



FORM

Comprehensive Quality Review Report

Submission Instructions

Draft report: Send the draft report, Federal Compliance worksheets and other applicable documents to the institution's HLC staff liaison. In the subject line, include the phrase "Draft Team Report," the institution's name and the liaison's surname (e.g., "Draft Team Report—Narnia University—Stenson").

Final report: Send the final report, Federal Compliance worksheets and, if applicable, multi-campus evaluation form as a single PDF file to finalreport@hlcommission.org. In the subject, include the phrase "Final Team Report," the institution's name and HLC staff liaison's surname (e.g., "Final Team Report—Narnia University—Stenson").

Institution: Johnson County Community College City, State: Overland Park, Kansas

Date of On-Site Visit: 04/30-05/02/2017

Evaluation Team

List names, titles and affiliations of each peer reviewer and indicate the team chair.

Dr. Constance Johnson, Provost, Colorado Technical University, Colorado Springs, CO Chair

Dr. Jennifer Collis, Assistant Provost, Lakeland Community College, Geneva, OH

Dr. Laura King, Vice President of Student Affairs, Saint Paul College, St. Paul, MN

Dr. Allan Lewandowski, Instructor, College of Lake County, Rockford, IL

Dr. Adam Morris, Associate Vice President of Academic Affairs, Crowder College, Bentonville, AR

Mrs. Mona R. Walters, Associate Provost of Institutional Planning, Effectiveness and Accreditation, Edison State Community College, Piqua, OH

Background and Purpose of Visit

A. Overview of the Comprehensive Quality Review (CQR)

A CQR is required as part of the Year 8 comprehensive evaluation of the AQIP Pathway cycle and may also occur in Year 4 based upon institutional request or HLC determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting HLC's Criteria for Accreditation. (With respect to the optional Year 4 CQR, the goal is to alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)
- Provide assurance that the institution is meeting the Federal Compliance Requirements (Year 8 only).
- Facilitate the institution's continuing quality improvement commitment, confirming that a developing or established Continuous Quality Improvement (CQI) culture and infrastructure exist that advance organizational maturity in relation to the AQIP Pathway Categories.
- Verify any issues identified in Action Project Reviews, Systems Appraisals or HLC actions.
- Validate process level development and deployment as described in the Systems Portfolio.
- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.
- Review CQI priorities and progress, including how Action Projects are integrated into the institution's overall performance improvement strategy.
- Review distance and/or correspondence education delivery, if applicable (Year 8 only).
- Evaluate distributed education (multiple campuses), if applicable (Year 8 only).
- Develop an initial recommendation regarding Pathway eligibility (Year 8 only).

B. Purpose of Visit and Institutional Context

Include a statement that indicates the primary purpose of the evaluation. Include all the elements of the visit. Example: "The team conducted a comprehensive evaluation visit that included a multi-campus review and an embedded change review."

For institutional context, provide a statement of the basic characteristics of the institution. This could include the institution's mission, comments on changes to the institution since its last comprehensive evaluation (including new administrative team members), notable points of the institution's strategic plan, or other topics.

JCCC is a public comprehensive community college granting associate degrees with approximately 18,600 students, offering 51 associate degree programs and 61 vocational certificates. The current President has served as the President of JCCC since 2014 and the Vice President of Academic Affairs has been at JCCC for close to two years.

C. Unique Aspects or Additions to the Visit

List the specific additional evaluations conducted as part of the visit. These may include an embedded change request, additional location confirmation visit, campus evaluation visit, etc. Separate documents for these evaluations are available at hlcommission.org/team-resources.

Also list any unique aspects of the review, such as any virtual or in-person meetings with stakeholder groups or institutional partners. Simply provide a list in this section, as the topics will be elaborated on below or in separate documents.

The visiting team had the opportunity to meet with approximately 25 stakeholders including workforce partners, dual enrollment partners, local college partners, alumni, and chamber of commerce leaders in person.

D. Additional Locations or Branch Campuses Visited (if applicable)

E. Distance Delivery Reviewed

If applicable, summarize the distance and correspondence education reviewed as part of this evaluation. Reviewers are required to evaluate an institution's distance and correspondence education as part of the comprehensive evaluation and to ensure that the institution's stipulations on distance and correspondence education are accurate. Review HLC's [Protocol for Reviewing Distance Education and Correspondence Education](#). Do not include the team's commentary or evaluation findings in this section; these belong in the Criterion section. See the Criterion section for more information.

F. Notification Related to Third-Party Comments

Notification for third-party comments was verified by the Federal Compliance peer reviewer prior to the site visit and confirmed by the visiting team to include an announcement in a public space, on the website and through media outlets including TV, radio, newspapers, associated magazines, and Chambers of Commerce. All announcements included the required information and request to contact the Higher Learning Commission directly.

II. Compliance with Federal Requirements

See the separate [Federal Compliance Overview](#) in preparing this section. The team's completed Federal Compliance and Credit Hour worksheets should be submitted with this report.

III. Fulfillment of the Criteria for Accreditation

Determining a Core Component is Met, Met with Concerns, or Not Met

The team conducts its review and determines whether the Core Component is Met, Met with Concerns, or Not Met. The team incorporates its review of the Subcomponents into the review of the related Core Component. Beneath each Core Component, the team provides its findings in evidence statements. Evidence statements are typically 2–3 sentences in length and include the context, the evidence and the finding of team. Some evidence statements

may need further support with bulleted evidence sentences that address the Core Component and include the subcomponents as appropriate to the institution. Each evidence statement should address only one topic.

The evidence statements should present an accurate assessment of the institution in relation to the Core Component, including both positive and negative findings. However, the balance of the statements should support the overall determination of the team for that Core Component and for the Criterion. The statements in total must lead to and support the team determination on the Core Component and Criterion. Note: In some cases, a single area may be of such concern that it alone shifts the balance to a Core Component being Met with Concerns or Not Met.

Concerns, as defined in relationship to the Criteria, are accreditation issues that require HLC to intervene and monitor the institution to ensure that issues have been resolved. HLC assumes that institutions that meet the Criteria and Core Components can always improve and that evaluation teams will routinely identify issues and comment on ways an institution might or even should improve in relationship to the Criteria. These are not accreditation concerns. When a team determines that a Core Component is “Met,” improvements may be indicated, but no monitoring should be recommended.

However, when a team determines that a Core Component is met, but identifies an issue that must be improved and requires HLC monitoring at the level of an interim report or focused visit, the team should indicate that the Core Component is “Met with Concerns” and recommend the appropriate monitoring. Often such issues are more pervasive or chronic; they may have been cited in previous evaluations and improvements have not been made or the improvements made are not sufficient.

If there are multiple issues that indicate deep, systemic problems at the institution or the evidence is so lacking that it fails to demonstrate that the institution fulfills the Core Component, the team will indicate that the Core Component is “Not Met.”

Evidence for Each Core Component. Following the determination of each Core Component, the team presents evidence that supports its determination. Evidence should be provided in evidence statements as defined above.

Determining a Criterion is Met, Met with Concerns, or Not Met

Criterion Is **Met**. If all of the Core Components are met, the Criterion is met.

Criterion Is **Met with Concerns**. If any Core Component is met with concerns, the team must find that the Criterion is met with concerns. In Part V of the team report, the team will recommend monitoring appropriate to the concerns. If the team identifies serious concerns with one or more Core Components or finds that multiple Core Components are met with concerns, the team chair should consult with the HLC staff liaison to determine whether the team should recommend that the institution be placed on Notice.

A note on recommendations for monitoring: Institutions on the Standard or Open Pathway will have a review within four years of the current comprehensive evaluation. Institutions on the AQIP Pathway have frequent interactions with HLC as a part of the pathway cycle. Therefore, the past practice of monitoring institutions through progress reports is not useful in this new approach to reaffirmation and the progress report option has been eliminated. Monitoring options are limited to interim reports and focused visits.

Criterion Is **Not Met**. If any Core Component is not met, the Criterion is not met. In these instances, the team will recommend either probation or withdrawal of accreditation.

Summary Statement on Each Criterion. Following the determination of each Criterion, the team summarizes its findings and observations on the overall Criterion, including strengths, opportunities for improvement, and advice. If

the Criterion is met with concerns or the Criterion is not met, the team summarizes its rationale and evidence. The team's recommendation is made in Part VI of the team report.

Criterion 1. Mission

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

Core Component 1.A: The institution's mission is broadly understood within the institution and guides its operations.

Subcomponent 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.

Subcomponent 2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Subcomponent 3. The institution's planning and budgeting priorities align with and support the mission.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Provide evidence statements that address institutional strengths, needed institutional improvements, and accreditation concerns. The statements in total must lead to and support the team recommendation on the Core Component and Criterion.

Evidence:

Johnson County Community College's (JCCC) mission is: JCCC inspires learning to transform lives and strengthen communities. The mission is displayed on the College's website and linked to the 2017-2020 Strategic Planning document. During interviews with all functional areas, staff and faculty indicated knowledge and support of the mission. Faculty and staff discussed impacting student lives as well as provided examples to the visiting team during interviews. Additionally, strengthening ties with the community and community access were articulated in a number of meetings with the visiting team and was affirmed by community members including local employers, four district high school administrators, the Overland Park Chamber of Commerce President, the Mayors of Lenexa, Olathe, and Overland Park, and JCCC Foundation members.

Academic programs are appropriate to the mission of JCCC, and career opportunities are part of the Program Review process. The formal process to introduce new programs and courses begins with the faculty and programs. The Colleges' facilities and infrastructure needs are part of the planning process. Online courses are also offered as part of the program offerings to accommodate a diverse body of students who are able to attend the campus at varying times. A number of faculty teaching campus classes are also teaching online courses. Faculty articulated a strong commitment to their areas of study during interviews with the visiting team.

JCCC has a budget request process that is provided to all staff and faculty, and the budget can be adjusted if needed during the year; however, faculty indicated that the process can sometimes be arduous and confusing. The 2017-2018 budget provides evidence of ample improvements in classroom facilities, equipment, and computers, including new buildings that were under construction during the team's visit. Recent renovations were apparent in buildings including classroom space, library, study areas, and common social spaces for students including an area (CoLab) that included open pods, small conference rooms, areas for theatre seating, and computers for students, faculty, and staff to use.

Core Component 1.B: The mission is articulated publicly.

Subcomponent 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.

Subcomponent 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.

Subcomponent 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

JCCC's mission, vision, and values are articulated on the institution's website under the About Us link and are included in the college catalog. The mission is posted in key areas of the College and the Board of Trustees articulated the mission of the College during a meeting with the visiting team.

JCCC provides education to traditional students with a wide array of backgrounds and ages including dual enrollment, traditional-age college students, and adult college students. During meetings with the team, the faculty and staff noted that they were aware of instruction and services needed to serve this broad group of students. Teaching and instruction are core to the work of the faculty and during numerous discussions with the visiting team, the faculty articulated commitment to teaching strategies and pedagogy to improve student success.

Distance education programs and courses are also offered to students, many who are taking online courses in conjunction with campus-based courses. Distance education is appropriate for the College's mission, and all interviews with faculty and staff indicated that distance education was integral to course and program outcomes. The distance education operations are adequately funded, and instructors who teach distance education are full-time and part-time faculty. The distance education team was well versed in online pedagogy, faculty and student support protocols, technical support services, and distance learning issues, which are discussed in the Distance Learning Advisory Council. Minutes of the committee reviewed during the visit indicate discussions about the recent migration to the Canvas Learning Management System, Instructional delivery definitions, and an eBook pilot.

Core Component 1.C: The institution understands the relationship between its mission and the diversity of society.

Subcomponent 1. The institution addresses its role in a multicultural society.

Subcomponent 2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

At JCCC, there has been an emphasis on diversity during the last several years with initiatives including the requirement of students to complete a course with a diversity designation in AA and AS programs, and a student learning outcome that addresses diversity specifically. The College has a Cultural Diversity Subcommittee as part of the Educational Affairs Committee. Staff also affirmed that a number of clubs and organizations support diversity; however, staff also noted that consistent support of clubs and organizations promoting diversity was an opportunity for improvement.

During team interviews, both faculty and staff described the many offerings in the Study Abroad programs including recent faculty collaboration with the Netherlands and China. As noted in the 2018 Quality Highlights report, The College has received a number of grants to internationalize curriculum and to provide international faculty development opportunities. Through a grant with the State Department, the College hosted faculty and administrators from Sukkur International Business Academy in Pakistan. This grant paired Pakistani faculty with colleagues from JCCC to learn more about educational practices and to have opportunities to live and work in a different culture.

As also noted in the Quality Highlights report, event offerings include a wide array of topics including diversity in culture, art, gender, and military topics. During interviews with the team, College leaders indicated that there was focus on populations with different needs including military students and students over 50. When the team inquired about diversity in hiring practices of staff and faculty, it was noted that there are not specific initiatives to promote diversity of employees and faculty. This is an area that the College may want to focus on moving forward to mirror the diversity of the student body. As was also noted, the population of the surrounding Johnson County area is limited in diversity; however, the visiting team encourages the College to expand its work in diversity of its employees.

Core Component 1D: The institution's mission demonstrates commitment to the public good.

Subcomponent 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.

Subcomponent 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.

Subcomponent 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

JCCC is located in Overland Park, Kansas which is a suburb of the larger Kansas City metropolitan area and is actively engaged in the local community. Several Mayors of local towns in the area talked with the visiting team during a community reception and affirmed the economic importance of the College in addition to the importance of the College's facilities to the local community. A number of employers in the area indicated that JCCC graduates were well prepared for employment, and jobs mentioned were in the areas of nursing, welding, and heating, air conditioning and ventilation. JCCC hosts a plethora of community events and athletic events are also supported by the local community. During the team's visit, it was evident that several local events were occurring or planned in buildings at the College, and students could attend performing arts events at a reasonable price.

During the team's visit, a reception for alumni and stakeholders had over 25 individuals in attendance. Community members, local employers, and alumni expressed a commitment to the College as well as support of JCCC's mission and students. There was no evidence that JCCC's resources supported any areas outside of the College's operating budget and capital expenditures. The Board of Trustees and the Cabinet expressed an awareness that local tax dollars were a critical funding source of the College and the responsibility to be wise stewards of this funding.

Team Determination on Criterion 1:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

The members of the JCCC community understand the College's mission, vision, and values and strive to live up to them in their daily activities. Based on information on the College website, student catalogs, and the 2018 AQIP Quality Highlights report, the institution embraces its mission which is supported through imperatives including financial responsibility, welcoming college environment, collaborative cross departmental staff relationships, and a positive

contribution to the community. Efforts to promote inclusion and diversity are evident across the campus; however, as noted earlier, diversity of faculty and staff is an area of opportunity. JCCC also actively seeks input and feedback from the larger community it serves.

Criterion 2. Integrity: Ethical and Responsible Conduct

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

Core Component 2.A: The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

Board of Trustees policies guide procedures that inform legal and ethical behavior of all employees and Board members, who are expected to model ethical behavior. Johnson County Community College (JCCC) follows a Code of Ethics Policy and has an Ethics Report Line and process as a confidential reporting tool. The Board Audit Committee reviews ethics data that are communicated in a quarterly audit committee report. The College has an Office of General Counsel that works proactively with departments to ensure that policies and procedures are followed consistently.

JCCC has articulated its policies in listed documents, specifically the student handbook, and policies and procedures for financial and academic standards for integrity; and has established several positions (formal bodies) to enforce standards. Training in ethical standards and behaviors is required of all employees. The College has established a Code of Ethics that Trustees and certain administrators must abide by to ensure conflicts of interest are addressed early and appropriately.

Faculty governance structures include a Faculty Association that is a union responsible for contract negotiations; a Faculty Senate that, according to the newly revised constitution, is a representative governing body of all faculty including adjunct faculty; and an Educational Affairs Committee that have oversight of college curriculum. Additionally, a number of active committees and councils are in place and have oversight of areas including distance learning and assessment. The Instructional Deans' Council also makes decisions although minutes of this Council are not made available to academics and as a result, there was not a consistent understanding of the role of this Council. During the team's visit, academic leaders and faculty provided varied responses to the processes involved in decision-making and academic governance, with different perspectives about where faculty and administrative decisions resided. During a meeting with the faculty, concerns were raised related to inclusion in the decision-making process as well as communication protocols.

It is important to note that not all faculty were in agreement with the challenges noted during the faculty meeting and in other meetings with the team. Support for leadership was expressed by faculty in meetings as well. However, what was apparent to the visiting team during all

discussions is that a deep and genuine care for the College by faculty and administration was present. It was also apparent to the team that the processes surrounding faculty governance in relation to the administration and to the role and decision-making authority of the Faculty Association, Faculty Senate, and Educational Affairs were not clear.

The visiting team recommends working collaboratively with academics and administration to establish a clear delineation of the role and scope of authority of the various groups and committees in academics as well as establishing communication protocols that facilitate shared governance within academics. As noted previously, a number of faculty and leaders in academics expressed support for the current structure. However, a number of faculty and leaders also expressed frustration to the team about lack of transparency and lack of clarity of who had authority and who was included in decision-making in academics. Additionally, the visiting team recommends that academics works collaboratively with administration to clearly define processes and protocols for decision-making, particularly when decisions may differ from the recommendation of academic committees.

For monitoring requirements, please see Team Recommendation section.

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.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

The College presents institutional information regarding programs, requirements, faculty and staff, costs, controls, and accreditation relationships to its stakeholders through its website and catalog. The website has on its pages costs to students based on where they reside (Johnson County, Kansas, Metro area), along with information about financial aid. The website lists accreditation information for all the accredited programs. In addition, printed materials are available to communicate expectations to students and external constituencies.

Faculty and staff members are listed in the catalog and on the website. The college catalog includes the credentials of faculty members. Accreditation affiliation with the Higher Learning Commission is accurate and communicated in the catalog and on the website.

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.

Subcomponent 1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

Subcomponent 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.

Subcomponent 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.

Subcomponent 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

The College is governed by a seven member Board of Trustees elected at-large from the community to four-year terms. The Board governs the College through the appointment of a president and setting the budget and local tax levy. In odd calendar years, three or four Trustees face re-election. Contact information for the Trustees is made public on the College website

The composition, organization, appointment process, and duties of the Board are well-defined, including monthly meetings to review and approve policies. The meeting schedule, agendas, and minutes for the Board of Trustees are published on the College's website for all stakeholders to access. A review of meeting minutes confirmed the Board's actions to advance the College.

The Office of General Council (OGC) is responsible for oversight of the Policy and Procedure Committee and facilitation of updates to the policy and procedures library. The OGC periodically recommends updates when necessitated by new laws and/or regulations that affect the College.

Core Component 2.D: The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

The Academic Integrity Policy states that plagiarism, falsifying data, and other forms of academic dishonesty do not support the JCCC's mission and goals. Procedures are in place to address ethical breaches of the Academic Integrity Policy, and are defined for students in the college catalog. The library offers instruction to students on how to avoid plagiarism and where to go to obtain help with proper citation. Syllabi templates are another method used to inform students of

the Academic Integrity Policy. The College's Academic Integrity Policy is communicated in the Student Handbook, in the college catalog, and on the website.

Faculty, staff, and administrators are expected to ensure ethical teaching occurs and to exhibit behavioral expectations. The College developed an Academic Freedom Statement in 2018 to address concerns identified through the process of preparing the College's Systems Portfolio.

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.

Subcomponent 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.

Subcomponent 2. Students are offered guidance in the ethical use of information resources.

Subcomponent 3. The institution has and enforces policies on academic honesty and integrity.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

Integrity in human subject research at the College is guided by federal guidelines outlined by the Research Participant Protection Program and the Institution Review Board (IRB). The College communicates with all levels of the institution on matters pertaining to the IRB.

Student academic misconduct is addressed in the Academic Misconduct Policy, which is published annually in the college catalog and student handbook. Additionally, the College is committed to integrity at all levels in the institution as evidenced by the comprehensive set of ethics policies which are reviewed.

Any complaint of faculty academic misconduct is taken seriously and referred to the division dean's office. Clear student complaint policies and processes are outlined in the college catalog, on the web, and in orientation. Also, students can routinely evaluate faculty to provide supervisors feedback on the course.

The College has policies related to academic freedom, computer usage, conflict of interest, as well as student and faculty conduct. The College has clear written student conduct policies address ethical student behavior in their courses and research.

Team Determination on Criterion 2:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

The visiting team verified that the institution met with concerns Criterion Two for Accreditation based on the proof of evidence outlined above. It was confirmed during the CQR visit and through review of institutional documents including the Quality Highlights report, the Federal Compliance Report, and other documentation. The College demonstrated that it is committed to acting with integrity and its conduct is ethical and responsible through its policies and procedures. The institution discloses policies to employees and students through multiple modes of communication. Communication methods included professional development sessions, e-mails, and focused training. Discussions on campus verified that employees understand policies and procedures in relation to ethical and responsible conduct. However, it was also the visiting team's observation that decision-making processes within academics and between academics and college leadership was an area for clarification and improvement.

Criterion 3. Teaching and Learning: Quality, Resources, and Support

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

Core Component 3.A: The institution's degree programs are appropriate to higher education.

Subcomponent 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Subcomponent 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Subcomponent 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).

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

Johnson County Community College's (JCCC) faculty work collaboratively with each other and with chairs and deans to ensure consistency in offerings regardless of delivery modality, location, or dual-credit purpose and hold the primary responsibility for establishing and maintaining the quality and rigor of curricula. JCCC has published and standardized course outlines identifying course objectives, competencies, prerequisites and corequisites, and methods of evaluation that apply to all sections. Additionally, the Kansas Board of Regents (KBOR) reports on their Transfer & Articulation webpage that any student who completes an identified course at a Kansas public university, community college, or technical college will be able to transfer the course to any Kansas public postsecondary institution offering an equivalent course. This alignment provides opportunities for the College's faculty to collaborate with other faculty across the state in the same aligned curricula to discuss and determine common core competencies. The visiting team had the opportunity to personally meet with JCCC team members including the Accreditation Process Team and the Instructional Deans' Council to verify this information.

As a comprehensive, open-access community college, JCCC offers a full range of undergraduate credit courses that form the first two years of most college curricula in addition to career and technical programs. The College has more than 100 transfer agreements with regional colleges and universities. More than 40% of enrolled JCCC students plan to transfer to another college or university. The College offers more than 50 programs of study, with nearly 150 one- and two-year career degree and certificate options that prepare students to enter the job market in high-employment fields. JCCC also tracks student progress to assist students in their goal attainment. All students identify individual academic goals as being degree/certificate seeking or non-degree/certificate seeking when applying to the College.

JCCC requires every faculty position to meet minimum qualifications required of full-time, adjunct faculty, and those teaching dual-credit offerings as outlined in the FT Faculty Job Description – Roles and Responsibilities document located online.

Additionally, all faculty at JCCC are expected to maintain and demonstrate currency in their fields and educational deliveries. Faculty who teach online are required to complete an iTeach online course. Other professional development opportunities are made available by Staff and Organizational Development and through budget support of travel for professional development, professional memberships, and sabbaticals. The process for hiring faculty and staff was verified in meetings between the visiting team and the Instructional Deans' Council.

All new courses and programs and all modifications to existing courses and programs are vetted in a series of steps before being added to the catalog of offerings. These steps include review by faculty from the proper discipline, by the department, and by division curriculum committees. Before submission to the Board of Trustees, Educational Affairs reviews these curriculum and program changes and makes recommendations for inclusion. Guidelines, resources, and notifications are available to all faculty through a course shell within the College's learning management system. Faculty proposers and curriculum committees work with the Curriculum Office and the Chief Academic Officer to ensure that the needs of the community and other constituents are at the forefront of all discussions. Once approved by the Board of Trustees, courses and programs are submitted to the Kansas Board of Regents for approval. The need for any new programs and the College's ability to support new curricula is established throughout the approval process. Review of continuing need and/or areas for potential enhancement are considered as part of the Program Review processes. These activities were confirmed by reviewers during meetings between the visiting team and Department Chairs, and the Chief Academic Officer, Division Curriculum Committees, and the JCCC Educational Affairs Committee.

The College seeks to achieve high levels of student success through the use of facts and data to measure students' progress and strategically align college activities. The College develops plans for student success that includes the use of key performance indicators (KPIs) that provides institutional focus and accountability and serves as the stimulus in the development of institutional strategies to help achieve established student success targets. The visiting team had the opportunity to meet with representatives from the Accreditation Process Team, Instructional Deans' Council, co-chairs of the Program Review Committee, chair of the Administrative Review Committee, and review detailed information online.

JCCC utilizes a Comprehensive Academic Program Review process to review its curriculum for relevancy, demand, and student success as indicated in meetings with the Instructional Deans' Council. Additionally, faculty at JCCC make curriculum improvements, aided by data provided by JCCC's Institutional Research and feedback from advisory boards, focus groups, and employer and student surveys to meet KBOR Foresight 2020 plan. Program outcomes including the attainment of general education are reported in the College's Academic Program Review,

Planning and Development Handbook found on the College's website. Elements from Program Reviews for programs such as the Animation, Art History, Astronomy, Medical Information Revenue Management, Nursing, Speech and Debate provides the number of full-time and adjunct faculty, student credit hours by faculty type, enrollment by faculty type, and average class size. Data pertaining to completion and attrition, success rates, and attrition by distance learning versus face-to-face learning is presented as well. Furthermore, an assessment plan completed by the program and the respective dean establishes a foundation for reflecting on a program's current status. Action plans are developed to maintain and enhance program vitality and serve as indicators of demand, quality, and resource utilization. These plans provide decision-makers with the evidence used for discussions, decision-making, and prioritization of academic initiatives. Additionally, career and technical programs maintain strong ties with their advisory committees. These relationships assist programs in understanding the changing nature of the workforce and its needs. They also provide feedback concerning graduate attainment of skills through the Employer-Graduate Follow-up Survey AY2014-15 conducted through the Office of Institutional Research. Additional evidence was located on the JCCC document entitled "Average Class Size, Completion, Success, and Attrition" found online.

Distance Education courses include the same course objectives and in many cases, assignments of campus courses. Processes are in place in each of the disciplines to assure this alignment. The visiting team reviewed syllabi, and while there was an opportunity for an improvement in format in some course outlines, objectives and descriptions for online and campus courses were aligned.

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.

Subcomponent 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Subcomponent 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.

Subcomponent 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.

Subcomponent 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Subcomponent 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.

Team Determination:

- Core Component is met
- Core Component is met with concerns

Core Component is not met

Evidence:

JCCC encourages and guides students to explore their changing world, engage in critical thought, and become tomorrow's leaders and problem solvers. Aligning its common outcomes to the College's mission, vision and values helps JCCC direct its educational offerings and meet the needs of its students, industry, transfer institutions, and the community. The development of and alignment to the mission, vision, and values are described in JCCC's strategic planning process. Through a process involving consultation and discussion, JCCC developed four strategic goals to guide the institution and its employees and support its mission, vision, and values. These strategic goals reinforce JCCC's committee to improving student retention, persistence, graduation, and transfer rates. Meeting the needs of stakeholders, focusing on communicating the College's comprehensive offerings, respect diversity of thought, and committing to the efficient use of resources are also goals of JCCC. Evidence for this process was discussed at meetings with the Executive Staff and Instructional Deans' Council.

JCCC offers curriculum that meets the needs of its students, industry, transfer institutions, and the community through a proposal process requiring new programs to research the market demands and the transferability of the its proposed curriculum. The development of this curriculum includes a strong general education component, service learning, international educational, and honors program opportunities. Designed to challenge and inspire learning, JCCC's curriculum is guided by its General Education Subcommittee of the Educational Affairs Committee. To verify this, the visiting team had the opportunity to personally meet with JCCC team members including the Accreditation Process Team and the Instructional Deans' Council.

The JCCC faculty have established curriculum-wide student learning outcomes that are part of a continuous cycle of inquiry, assessment, and improvement used to develop improvement strategies and demonstrate accountability of student learning. These eight General Educational learning outcomes serve as the building blocks for all learning at JCCC and include: assess and evaluate information from credible sources; process numeric, symbolic, and graphic information; read, analyze, and synthesize written, visual, and aural material; select and apply appropriate problem-solving techniques; communicate effectively through the clear and accurate use of language; collaborate respectfully with others; demonstrate and understanding of the broad diversity of the human experience and the individual's connection to society; and use technology efficiently and responsibly.

As part of the development of the General Education Assessment Plan, baseline performance rubrics provide a means to map all student learning outcomes to coursework across the general education curriculum. To facilitate this process, JCCC developed five Institutional Learning Outcomes: critical thinking; quantitative literacy; communication; social responsibility; and personal responsibility. This process also provides the necessary data required to make evidence-based decisions related to curriculum, instruction, and resource allocation. Furthermore, JCCC requires all faculty members teaching a general education course to participate in assessment activities. JCCC expects that students completing an associate degree at JCCC will meet the general education requirements set by the College, including completing courses in communications, humanities, social sciences, and math and/or science. The process for assessing student learning was verified in meetings between the visiting team and the Instructional Deans' Council, the Chief Academic Officer, and the co-chairs of the Program Review Committee.

Core Component 3.C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

Subcomponent 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.

Subcomponent 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Subcomponent 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Subcomponent 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.

Subcomponent 5. Instructors are accessible for student inquiry.

Subcomponent 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.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

JCCC's Board Policy: Certification and or Licensing Policy 415.05 and Board Policy: Recruitment Policy 414.02 articulate the process for determining appropriate credentialing standards for all full-time, adjunct, and dual credit faculty. JCCC faculty job descriptions outline instructor responsibilities regarding contact time, faculty office hours, and prompt and professional communication for both face-to-face and online environments. JCCC utilizes success advocates and academic counselors who hold a minimum of a bachelor's degree in an appropriate field to help guide both traditional, non-traditional, and diverse student populations throughout their college career. Furthermore, JCCC faculty and staff are offered designated Professional Development Days for on-campus programming, as well as funds for other related professional development experiences. Resources such as Distance Learning workshops, Continuing Education (CE) courses, and grants and financial support for professional development, are also part of JCCC's commitment to the development of their faculty and staff. The visiting team verified this information through meetings with JCCC's academic counselors and the Human Resources Department.

JCCC requires prospective employees to provide official transcripts to its Human Resources Department for review when seeking a position requiring an earned degree. Once employed, JCCC provides its staff opportunities for enrolling in professional organizations and for travel to

regional and national conferences to keep their skills current. Additionally, Staff and Organization Development provides staff members mandatory trainings in Preventing Workplace Harassment, Information Security/Campus Safety Awareness, and classes in using technology. The College requires employees serving on a hiring committee to have completed a hiring committee orientation within 12 months prior to the hiring committee assignment. JCCC utilizes an online portal for mandatory training to those individuals seeking to serve on a hiring committee. Meetings between the visiting team and the Instructional Deans' Council team verified these processes.

JCCC's Program Review processes require program faculty and divisional deans to annually review enrollment, class max, attrition, workload specification of the master agreement, student-faculty ratio, and class size in comparison to peer institutions to assess faculty needs. JCCC's Instructional Deans' Council recommends to the Vice President of Academic Affairs, program recommendations for non-classroom needs, faculty release time, or compensation for special projects determined to be beneficial to the program, division, or campus at large. This process was verified through personal meetings between the visiting team and the Chief Academic Officer, Division Curriculum Committees, and department chairs from the College.

Distance education courses are supported by the Director of Academic Technology Services whose team has developed a number of tools for faculty teaching online courses including a faculty manual for each online course and an area for faculty and student support in Canvas. The visiting team met with support staff who are teaching and developing online courses as well as technology support staff who were all knowledgeable about the pedagogy and support needed for successful online instruction. Students are surveyed after each online course and classroom observations are occurring in most disciplines. An area of opportunity for the College is consistent oversight of all disciplines with a focus on faculty engagement. An online course was reviewed by the visiting team and evidence of relevant and interesting content as well as instructor and student engagement in the course was evident.

JCCC utilizes a peer review process designed to foster cooperation leading to excellence of the faculty at JCCC. This process gives experienced faculty members a voice in faculty employment decisions and provides instructional, collegial, and professional support. The peer review process offers faculty the opportunity for growth and success in the College and community thus benefiting both the people being reviewed and the reviewers.

Core Component 3.D: The institution provides support for student learning and effective teaching.

Subcomponent 1. The institution provides student support services suited to the needs of its student populations.

Subcomponent 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.

Subcomponent 3. The institution provides academic advising suited to its programs and the needs of its students.

Subcomponent 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).

Subcomponent 5. The institution provides to students guidance in the effective use of research and information resources.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

JCCC's Testing Services provides an online preparation resource for students who have not taken the ACT, or whose scores require further testing to help them prepare for the placement exam. These scores allow the College and the student to identify appropriate coursework based on the student's level of readiness.

JCCC faculty who become aware of a student having personal, financial, or academic issues, use the College's Early Alert program to intercede when necessary. Additionally, the Office of Veteran and Military Services provides services, resources, and referrals for all veteran and military. Likewise, international and immigrant students, faculty, staff, and community members are supported through JCCC's International and Immigrant Student Services. There they can receive assistance for issues related to immigration status, visa, and passport issues, JCCC's documentation requirements, cultural adjustment, and other similar issues. These processes were verified through meetings between the JCCC Counseling Department and found online.

The Educational Technology and Distance Learning Department provides support for both students and faculty in navigating technology issues on campus. Resources include online videos and orientation sessions, navigational tools for taking online and hybrid courses, and training and technical support on using the campus learning management system. The visiting team verified this information through face-to-face meetings with staff members.

JCCC's Access Services office offers students with disabilities accommodations for tutors, note taking, extended test times, and sign language interpreters while students new to higher education can receive services through the Academic Achievement Center.

Core Component 3.E: The institution fulfills the claims it makes for an enriched educational environment.

Subcomponent 1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Subcomponent 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.

Team Determination:

- Core Component is met

- Core Component is met with concerns
- Core Component is not met

Evidence:

JCCC endeavors to strengthen the community through the work of the Small Business Development Center by assisting businesses in the community with the creation of jobs and offering training in job retention.

JCCC's 2014–2017 Strategic Plan goal one task one initiated the process of aligning and assessing co-curricular activities within academic program offerings. Coupled with a recent AQIP project concerning Comprehensive Academic Program Review, these efforts resulted in the development of co-curricular activities. These activities, integrated into the Academic Comprehensive Program Review cycle, also utilized a cross-disciplinary model that ensures career students can apply general education skills to their fields of study. The departments of Service Learning, Honors, and International Education are also involved in the Comprehensive Program Review process. The process concerning Program Review and Program Review outcome utilization was verified in reviewer meetings between meetings with the visiting team and the Accreditation Process Team, the Instructional Deans' Council, co-chairs of the Program Review Committee and support staff representatives.

Team Determination on Criterion 3:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

JCCC faculty work collaboratively with chairs and deans to ensure that the College develops programs and curriculum that both inspires and promotes learning regardless of delivery modality. Published and standardized course outlines identifying course objectives, competencies, prerequisites and corequisites, and methods of evaluation, assist JCCC in this endeavor. Requiring every faculty and staff position to meet minimum qualifications ensures that JCCC develops faculty and staff prepared to meet the changing needs of its students.

Utilizing support and guidance from Educational Affairs, JCCC faculty and division curriculum committees vet all new courses, programs, and modifications to existing courses and programs in a series of steps. This process ensures that only courses and programs that meet the highest educational standards enter the college catalog. Lastly, JCCC has strengthened the community through its commitment to provide the highest educational standards to support both its internal and external stakeholders.

Criterion 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.

Core Component 4.A: The institution demonstrates responsibility for the quality of its educational programs.

Subcomponent 1. The institution maintains a practice of regular program reviews.

Subcomponent 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

Subcomponent 3. The institution has policies that assure the quality of the credit it accepts in transfer.

Subcomponent 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.

Subcomponent 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Subcomponent 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).

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

Johnson County Community College (JCCC) has implemented a Comprehensive Program Review process for both academic and administrative areas. The process has been informed by the Academic Program Review Data Project, and the Creating Service Area Review AQIP Action Projects. The academic process is guided by the Handbook for the Comprehensive Academic Program Review and Annual Planning and Development Processes, and the administrative process is guided by the Handbook for Comprehensive Administrative and Service Area Review and Annual Planning and Development Processes. Both handbooks were updated in 2017 and clearly indicate goals, participation, roles and responsibilities, resources available, fiscal requests, and planning opportunities. The process is aligned with the institutional mission, strategic planning and budget allocation, and is supported by the Office of Assessment, Evaluation, and Institutional Outcomes. Xitracs is the program review management system used at JCCC and was demonstrated during a meeting with the Director of Assessment, Evaluation, and Institutional Outcomes. The process, participation inclusion, resource and support options, as well as

Program Review outcome utilization in institutional planning, were verified in reviewer meetings with the CQR and Accreditation Process Team, Instructional Deans' Council, Program Review Committee co-chairs/Support Staff representatives, and during the Criterion Four meeting.

JCCC representatives, including the Registrar, serve on the Kansas Board of Regents (KBOR) committee for prior learning and military credit, and thus are well informed regarding KBOR alignment standards/goals for the evaluation of credit. Incoming credit requests are first referred to the Testing Center. Prior learning may be assessed through testing, verification of certification, or review of portfolios. Specific competencies are reviewed by experts in the discipline. The institution uses ACE standards for the granting of credit for military experience.

Board of Trustees' Transfer Credit Policy 314.02 ensures the quality of transfer credit. An evaluation of incoming credit is conducted by Admissions. The process is informed by departmental and KBOR alignment standards. Credits not granted direct equivalency are posted as electives, but may be substituted for a given requirement with departmental permission.

The Educational Affairs Committee reviews all new course proposals, which include course requirements, expectation of rigor, and student learning outcomes. Course and program assessment, and Program Review provide additional opportunity for review and recommendation for improvement.

Faculty qualifications and student learning outcomes for dual enrollment courses mirror the standards set for all related offerings. JCCC's dual enrollment programs (College Now and Quick Step) follow National Alliance of Concurrent Enrollment Partnerships (NACEP) guidelines, and JCCC faculty liaisons ensure both the use of departmental standards and support or guidance to those providing dual enrollment instruction. Confirmation of processes was confirmed during meetings with College Now staff, the Registrar, and the deans.

Student learning and success is supported through a variety of services including the Academic Achievement Center, multiple academic resource centers, library services, computer labs, tutorial services, Counseling, and the Career Development Center as noted on the JCCC website. In addition to self-identified student need access or referral, the institution provides an Early Alert system to offer more structured intervention processes. Staff attending the Advising and Student Support group meeting reported implementation of the Pathways initiative which also includes varied strategies to enhance student success.

JCCC maintains specialized program-level accreditation or approval by the following professional organizations or accrediting bodies: Accreditation Council for Business Schools and Programs; Commission on Collegiate Interpreter Education; National Automotive Technicians Education Foundation; American Dental Association Commission on Dental Accreditation; Association of Nutrition and Foodservice Professionals; International Fire Service Accreditation Congress; Healthcare Information and Management Systems Society; Partnership for Air-Conditioning; Heating, Refrigeration Accreditation; American Culinary Federation; Kansas State Board of Nursing, and Accreditation Commission for Education in Nursing; American Bar Association; Committee on Accreditation of Education Program for the Emergency Medical Services Professions; and Commission on Accreditation for Respiratory Care. All accredited programs are currently in good standing and fully accredited.

Program Review provides a comprehensive review of student success rates, as well as industry and workforce demands. A graduation survey is administered to all program graduates. Additionally, some programs, such as those in career and technical education, offer “completer” surveys to both graduates and employers. The surveys are administered by Institutional Research and shared as a component of program review. KBOR benchmarking, licensure pass rates, and transfer success tracking are also used to inform the process. Career Services tracks data for select internship and career placements, and coordinates employer outreach, student career readiness activities, and support services. These activities were confirmed by reviewers during the CQR visit, specifically during Criterion Four, Program Review, and Student Advising and Support meetings.

Core Component 4.B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Subcomponent 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Subcomponent 3. The institution uses the information gained from assessment to improve student learning.

Subcomponent 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.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

JCCC has clearly articulated student learning outcomes. These are assessed at the institutional, general education, career and technical program, and individual course levels. The Office of Assessment, Evaluation, and Institutional Outcomes in collaboration with the Assessment Council oversees assessment implementation, assessment data management, and professional development opportunities. The Office publishes Spotlight on Assessment, the Student Learning Outcomes Assessment Handbook, and the Annual Report to guide the assessment process. The Assessment Council is tasked with providing training programs and materials to support assessment efforts, implement strategies to facilitate faculty and student awareness, and coordinate assessment awards and recognition programs. Examples of tools used in on-going professional development, data management and planning include the Institutional Learning Outcomes Planning Worksheets, Outcomes Assessment Progress Report, Mastery Matrixes, the Assessment Handbook and the Assessment by Design workshop. Program Review also incorporates assessment as part of the institutional planning process. The institution has developed a comprehensive assessment structure with participation at a high level. However, there appears to be an opportunity to enhance program level assessment in some academic (career and technical) programs.

JCCC's assessment strategy enables data collection as evidence to learning outcomes achievement. In addition to setting internal targets, the institution also uses external benchmarks for performance, student satisfaction, and varied KBOR standards to demonstrate high levels of outcome attainment in many areas. Canvas is used as the assessment management system.

The Annual Report and individual program reviews clearly document improvements in student learning. These are incorporated into a broader institutional planning process as evidenced by professional development support efforts or budget allocation. KBOR or program-specific benchmarks such as licensure standards and performance rates are also considered when developing assessment measures. Members of the Assessment Council reported examples of curricular updates or alignment with co-curricular or experiential learning opportunities to provide a more robust set of opportunities leading to improved learning outcomes. "Closing the loop" and using results to inform improvements was clearly articulated by faculty and staff.

The Assessment Council serves as an excellent example of a faculty driven assessment process. Although the Office of Assessment, Evaluation, and Institutional Outcomes provides expertise and support, the Assessment Council leadership, in all aspects of the institutional assessment endeavor, was apparent. With representation from all academic areas, the Council enables peer review and support that has increased faculty engagement and assessment results improvement. Recognition of good assessment practices (Excellence in Outcomes Assessment Award) and faculty presentation at the Regional Community College Assessment Conference are also examples of faculty engagement and dedication to improved student learning outcomes. Review of documents and discussions with the Assessment Council affirmed that assessment is occurring with a defined process in all programs with the exception of several programs, including business where assessment is occurring intermittently.

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.

Subcomponent 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.

Subcomponent 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Subcomponent 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Subcomponent 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.)

Team Determination:

- Core Component is met
 Core Component is met with concerns

Core Component is not met

Evidence:

JCCC Key Performance Indicators (KPIs) set institutional targets surrounding course completion, graduation/transfer, enrollment, and award attainment. KPIs align with the College's top five priorities as identified in 2017-2020 Strategic Plan as evidenced by the external website and the Strategic Plan 2020 brochure provided during the CQR. The JCCC Cabinet identified the 75th percentile for an appropriate benchmark, as determined by an institution defined peer group, to position the institution to align with JCCC's vision of "JCCC will be a national leader through educational excellence and innovation." The SET Dashboard provides JCCC with data that is updated daily from Banner related to enrollment and retention targets and percent progress to goal each semester. The SET disaggregates data based on determined student populations in alignment with the students it serves and the College's mission.

JCCC collects, analyzes, and reports data publically on student success and outcomes. The Office of Institutional Effectiveness, Planning, and Research's website provides reports including: Enrollment Summary, Degree and Certificates Awarded by Division, JCCC Student Outcomes, Graduation, Transfer, and Retention, College Navigator, College Scorecard, Key Performance Indicator performance dashboard, and the Kansas Board of Regents Performance Agreements, which include trend data related to retention, persistence, transfer, and completion. JCCC's website reports a fall to spring persistence rate of 67% (2015) and a fall to fall persistence rate of 46% (2015). The graduation and transfer rate for the first-time full-time 2013 cohort of degree seeking students was 45% (23% graduation + 22% transfer). Similarly, the graduation and transfer rate for the first-time part-time 2010 cohort of degree seeking students was 33% (14% graduation + 19% transfer). JCCC uses the 75th percentile from the National Community College Benchmarking Project (NCCBP) to set graduation and persistence goals. Through conversations with the review team, executive leaders indicated that JCCC's baseline performance was at or slightly above the NCCBP 50th percentile in most areas. The 75th percentile was selected as a realistic and aspirational target to position the College to be a national leader through educational excellence and innovation, which is JCCC's vision. In addition, the Annual Report and Program Review Process provide programs with data related to course-level completion, attrition, and completer success. In addition, the number of awards, successful transfer rate, and job placement are reported at the program level.

Per conversations with College staff and leaders, the institution reviews institutional-level and program-level student retention, persistence, successful transfer, course completion and success, and graduation data at the Cabinet to guide decision-making. Discussions regarding data occur on a weekly basis. Staff and leaders discussed a culture shift in several meetings that has occurred at the institution over the past five years to a greater focus on linking data metrics related to student success with decision-making. Student data are discussed at staff meetings and by departments to identify opportunities to improve programs for students. The College demonstrated this during the visit through conversations with and providing examples to the visiting team. One example is the new Student Pathways initiative that JCCC is in the process of developing and implementing at the College. Student Pathways is an informed choice model that started in fall 2017 and is grounded in best practice research. The model includes building a predictive model to roll out in fall 2018 that is focused on student success leading and lagging indicators. Integrating this with Accucampus will enable the institution to engage students proactively in their success through nudging and tailored intervention. In addition, JCCC made strategic investments in six full-time Success Advocates that serve as accountability partners with students.

The Office of Institutional Effectiveness, Planning, and Research collects and analyzes retention, persistence, and completion data using process and methods that reflect good practice. JCCC uses Banner as its ERP system and Microsoft Power BI and Cognos to provide reports and analysis on student success metrics. The College uses specified definitions for retention, persistence, transfer, and completion metrics that it clearly communicates to data users. The Office of Institutional Effectiveness, Planning, and Research provides oversight for data integrity and validity in reporting these data

Team Determination on Criterion 4:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

JCCC faculty and staff have demonstrated a high level of engagement in Program Review and assessment designed to enhance the quality of its educational programs and student learning. The Program Review process, which includes both academic and service/administrative units enables evaluation of strategies and services to promote continuous improvement in delivery, and the ability to meet student need. Student learning outcomes are captured in institutional, general education, program, and course assessment. The institution has a well-established system for design, data collection, analysis, and improvement.

The Office of Assessment, Evaluation, and Institutional Outcomes provides oversight of processes and professional development coordination for both Program Review and assessment. Strategies are clearly aligned with the institution mission and strategic planning.

JCCC offers a robust set of student support services and has begun the process of more substantial data collection, analysis, and strategies to track and improve retention, persistence, and graduation rates. Administrative Program Review has also informed support considerations and has enabled clearer integration of services and planning to enhance the student experience.

Criterion 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.

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.

Subcomponent 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.

Subcomponent 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.

Subcomponent 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Subcomponent 4. The institution's staff in all areas are appropriately qualified and trained.

Subcomponent 5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

Johnson County Community College's (JCCC) resource base supports its current educational programs as demonstrated through a review of its Annual Budget Fiscal Year 2017-2018. As outlined in the Systems Appraisal and confirmed during the CQR Visit, the College utilizes a well-developed and detailed budget process that is informed by approximately 120 budget administrators representing campus instructional and administrative areas. Considerations throughout the budget planning process include guidelines addressing unencumbered cash balances, assessed valuation and property tax levy, enrollment, tuition cost per credit hour, state aid, salary and benefits budgets, staff recommendations on operating budget priorities, the base operating budget, capital budgets available through the general fund and as outlay, and debt service through the general fund. The process along with the stated guidelines establishes for the delivery of the College's education programming without adverse effect from other allocations.

The annual budget percentage allocated to salaries and benefits is 74% which is fairly consistent throughout the past 10 years. For FY18, \$110,452,422 of the total annual budget of \$150,033,55, supported 1,391 budgeted full-time regular (not including temporary) faculty and staff positions, plus part-time temporary staff members, and adjunct faculty members. Instructional staffing is approximately 62% of the salaries and benefits budget. Staffing levels have remained basically flat with positions adjusted to respond to need. Human resources are considered to be sufficient to support operations and the delivery of programming offered by the College. This was confirmed through conversation during the CQR visit. Academic leaders indicated that Program Review influenced the determination of faculty position backfills.

The physical infrastructures are designed and are sufficient to support the College's mission and enable the delivery of its programming. The College is made up of 22 buildings on 200 acres. A Facilities Master Plan was developed in 2015 by an independent group following review of utilization, space standards, and space needs analysis study. The Facilities Master Plan was referenced throughout conversations during the CQR site visit as well as reviewed as evidence by the visiting team.

JCCC provided two members of the visiting team with a brief overview presentation of their Facilities Master Plan and tour of the campus. The College used an inclusive planning process to

include stakeholders in the Facilities Master Plan and aligned priorities to the Strategic Plan and needs of the communities it serves. Campus buildings and spaces are in good condition and align with the needs of academic and student support programs. The campus includes spaces designed to promote student engagement and success. JCCC recently transitioned six classrooms into active learning classrooms and will be adding six additional learning classrooms to meet the needs of students and provide flexible learning spaces. In addition, the College's commitment to sustainability is articulated in its Strategic Plan and demonstrated in its investment in solar panels, composting, recycling, and LEED certified buildings, such as Galileo's Pavilion, which is LEED Platinum Certified. The campus also includes several classroom buildings, athletic facilities, a Student Center, the Nerman Museum of Contemporary Art, Industry Training Center housing a national training center for BNSF employees, concert hall and theatres, and the Hospitality and Culinary Academy building.

The technology infrastructures are sufficient and maintained, and are supported through a planned replacement cycle as evidenced through the Technology Infrastructure 2017-2020 Plan and in conversation with Information Services administration.

As evidenced through document review and conversation, all resource planning is supportive of the College's mission.

JCCC's website includes links to specific information about faculty members teaching in each of its academic programs. Links to information about faculty also include faculty credentials, and all instructors appear to be appropriately credentialed. Discussion during the site visit, and review of faculty files confirmed that JCCC adheres to regulations that align with HLC's policies for minimum faculty qualification. Processes for evaluating adjunct faculty appear to be less formal; however, discussion on campus suggests an annual evaluation process for adjunct faculty exists.

JCCC staff meet the minimum qualifications identified for their respective positions. Qualifications are verified through Human Resources during the hiring process. Faculty and staff confirmed the JCCC's commitment to professional development for job-specific training opportunities. Additionally, all required training, such as training in ethical standards and behaviors, hiring practices, Preventing Workplace Harassment, and Information Security/Campus Safety Awareness, are made available to all staff.

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.

Subcomponent 1. 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.

Subcomponent 2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Subcomponent 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

JCCC has a seven-member Board of Trustees, elected at-large with overlapping four-year terms. The Board of Trustees is the policy-making body of the College with the President overseeing the implementation of the Board policies. The President is also responsible for the overall administrative governance of the College. In conversation with the Trustees, it was evident that they are actively involved with the governance of the College; are aware of the College's mission, vision, and values; and are informed of critical issues. The Chairman of the Board stated that while it is at times a fine line, they make all attempts to maintain the separation between governance and administration, allowing the President to oversee the operational aspects.

The Board of Trustees has five standing committees that Trustees are assigned to with the intent of listening and being apprised of the College's current status and concerns. These committees include the Collegial Steering, Audit, Human Resources, Management, and Learning Quality. These committees were verified through Board documentation and confirmed through conversation. Presentations by college faculty and staff are made at each committee meeting. This allows for engagement with the College's governance.

During the team visit, a discussion about math placement scores occurred in a number of interviews including College leadership, academic leadership, and faculty. Central to the discussion was the decision-making processes between administration and faculty as well as external constituents. The visiting team encourages the College to review processes related to setting academic policies (as noted in Criterion 2) and to clearly delineate the role of faculty, staff, and students in this process.

Core Component 5.C: The institution engages in systematic and integrated planning.

Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.

Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Subcomponent 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Subcomponent 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.

Subcomponent 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Team Determination:

- Core Component is met
- Core Component is met with concerns

Core Component is not met

Evidence:

JCCC provided documented evidence of its Strategic Plan, and the processes that are involved in preparing the Plan. The 2017-2020 Strategic Plan established the five guiding priorities of Academic Excellence, Student Success, Employee Engagement, Community Engagement, and Operational Excellence. In conversation with Trustees, administration, and staff, mention was made of these Strategic Priorities, confirming a broad-based understanding of, and the requirement to align resources and planning to the priorities. Planning processes for the functional areas of Information Services, Institutional Effectiveness, Human Resources, Finance, and Facilities, confirmed through conversations with the directors from each area, align to the Strategic Plan and mission through their respective processes and through the Budget Process.

Consideration of the perspectives of external stakeholders was evidenced through direct conversation at a reception attended by members of the Foundation Board, local Mayors, Superintendents, and other community members. All respondents indicated that JCCC meets the needs of and is intentional in seeking input from external stakeholders.

Review of institutional documents and materials provided evidence of JCCC's attention to its current capacity and anticipation of various economic factors that might impact its planning. Documents included the Economic Overview & Program Gap Analysis, prepared by EMSI, April 2016.

JCCC has a well-established assessment process which is embedded in Program Review for both academic and administrative areas. Program Review is an integral component of the institutional planning and budget allocation process. The reviewers met with staff, administrators and faculty from the Program Review Committee, Assessment Council, CQR Planning Team, and those representing Student Advising and Student Support to discuss inclusion of results data in decision-making and resource allocation.

Core Component 5.D: The institution works systematically to improve its performance.

Subcomponent 1. The institution develops and documents evidence of performance in its operations.

Subcomponent 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.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

JCCC works systematically to improve its performance as evidenced through a review of data reports and in conversation with area directors for Information Services, Institutional Effectiveness, Human Resources, Finance, and Facilities. The data reports, such as the Summer Enrollment Report show multiple years' data, levels and trends, and analytical indicators. Additionally, planning documentation such as for Technology Infrastructures includes planning intended to improve resources that support the educational programming and mission of the College. Evidence of learning was provided through direct conversation with the directors who each indicated that feedback is solicited on the respective processes for improvement.

Team Determination on Criterion 5:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

JCCC's fiscal, human, facility, and technological resources, and their associated processes are sufficient to fulfill the College's mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The College plans for the future through economic impact studies, facilities and technology planning, strategic planning, and data analysis.

IV. Commitment to Continuous Quality Improvement (CQI)

Levels of Organizational Maturity in Relation to the AQIP Pathway Categories.

Please provide a brief paragraph or two that captures the team's perception of the institution's overall level of maturity (and the relevant challenges and strengths) and how the institution might further advance its quality agenda.

JCCC is working towards defining and documenting operational processes and has increased its use of data to inform decisions and continuous improvement. These activities, confirmed during multiple open forums during the site visits, indicate that JCCC took action on the feedback provided during the Systems Appraisal and advanced the College in its continuous improvement agenda. In the visiting team's opinion, after reviewing the Systems Appraisal and conducting the CQR, the College is functioning at a systematic level of maturity in most areas. In order to advance its quality agenda, the College may wish to consider additional efforts to improve decision-making and communication processes. A strength of the College was clearly the engagement and importance that JCCC has in the local community.

Evidence of Principles of High Performance Organizations

Please provide a brief paragraph or two that indicates how and where the institution demonstrates its systematic approach to continuous quality improvement through the aspirational values found in the Principles of High Performance Organizations.

JCCC demonstrates commitment to its stakeholders through strategic planning and budgeting processes that are mission-driven and incorporate both input and feedback from internal and external constituencies. The College demonstrates commitment to people through ample professional development opportunities for its faculty and staff and a near-singular focus on the academic, social, physical, and career development of the students it serves. JCCC exhibits agility and foresight through the willingness to launch relevant and innovative changes that respond to industry trends and needs.

It was clear from the multiple meetings with various stakeholders that JCCC is focused on responding to the community needs as well as student needs. JCCC has an opportunity to continue its quality journey by creating more clarity on the learning principle of high performance organizations by focusing on communication and decision-making processes.

V. Commitment to the AQIP Pathway

Provide brief bullet points for each section that demonstrate success or progress in each area.

Actions That Capitalize on Systems Appraisal Feedback

The AQIP Steering Committee focuses their attention on areas tied to the JCCC's mission and vision, strategic planning initiatives, and from Key Performance Indicators (KPIs).

Actions That Capitalize on Strategy Forum Participation

The last Strategy Forum occurred in 2014 and JCCC will conduct a Strategy Forum in Spring 2019. The results of the 2014 Strategy Forum were a revised strategic plan and the College revised this plan during the last year.

Actions That Capitalize on Action Projects

JCCC utilizes a dedicated reporting mechanism for all their AQIP projects. This process includes annual reviews by the President's Cabinet, Board of Trustees, the AQIP Steering Committee, and the Instructional Deans' Council.

Recently the College utilized an AQIP project to revamp the Program Review processes at JCCC. This process included a faculty-led project team to identify best practices, a pilot of both transfer and career programs, a standardization of data elements, and incorporation of the budgeting cycle.

JCCC's current AQIP project focuses on developing a campus-wide process that will allow the institution to monitor academic dishonesty and develop appropriate programming options for students to reduce dishonesty cases.

JCCC recently completed an AQIP action project concerning the College's Strategic Planning efforts to help reduce administrative costs. This project examined streamlining business processes, creating service area reviews and the reallocation of resources from administrative functions toward direct student success activities.

Currently, JCCC is completing an AQIP project that aligns with their strategic goal of "Commit to the efficient use of resources to strengthen quality offerings" and aligns with the key performance indicators improving persistence, student satisfaction, student learning outcomes, and the AQIP category of valuing employees.

JCCC recently completed an AQIP action project regarding a cross-functional strategic planning team working on defining the student experience and creating pathways for students. This project includes recommended and required activities as well as intentional and intrusive support by college faculty and staff.

Commitment to Active Engagement in the AQIP Pathway

JCCC leadership and faculty recently demonstrated a commitment to continuous improvement, and the College demonstrates its engagement in the AQIP Pathway by development, completion, and implementation of an extensive set of Action Projects over the past five years.

VI. Team Recommendation

A. Affiliation Status

1. Recommendation for Reaffirmation of Accreditation

The visiting team confirms that all the Criterion have been met and recommends that Johnson County Community College be reaffirmed.

2. Recommendation for Eligibility to Select Next Pathway

Indicate whether the institution is eligible to select its next pathway, or if, in the judgment of the team, the institution should be limited to the Standard Pathway.

The visiting team recommends that Johnson County Community College be eligible to select its next pathway. Faculty and academic leaders indicated that the AQIP pathway is embedded in the culture of the institution. The members of the JCCC community provided evidence that they understand the College's mission, vision, and values and strive to live up to them in their daily activities. The College demonstrated that it is committed to acting with integrity and its conduct is ethical and responsible through its policies and procedures and policies to employees and students are communicated through multiple modes of communication. The College has a well outlined program review process as well as assessment protocols that are grounded in an effective assessment committee. JCCC is well resourced and has demonstrated that budget is appropriately allocated to learning while also providing value to the community through sharing facilities, providing programs and events.

3. Criterion-Related Monitoring Required (report, focused visit):

Monitoring:

The team recommends an interim report outlining the academic governance structure including academic leadership, academic and faculty committees and faculty including adjunct faculty due on September 1, 2019. This report should also include communication processes and protocols between the committees, leadership, and faculty. Also included in this interim report, the team recommends the outline of shared governance protocols and communication between faculty, academic leadership and JCCC leadership. This report should include an outline of decision-making protocols as well as communication protocols when decisions are final.

Rationale: (Provide a holistic rationale for this recommendation.)

The visiting team recommends this interim report so that JCCC continues its quality journey while also addressing the issues in Criteria 2 and 5 identified in the Criterion for Accreditation. Prior to the team's visit, leadership indicated that communication with faculty was an area of focus and during the visit, all visiting team members spoke with internal and external stakeholders who indicated that communication and decision-making protocols were in need of improvement. It was evident to the visiting team that a number of issues discussed were polarized and in some cases, long standing. The visiting team believes that focused collaboration and problem-solving in the noted areas will continue to support JCCC's mission and importance in the community.

4. Federal Compliance Monitoring Required (report, focused visit):

Monitoring:

Rationale: (Provide a holistic rationale for this recommendation.)

B. HLC Sanction or Adverse Action

VII. Embedded Changes in Affiliation Status

If the team reviewed a substantive change request in the course of its evaluation, indicate the type of change below. Complete the Embedded Change Report, available at hlcommission.org/team-resources.

Type of Change:

Appendix A

Interactions with Constituencies

Monday, April 30

President's Cabinet

- President
- EVP Finance & Admin Services
- VP Academic Affairs
- VP Student Success & Engagement
- VP Continuing Education & Organizational Development
- VP & General Counsel
- VP Information Services
- VP Human Resources
- Exec Director Marketing Communications
- Exec Director Institutional Effectiveness, Planning & Research

CQR Planning Team

- Dean Academic Support
- Professor English
- Professor Mathematics (4)
- Associate Professor Auto Technology
- Dean Arts, Humanities & Social Sciences
- Counselor
- VP Student Success & Engagement
- Director of Nursing
- Dean Continuing Education
- Grant Professional
- Professor Web Development & Digital Media
- Professor Foreign Language
- Interim Dean Industrial Technology
- AVP Financial Services
- Director Accounting Services & Grants
- Deputy CIO/Director Admin Computing Services
- Dean Communications, English & Journalism
- Manager Internal Audit
- Director Assessment, Evaluation & Inst Outcomes
- Director Institutional Planning & Research
- Executive Director Institutional Effectiveness, Planning & Research

Facilities Tour

- AVP Campus Services
- Dean Arts, Humanities & Social Sciences
- Exec Director Marketing Communications

Shared Governance, Executive Leadership

- Professor Philosophy & Religion
- Associate Professor Science
- Professor Mathematics (2)
- Associate Professor Math Resource Center

- Professor History & Political Science
- VP Academic Affairs
- AVP Instruction
- Association Professor Web Development & Digital Media
- Professor Foreign Language
- Professor Anthropology
- Faculty Business Administration

AQIP Steering Committee

- Director Assessment, Evaluation & Inst Outcomes
- Executive Director Institutional Effectiveness, Planning & Research
- VP Academic Affairs
- AVP Instruction
- Professor Mathematics (2)
- Professor English
- Dean Arts, Humanities & Social Sciences
- Dean Academic Support
- Administrative & Research Assistant

Data, Internal and External Benchmarks/Institutional Effectiveness

- Director Institutional Planning & Research
- Senior Planning & Research Analyst
- Exec Director Institutional Effectiveness, Planning & Research
- Research & Data Analyst (2)
- Research Coordinator
- Administrative & Research Assistant

Instructional Deans' Council

- Dean Academic Support
- Dean Arts, Humanities & Social Sciences
- Dean Communications, English & Journalism
- Dean CSIT & Technical Education
- Dean Health Care
- AVP Instruction
- Administrative Assistant (3)

Student Advising and Student Support

- Associate Prof Math Resource Center
- Director Academic Achievement Center & Lang Resource Center
- Professor Writing Center
- Director Science Resource Center
- Associate Professor Foreign Language
- Science Lab Coordinator
- Director International Education
- Associate Professor HVAC
- Associate Prof Electrical Technology
- Assistant Professor Industrial Maintenance
- Professor Computer-Aid Drafting
- Counselor (3)

- Program Director Admissions
- Access Services Advisor
- Program Director Career & Transfer Services

Criterion 1 & 2

- Executive Director Audit & Advisory Services
- Assistant General Counsel
- General Manager Performing Arts
- Exec Director Marketing Communications
- Business Liaison Consultant
- Dean Continuing Education
- VP & General Counsel
- Director Human Resources
- Manager Compensation & HR Systems
- Assistant Dean Enrollment Management

Alumni and Community Stakeholder Reception

25 Stakeholders from the local community including political leaders, High School Administrators, local employers and JCCC Foundation Board member

Tuesday, May 1

Breakfast with Board of Trustees

- Chair
- Vice Chair
- Treasurer
- Secretary
- Members (3)

Meeting with Board Chair, Vice Chair and Previous Chair

- Chair
- Vice Chair
- Previous Chair

Staff Open Forum

- Approximately 100 staff members

Program Review Chairs, Support Staff

- Dean Communications, English & Journalism
- Associate Prof/Librarian
- Professor Mathematics
- Registrar
- Director Assessment, Evaluation & Inst Outcomes
- Coordinator Office of Assessment, Evaluation & Inst Outcomes

Criterion 5

- Deputy CIO/Director Admin Computing Services
- AVP Financial Services
- Director Campus Services & Energy Mgmt
- Director Institutional Planning & Research
- Director Human Resources

- Manager Compensation & HR Systems

Criterion 4

- Director Nursing
- Director Continuing Education
- Counselor
- Interim Dean Industrial Tech
- AVP Instruction
- Dean Learner Engagement & Success
- Registrar
- Program Director College, Community Outreach & STEM
- Associate Prof Interior Design

Distance Education

- Director Academic Tech Services
- Director Educational Tech & Distance Learning
- Program Director Professional Education
- Associate Professor Legal Studies
- Professor English
- Professor Speech
- Senior Educational Technical Analyst
- Dean Academic Support

Student Open Forum/Lunch

- Open meeting for All Students (approximately 40 students in attendance)

Assessment Council

- Assistant Professor Medical Info Revenue Management
- Associate Professor English
- Associate Professor Interior Design
- Assistant Professor Speech
- Professor & Librarian
- Associate Professor Mathematics
- Professor Science
- Director Assessment, Evaluation & Inst Outcomes

Criterion 3

- Associate Professor Math Resource Center
- Director Academic Achievement Center & Lang Resource Center
- Professor Writing Center
- Director Science Resource Center
- Associate Professor Foreign Language
- Science Lab Coordinator
- Associate Professor & Librarian
- Degree Audit Coordinator
- Curriculum Process Coordinator
- AVP Instruction
- Professor Web Dev & Digital Media
- Associate Professor & Director Honors

- Director International Education
- Program Director College, Community Outreach & STEM
- Dean Learner Engagement & Success
- Assistant Dean Student Life
- Manager Student Life & Leadership Dev
- Faculty Development Coordinator

Faculty Open Forum

- Open Meeting for All Faculty (approximately 60 in attendance)

Federal Compliance

- Executive Director of Institutional Effectiveness
- Dean Arts, Science and Humanities
- Dean English and Journalism
- Interim Dean Business
- Director of Financial Aid
- VP Student Success & Engagement

Strategic Enrollment Management Team

- Dean Student Services & Success
- Associate Dean Enrollment Management
- Program Director Admissions
- Assistant Dean Computer Science & Info Tech
- Executive Director Marketing Communications
- Deputy CIO/Director Admin Computing Services
- Director Institutional Planning & Research
- Dean Arts, Humanities & Social Sciences
- Director Enterprise App Support
- VP Student Success & Engagement
- VP Info Services
- Professor Mathematics
- Counselor
- Director Academic Tech Services
- Professor English
- Dean Academic Support
- Exec Director Institutional Effectiveness, Planning & Research

Exit Meeting with the President

- President

Exit meeting with Leadership Team

- President
- EVP Finance & Admin Services
- VP Academic Affairs
- VP Student Success & Engagement
- VP Continuing Education & Organizational Development
- VP & General Counsel
- VP Information Services
- VP Human Resources
- Exec Director Marketing Communications

- Exec Director Institutional Effectiveness, Planning & Research
- Exec Assistant to President & Board

Appendix B

Principal Documents, Materials and Web Pages Reviewed

Accreditation Documents

AQIP Systems portfolio

AQIP Systems portfolio highlights 2017

Action project summaries (9)

Program Review Summary documents (9)

Federal Compliance Report

Federal Compliance Credit Hour Team Worksheet

HLC Student Survey

Institutional Documents and Website

JCCC organizational chart

JCCC course catalog

JCCC faculty and staff listing

JCCC staff and faculty participating in the visit (see appendix A)

Program Review documents (9)

Action project summaries (9)

Audited Financial Statements 2016/2017

JCCC Reception Guest List

Board of Trustees orientation packet (December, 2017)

Chronology of decision surrounding Track and Field

JCCC Distance Learning Quality Guidelines (OSCQR)

Faculty Senate Constitution (page 1)

Distance Learning Faculty Orientation Outline

President's Annual Evaluation Template

Distance Learning Advisory Council and Minutes of 4 committee meetings

Office of Outcomes Assessment 2017 Annual Report

Handbook for the Comprehensive Administrative and Service Area Review and Annual Planning and Development Processes

Handbook for the Comprehensive Academic Program Review and Annual Planning and Development Processes

Assessment by Design: A Comprehensive Overview
2017 Assessment Handbook
Spotlight on Assessment
Mapping of Institutional Learning Outcomes to General Education Student Learning Outcomes
Outcomes Assessment Progress Report (template)
Institutional Learning Outcome (ILOs) Planning Worksheet
General Education Mastery Matrix
Pathways (sample program sheet): Administration of Justice
2017 Report to Our Community
Johnson County Community College Quality Highlight
JCCC Committee Structure
Strategic Plan 2017-2020 (brochure)
Inspire Learning: Strategic Plan 2014-2017
Xitrac system review
Canvas system review
Student Pathway Presentation (power point)
SET Dashboard
Enrollment Report
Student Outcomes, Graduation, Transfer, and Retention Rates report (2017)
Kansas Board of Regents Performance Agreement (2014-2016 and 2017-2019)
Master Facilities Planning Presentation (power point)
JCCC website pages:

[Academic Program Review, Planning and Development](#)

[Assessment Resources Webpage](#)

[Average Class Size](#)

[Credit Course Descriptions](#)

[Dual Enrollment \(high school students\)](#)

[Educational Technology Center](#)

[Faculty Development](#)

[General Education Assessment Plan](#)

[JCCC Educational Affairs Committee](#)

[JCCC Faculty Job Description](#)

[Key Performance Indicators](#)

[Mission, Vision & Values](#)

[Prior Learning Assessment](#)

[Program Review](#)

[Staff and Organizational Development](#)

[Strategic Planning](#)

[Student Learning Outcomes](#)

[Student Right to Know](#)

[Student Support Services](#)

[Student Support Referral](#)

[Transfer and Articulation](#)

[Transfer Credit Policy Board of Trustees Policy 314.02](#)

Course Selected for Syllabi Review
ACCT 240 - Fraud Examination
ADMJ 255 - Ethics and Criminal Justice
ANTH 130 - World Cultures
ARTH 184 - Art History: Twentieth Century
ASTR 120 - Fundamentals of Astronomy
AUTO 208 - Electrical III
AVHO 102 - Certified Nurse Aide (CNA)
CDTP 135 - Desktop Photo Manipulation I: Photoshop
CHEM 124 - General Chemistry I Lecture
CIS 275 - Web-Enabled Database Programming
CS 236 - Object-Oriented Programming Using C#
ECON 231 - Principles of Microeconomics
EDUC 220 - Survey of the Exceptional Child
ELEC 186 - CompTIA A+ Essential
EMS 131 - Emergency Medical Technician
FASH 224 - History of Costume
FL 130 - Elementary Spanish I
GAME 242 - Agile Game Development
GEOS 145 - World Regional Geography
HC 130 - Medical Terminology for Healthcare Professions
HMGT 120 - Food Service Sanitation
HORT 220 - Herbaceous Plants
ITMD 125 - Interior Textiles

Course Selected for Syllabi Review
JOUR 130 - Principles of Public Relations
LI 150 - Legal Interpreting Skills II
MATH 231 - Business and Applied Calculus I
MKT 230 – Marketing
MUS 156 - MIDI Music Composition
RC 131 - Cardiopulmonary Diagnostics
RDG 126 - Academic Reading
SPD 120 - Interpersonal Communication
THEA 120 - Introduction to Theater



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: Johnson County Community 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: Constance Johnson

- 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:

All the associate's degrees exceed the 60 hour standard with 63 credit hours the minimum. Several programs range between 64 and 70 credit hours. Chef Apprenticeship A.A.S. program is 75 credit hours. This program is accredited by the American Culinary Federation Educational Institute Accrediting Commission and follows the required curriculum for the degree. Dental Hygiene A.A.S. program is 80 credit hours. This program is fully accredited by the American Dental Association Commission on Dental Accreditation and follows the required curriculum for the degree.

Additional monitoring, if any:

none

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 be 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:

A review of the materials submitted match the material available on the public website regarding policies and procedures for complaints and appeals of decisions. A review of the complaint summary indicates that a record of complaints has been kept for several years at least. A review of the frequency counts of complaints in each category provides no indication of a pattern for concern. The College is making strides to improve the process for receiving, resolving, and learning from student complaints and has implemented a new system for the collection and recording of complaints. Complaints are reviewed quarterly by four College administrators. Through conversation, it was clear that the new system will return benefit to the College however, improvements were identified that include adding a sub-category for the Academic or non-Academic categories which may allow for the level of detail needed to recognize any patterns that might need addressed.

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 institution maintains an extensive website of transfer information that is available to the public. This includes a page listing 30 different higher education institutions in the region with information about transferring credit to those schools. It also maintains a separate website of advanced standing credit options for students at local high schools. For each school, there is a clearly composed pdf file outlining transfer in and transfer out options for students.

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:

The students are verified through the password system in the campus LMS. Online exams are proctored through the testing services lab, the National College Testing Association, and Proctor U. Fees are disclosed on the campus website

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:

Financial Responsibility--JCCC has a history of regular audits outlined in Appendix H. Generally, the auditor's report compliance with standard practices for the institutions financial statements and federal awards accounting. The reports indicate that when minor issues are discovered they are addressed. Audits of JCCC more recently have fewer issues and are in compliance.

Default Rates--JCCC's default rate remains at approximately 10% (FY2014) and the Department has not been in contact with the institution regarding defaults.

Campus Crime Information, Athletic Participation and Financial Aid—JCCC provided information regarding campus crime as well as the locations on the web where the information can be found. Additionally, the information is easily obtained through a web search. Similarly, the information for Athletic Participation and Financial aid is provided, available on the web and easily found through a web search.

Student Right to Know/Equity in Athletics—JCCC provides these items on the website and are easily searchable.

Satisfactory Academic Progress and Attendance Policies—JCCC has provided this information and it is easily found on the website. There were some issues with an inadequate policy, but this has been revised to meet DOE standards. This concern was clarified on site through conversation with the Director of Financial Aid. It was confirmed that the issue from six-years prior was resolved and the SAP appeals are reviewed every semester.

Contractual and Consortial Relationships—JCCC is seeking a new consortial agreement with the University of Kansas for nursing students to complete their Associates Degree (ASN) in Nursing (at JCCC) their Bachelor of Science in Nursing (BSN) through the University of Kanas. The documentation outlines the necessary elements for the relationship and the curriculum to function.

Additional monitoring, if any:

none

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:

Information is available on the JCCC website and searchable on the web.

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:

The JCCC website provides appropriate information regarding admissions, academic programs, and student life.

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:

JCCC collects appropriate institutional assessment data and uses the data for planning purposes. The assessment reports are publically available along with the link to College Navigator and College Scorecard

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:

JCCC publishes student outcome data and is available in annual reports over the last five years and is highlighted in assessment newsletters

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:

JCCC publishes its affiliations on its website and the documents indicating affiliation are included in the report appendix W

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:

The announcement is in a public space on the website and through a list of media outlets.

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

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

- APPROVAL OF CREDIT COURSES FOR COMMUNITY COLLEGES, TECHNICAL COLLEGES, AND WASHBURN INSTITUTE OF TECHNOLOGY
https://www.kansasregents.org/about/policies-by-laws-missions/board_policy_manual_2/chapter_iii_coordination_of_institutions_2/chapter_iii_full_text#courses
- Assessment by Design <http://blogs.jccc.edu/outcomesassessment/>
- JCCC Catalog— <http://catalog.jccc.edu/>
- Specialized and Program-level Accreditation or Approval <http://catalog.jccc.edu/johnson-county-community-college-accreditation/>
- College Scorecard JCCC <https://collegescorecard.ed.gov/school/?155210-Johnson-County-Community-College>
- Official Cohort Default Rate Search for Postsecondary Schools
https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/search_cohort_CY_2014.cfm
- Student Outcomes Graduation, Transfer & Retention Rates <http://www.jccc.edu/about/leadership-governance/administration/institutional-research/files/student-outcomes.pdf>
- Academics & Training <http://www.jccc.edu/academics/index.html>
- Access to Student Information <http://www.jccc.edu/student-resources/records/ferpa.html>
- Admissions <http://www.jccc.edu/admissions/index.html>
- Annual Security Report (Jeanne Clery Crime Statistics Act) <http://www.jccc.edu/student-resources/police-safety/police-department/annual-security-report.html>

- Assessment News and Reports <http://www.jccc.edu/about/leadership-governance/faculty/outcomes-assessment/news.html>
- Confidentiality Policy 424.01 <http://www.jccc.edu/about/leadership-governance/policies/personnel/employee-conduct-performance/confidentiality-privacy.html>
- Enrollment Reports <http://www.jccc.edu/about/leadership-governance/administration/institutional-research/reports.html>
- Gramm-Leach-Bliley Privacy Protection Act <http://www.jccc.edu/admissions/tuition/glb-privacy.html>
- Higher Education Act Student Consumer Information <http://www.jccc.edu/admissions/financial-aid/consumer-information/>
- Institutional Learning Outcomes <http://www.jccc.edu/about/leadership-governance/faculty/outcomes-assessment/institutional-learning-outcomes.html>
- JCCC Accessibility Statement <http://www.jccc.edu/about/leadership-governance/policies/accessibility-statement.html>
- JCCC Nondiscrimination Statement <http://www.jccc.edu/about/leadership-governance/policies/nondiscrimination-statement.html>
- Kansas Board of Regents Performance Agreement <http://www.jccc.edu/about/leadership-governance/administration/institutional-research/kbor.html>
- Johnson County Community College Performance Agreement <http://www.jccc.edu/about/leadership-governance/administration/institutional-research/files/kbor-performance-agreement-%202017-2019.pdf>
- Key Performance Indicators: Focusing on Student Success <http://www.jccc.edu/about/leadership-governance/administration/institutional-research/performance-indicators.html>
- Office of Outcomes Assessment 2016 Annual Report <http://www.jccc.edu/about/leadership-governance/faculty/outcomes-assessment/files/outcomes-assessment-2016-annual-report.pdf>
- Office of Outcomes Assessment 2017 Annual Report <http://www.jccc.edu/about/leadership-governance/faculty/outcomes-assessment/files/outcomes-assessment-2017-annual-report.pdf>
- Our Accreditation <http://www.jccc.edu/about/accreditation/>
- Report Sexual Misconduct - TITLE IX <http://www.jccc.edu/student-resources/police-safety/know/report-sexual-misconduct.html>
- Sexual Misconduct Policy 650.00 <http://www.jccc.edu/about/leadership-governance/policies/safety-and-security/campus-community-safety/sexual-misconduct.html>
- Student Handbook <http://www.jccc.edu/student-resources/student-handbook.html>
- Student Learning Outcomes <http://www.jccc.edu/about/leadership-governance/faculty/outcomes-assessment/learning-outcomes.html>
- Student Record Privacy (FERPA) Policy 319.06 <http://www.jccc.edu/about/leadership-governance/policies/students/student-records/student-record-privacy-ferpa.html>
- Student Resources <http://www.jccc.edu/student-resources/index.html>

- Student Right to Know <http://www.jccc.edu/about/leadership-governance/administration/institutional-research/student-right-to-know.html>



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

Institution Under Review: Johnson County 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:

Johnson County Community College offers a standard 17-week semesters with 2 start dates, along with an 8-week summer term with 1 start date.

Terms also run from 52 weeks to 1 week with numerous start times depending on the term length. These appear to be scheduled within the normal semester and are not considered to be non-standard.

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:

The calendar and term lengths are within the range of good practice in higher education and are suited to the mission of Johnson County Community College.

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

Note: This review was conducted by CQR Site Visit Team Member, Mona R. Walters, Federal Compliance Peer Reviewer

Course Selected for Syllabi Review
ACCT 240 - Fraud Examination
ADMJ 255 - Ethics and Criminal Justice
ANTH 130 - World Cultures
ARTH 184 - Art History: Twentieth Century
ASTR 120 - Fundamentals of Astronomy
AUTO 208 - Electrical III

Course Selected for Syllabi Review
AVHO 102 - Certified Nurse Aide (CNA)
CDTP 135 - Desktop Photo Manipulation I: Photoshop
CHEM 124 - General Chemistry I Lecture
CIS 275 - Web-Enabled Database Programming
CS 236 - Object-Oriented Programming Using C#
ECON 231 - Principles of Microeconomics
EDUC 220 - Survey of the Exceptional Child
ELEC 186 - CompTIA A+ Essential
EMS 131 - Emergency Medical Technician
FASH 224 - History of Costume
FL 130 - Elementary Spanish I
GAME 242 - Agile Game Development
GEOS 145 - World Regional Geography
HC 130 - Medical Terminology for Healthcare Professions
HMGT 120 - Food Service Sanitation
HORT 220 - Herbaceous Plants
ITMD 125 - Interior Textiles
JOUR 130 - Principles of Public Relations
LI 150 - Legal Interpreting Skills II
MATH 231 - Business and Applied Calculus I
MKT 230 – Marketing
MUS 156 - MIDI Music Composition
RC 131 - Cardiopulmonary Diagnostics
RDG 126 - Academic Reading
SPD 120 - Interpersonal Communication
THEA 120 - Introduction to Theater

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:

Policy is well-defined by the Kansas Board of Regents in K.S.A. 2011 Supp. 71-601, which states: “Credit hour” means the basic unit of collegiate level instruction, as determined by the state board, in a subject or course offered at a level not higher than those subjects or courses normally offered to freshmen and sophomores in four-year

institutions of post secondary education which subject or course is approved by the state board.

The Kansas Board of Regents policy 88-26-4 Credit defines 1 credit hour as “at least 750 minutes of class instruction, plus time allocated for a final exam.”

Both statements apply to all delivery formats.

- 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:

The amount of instructional time is clearly stated however, the expected homework time per credit hour was not stated. Through conversation with JCCC Administration, and review of syllabus statements, it is evident that the expectation of out-of-class student work is for two to three hours per credit hour of class.

- 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:

JCCC application of the Kansas Board of Regents policy applies to all course formats and maintains commitment to the intended learning outcomes and student achievement.

- 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:

Policy is well-defined by the Kansas Board of Regents, meets the minimum expectation of instruction, and is within the range of good practice in higher education.

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:

The syllabi reviewed were consistent across delivery methods in course description. Course descriptions were reflective of the credit hour assignment.

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:

The syllabi reviewed were consistent across delivery methods in course objectives/student learning outcomes included face-to-face, hybrid, and online. The learning outcomes were reflective of the credit hour assignment. The syllabi reviewed that included the assignments indicated that the out-of-class student work meets the definition of credit hour assignment.

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:

Not Applicable

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:

Not Applicable

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:

Johnson County Community College assigns credit hours to courses and programs reflective of the state mandated policy on the award of credit, which reflects commonly accepted practice in higher education.

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:

Johnson County Community College’s policy on the assignment of credit hours, instructional time, and expectation of student homework follow the Kansas Board of Regents policy as well as the commonly accepted practice in higher education.

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:



Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Johnson County Community College, KS
TYPE OF REVIEW:	AQIP Comprehensive Evaluation
DESCRIPTION OF REVIEW:	The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. HLC will review that the institution is in compliance with the faculty qualification requirement at the comprehensive evaluation following the extension date. Evaluation includes an off-site Federal Compliance reviewer.
DATES OF REVIEW:	4/30/2018 - 5/2/2018

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: 2010 - 2011

Year of Next Reaffirmation of Accreditation: 2017 - 2018

Recommended Change: 2027-2028

Accreditation Stipulations

General:

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

Recommended Change: no change

Institutional Status and Requirements Worksheet

Additional Location:

Prior HLC approval required.

Recommended Change: no change

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

AQIP Pathway

Recommended Change: eligible to choose

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change:

Interim Report due September 1, 2019: a report outlining the academic governance structure including academic leadership, academic and faculty committees and faculty including adjunct faculty to include communication processes and protocols between the committees, leadership, and faculty; the outline of shared governance protocols and communication between faculty, academic leadership and JCCC leadership; and an outline of decision-making protocols as well as communication protocols when decisions are final.

Institutional Data

Educational Programs

Undergraduate

Certificate	58	_____
Associate Degrees	46	_____
Baccalaureate Degrees	0	_____

Graduate

Master's Degrees	0	_____
Specialist Degrees	0	_____

Recommended Change: no change



Institutional Status and Requirements Worksheet

Doctoral Degrees

0

Extended Operations

Branch Campuses

None

Recommended Change: no change

Additional Locations

Olathe Health Center, 21201 W. 152nd Street, Olathe, KS, 66061 - Active

West Park, 9780 W. 87th St. , Overland Park, KS, 66212 - Active

Recommended Change: no change

Correspondence Education

None

Recommended Change: no change

Distance Delivery

11.0202 - Computer Programming, Specific Applications, Certificate, Personal Computer Application certificate

11.0202 - Computer Programming, Specific Applications, Certificate, Web Application certificate

11.0802 - Data Modeling/Warehousing and Database Administration, Certificate, Database certificate

24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, Associate of Arts

43.0107 - Criminal Justice/Police Science, Associate, Administration of Justice AA

43.0203 - Fire Science/Fire-fighting, Associate, Fire Services Administration AA

51.3902 - Nursing Assistant/Aide and Patient Care Assistant/Aide, Certificate, Certified Nurse Aide

52.0201 - Business Administration and Management, General, Associate, A.A.S in Business Administration

52.0302 - Accounting Technology/Technician and Bookkeeping, Associate, Accounting AAS

52.0701 - Entrepreneurship/Entrepreneurial Studies, Associate, Entrepreneurship AAS

52.0701 - Entrepreneurship/Entrepreneurial Studies, Certificate, Business Plan certificate

52.1401 - Marketing/Marketing Management, General, Associate, Marketing & Management AAS

52.1401 - Marketing/Marketing Management, General, Certificate, Supervision Management certificate

Institutional Status and Requirements Worksheet

52.1803 - Retailing and Retail Operations, Certificate, Retail Sales Representative certificate

52.1804 - Selling Skills and Sales Operations, Certificate, Sales & Customer Relations certificate

Contractual Arrangements

None

Recommended Change: no change

Consortial Arrangements

51.3801 - Registered Nursing/Registered Nurse - Associate - Registered Nurse AAS - KU-Community College Nursing Partnership (KUCCNP)

Recommended Change: no change
