Pharmacy
51.1104 - Pre-Veterinary Studies, Associate, Pre-Veterinary
51.1199 - Health/Medical Preparatory Programs, Other, Associate, Pre-Physical Therapy
51.1199 - Health/Medical Preparatory Programs, Other, Associate, Pre-Professional Dental, Medicine, Optometry, Podiatry

# Institutional Status and Requirements Worksheet

51.3801 - Registered Nursing/Registered Nurse, Associate, Associate Degree Nursing (ADN) - Hybrid Online AAS in Nursing Degree

52.0101 - Business/Commerce, General, Certificate, General Business

52.0201 - Business Administration and Management, General, Associate, Business Administration and Accounting

52.0201 - Business Administration and Management, General, Associate, Business Administration and Accounting

52.0201 - Business Administration and Management, General, Associate, Business Management

52.0201 - Business Administration and Management, General, Certificate, Business Management

52.0204 - Office Management and Supervision, Associate, Office Supervision and Management

52.0301 - Accounting, Associate, Accounting

52.0301 - Accounting, Certificate, Accounting

52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, Bookkeeping - Clerical Studies

52.0401 - Administrative Assistant and Secretarial Science, General, Certificate, Office Assistant

52.0402 - Executive Assistant/Executive Secretary, Associate, Administrative Assistant

52.0402 - Executive Assistant/Executive Secretary, Certificate, Virtual Assistant

52.0407 - Business/Office Automation/Technology/Data Entry, Certificate, Data Entry Assistant

52.0408 - General Office Occupations and Clerical Services, Certificate, Information Processing

52.0411 - Customer Service Support/Call Center/Teleservice Operation, Certificate, Customer Service

52.0803 - Banking and Financial Support Services, Associate, Banking

52.1803 - Retailing and Retail Operations, Certificate, Retailing

52.1804 - Selling Skills and Sales Operations, Associate, Marketing

54.0101 - History, General, Associate, History

**Recommended Change: no change**

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**Correspondence Education**

None

**Recommended Change: no change**

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**Contractual Arrangements**

None

**Recommended Change: no change**

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**Consortial Arrangements**

51. - HEALTH PROFESSIONS AND RELATED PROGRAMS - Associate - Medical Laboratory Technology - Southern Illinois Collegiate Common Market

51. - HEALTH PROFESSIONS AND RELATED PROGRAMS - Associate - Health Information Technology - Southern Illinois Collegiate Common Market

51. - HEALTH PROFESSIONS AND RELATED PROGRAMS - Certificate - Surgical Technology - Southern Illinois Collegiate Common Market

51.0803 - Occupational Therapist Assistant - Associate - Associate of Applied Science in Occupational Therapy Assistant - Southern Illinois Collegiate Common Market Consortial Agreement

51.0803 - Occupational Therapist Assistant - Associate - Occupational Therapy Assistant - Southern Illinois Collegiate Common Market

51.0808 - Veterinary/Animal Health Technology/Technician and Veterinary Assistant - Associate - Associate of Applied Science in Veterinary Technology

- Southern Illinois Collegiate Common Market Consortial Agreement

51.0808 - Veterinary/Animal Health Technology/Technician and Veterinary Assistant - Associate - Veterinary Technology - Southern Illinois Collegiate Common Market

51.0909 - Surgical Technology/Technologist - Certificate - Certificate of Surgical Technology
- Southern Illinois Collegiate Common Market Consortial Agreement

51.1004 - Clinical/Medical Laboratory Technician - Associate - Associate of Applied Science in Medical Laboratory Technology
- Southern Illinois Collegiate Common Market Consortial Agreement

**Recommended Change: no change**