

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

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

Argument

(UPDATE WHEN NEW NUMBERS AVAILABLE- FOR FALL 2021)

1) Courses and programs are current and require levels of student performance appropriate to the credential awarded.

As of Fall 2019 the Johnson County Community College offers 45 programs of study, 99 degree and certificate options at the Associates level. The College is open access, but maintains 16 selective admission programs. The College offers three transfer degrees: Associate of Arts (AA), Associate of Science (AS) and the Associate of General Studies (AGS). The College offers one technical degree, the Associate of Applied Science (AAS).

There are two parallel processes that academic programs participate in to ensure currency of curriculum and departmental planning. The first is academic program review which incorporates planning, budgeting, curriculum review and assessment. Portions of the process are completed every year, with a comprehensive review required every three years. A more in-depth description of the Program Review processes of the College are provided in Criterion 4.

The second process for curriculum and academic programming is the Curriculum Development Process that begins at the Department and Program Level. Proposals for new or changes to existing courses are made to Division Curriculum Committees for reviews. If approved these are taken to the Educational Affairs Committee. The Educational Affairs Committee mission is to provide leadership regarding the development, assessment, and evaluation of credit-bearing curriculum. The committee is composed of two faculty members elected from each of the divisions of the college, with an alternate also being elected.

- The committee makes recommendations regarding all credit-bearing curricular matters to the Board of Trustees.
- Reviews and evaluates all program/course proposals, modifications and deletions as proposed by Division Curriculum Committees.

- Utilizes the Curriculum Office representatives as resources for assessing curriculum as it relates to the requirements of the Kansas Board of Regents.
- Makes recommendations based on reports from faculty, Division Curriculum Committees, and/or department chairs regarding the ongoing assessment of existing curriculum.
- Resources pertaining to curriculum development and the Educational Affairs committee are located in the Canvas community Credit Curriculum Development – Educational Affairs Committee which is accessible by all faculty.

The recommendations of the Educational Affairs Committee are sent to the Board of Trustees for final approval. The committee is composed of 2 faculty representatives elected from the following divisions:

- Arts and Design, Humanities and Social Science
- English and Journalism
- Communications
- Business
- Healthcare, Public Safety and Wellness
- Mathematics
- Sciences
- Industrial Technology
- Computing Sciences and Information Technology
- Learner Engagement
- Academic Support

The chair and vice-chair are elected from among the eligible voting members of the committee.

Additionally, in the Career and Technical programs of the College the Advisory Boards provide expert advice on a variety of issues to ensure that students earning degrees or certificates from JCCC are prepared to enter the workforce and become immediately productive

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

The College has two sets of defined campus-wide learning outcomes. Institutional Learning Goals (ILOs) were recommended by a faculty led task force, and was an AQIP project. The year long project focused on developing learning goals appropriate for courses in the career and technical education divisions, and for coursework not required in the general education curriculum. The ILOs were approved by the Board of Trustees at the November 2017 board meeting. A full implementation of the new ILOs was completed in January, 2018.

Institutional Learning Outcomes

- Quantitative Literacy - Use quantitative skills to analyze and process information.
- Critical Thinking - Acquire, interpret, and analyze information and apply appropriate problem-solving techniques to determine and evaluate solutions.

- Communication - Communicate effectively with clarity and purpose.
- Social Responsibility - Be prepared to practice community engagement that reflects democratic citizenship, environmental responsibility, diversity, and international awareness.
- Personal Responsibility - Be independent lifelong learners who have the skills necessary for economic, physical, social, mental and emotional wellness.

The College also has articulated General Education Student Learning Outcomes (SLOs) for those courses designated as general education curriculum. The SLOs were revised over the last two years based on five years of collected student learning data. A request was made by the Assessment Council to the Educational Affairs Committee to reevaluate the 8 general education (SLOs) for currency to the curriculum based on the assessment data. The Educational Affairs Committee launched an ad hoc task force to review the 8 General Education Student Learning Outcomes (SLOs) and consider changes or modifications. After an extensive two year review the faculty voted in Fall 2019 to modify the SLOs reducing the overall number to 6 and altering some of the language in several outcomes.

Current General Education Student Learning Outcomes

Students who pursue a course of study at JCCC will be expected to:

- Demonstrate information literacy by finding, interpreting, evaluating, and using sources.
- Apply problem-solving strategies using appropriate disciplinary or cross-disciplinary methods.
- Communicate effectively in a variety of contexts.
- Demonstrate knowledge of the broad diversity of the human experience and the individual's connection to the global society.
- Process numeric, symbolic, and graphic information to draw informed conclusions.
- Comprehend, analyze, and synthesize written, visual and aural material.

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).

Faculty hold the primary responsibility for establishing and maintaining the high standards of quality and rigor of curricula at JCCC. Published and standardized course outlines identify course objectives, competencies, prerequisites and co-requisites, and methods of evaluation that apply to all sections regardless of the mode of delivery or location. Faculty members work collaboratively with each other and with chairs and deans to ensure consistency in offerings regardless of delivery modality, location, or dual-credit purpose. The Kansas Board of Regents (KBOR) has also established alignment for many courses and programs to facilitate articulation across the state's public higher education institutions. 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 College maintains a large dual-credit enrollment, which is supported through the Early College office. High school students enrolled in dual-credit courses use curricula that must follow the same course outlines as on-campus and online students. A copy of the course syllabus is provided to each dual-credit student at the beginning of each course. In addition, dual-credit courses use the same or parallel assessment methods and instruments as courses offered on campus or online. The College's dual-credit program is seeking reaccreditation by the National Alliance of Concurrent Enrollment Partnerships (NACEP). The process has been delayed one year by NACEP due to the Covid-19 restrictions.

The College has defined the modes of course delivery. These are:

1. Online Courses (ONLINE): An online course has no required on-campus or required synchronous online meetings and is provided through the Learning Management System. During spring 2020, faculty did not have the option to require on-site proctored exams due to COVID-19 guidelines. Digital proctoring is still an option. Online capacities per section remained at 25 students or at previously determined levels.

2. Online Hybrid (HYB): A modified hybrid course will use the Learning Management System and is built with “WEB” as the building designator and “NONE” is chosen for the room number. On student search “WEB” will show up as “Web Conferencing Session” so the prospective students know that there are no required face-to-face on-site meetings. Instead the virtual meeting patterns are built to eliminate conflicts for students’ schedules. A note will be added to alert students about the online delivery method and the required web conferencing sessions. In spring 2020, faculty did not have the option to require on-site proctored exams due to COVID-19 guidelines. Digital proctoring is still an option.

3. Hybrid (HYB): A hybrid course has fewer on campus meetings than a face-to-face course. A portion of the class meetings are delivered online in addition to required face-to-face meetings. During spring 2020, faculty did not have the option to require on-site proctored exams due to COVID-19 guidelines. Digital proctoring is still an option. Professors and students should be prepared to move back online if the college were to close due to COVID-19.

4. Face-to-Face Courses (F2F): A face-to-face course is one in which class meetings are delivered fully on-site with face-to-face interaction between the instructor and student. A face-to-face course may make use of computers, the internet or other electronic media in the classroom. Students may be directed to additional online materials provided by publishers, or to other internet-accessible sources as part of their coursework. Professors and students should be prepared to move back online if the college were to close due to COVID-19.

During the Spring 2020 Covid-19 semester, the follow accommodations were made to address the extenuating circumstances. Maintaining academic standards while allowing the flexibility to meet students’ needs was a priority.

- Extension of online services for delivery of synchronous courses and lecture capture using Yuja and Zoom.
- Extended Spring break for an additional week for implementation of online coursework.

- A Teach-out plan into the Summer schedule was given for courses that required hands on components to complete the course. Examples would include Automotive, Welding, Electricians, Fine Arts studio courses, etc.
- Timelines were adjusted for withdrawal and drop for non-attendance to allow student time to negotiate the changes.
- Students were allowed to choose a Pass/Fail option for the Spring 2020 semester.
- Definitions of online coursework and policy review were completed.

The College had previously put into policy the requirement that all online instructors complete the I-Teach training offered through the Educational Technology Center. The course is self-paced and free to all instructors. The Educational Technology Center also offered additional training on the College's LMS (Canvas) during the two-week spring break when courses were shifting to online.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

1) The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

JCCC offers four general education degrees. Each degree type has specific courses designed to fulfill the requirements for earning the degree.

- Associate of Arts (30 credit hours of General Education)
- Associate of Science (33 credit hours of General Education)
- Associate of Applied Science (15 hours of General Education)
- Associate of General Studies (30 hours of General Education)

The total program hours necessary to complete the associate degree include 15-33 credit hours of general education requirements dependent on the degree, plus additional credit hours of electives, or discipline specific coursework. These may differ depending on the student's specific degree and transfer needs.

General Education credit requirements vary according to degree but include the following curriculum:

- Communication
- Humanities
- Science and Mathematics
- Social Sciences and Economics
- Cultural Diversity

Curriculum that has applied to be considered for a general education designation is vetted through the Educational Affairs Committee. Courses requesting general education status must meet the requirements of combining essential thinking skills with knowledge from areas such as the arts, communications, humanities, language, mathematics, natural science, and social sciences. The general education curriculum prepares students to become lifelong learners capable of making informed, ethical decisions in an increasingly complex and diverse global community.

2) 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.

Based on assessment data gathered over a five-year period, the Assessment Council recommended that the Educational Affairs Committee complete a review of the existing 8 General Education Student Learning Outcomes.

During the 2018-2019 academic year, a General Education Task Force appointed by the Educational Affairs Committee and included faculty in both the transfer and career and technical education programs, as well as representation from the Assessment Council. The task force met and reviewed learning outcomes data, as well as examples of general education learning outcomes from peer institutions. The task force hosted multiple listening sessions and polled faculty on the general education learning outcomes.

The task force forwarded a recommendation to the Educational Affairs Committee on the revised learning outcomes in the Fall of 2019 and a vote of the full-time faculty approved the revised General Education Student Learning Outcomes (SLOs).

In the Spring of 2020 the next step in the process was a remapping of the general education curriculum to the new SLOs and then updating campus systems that housed the SLOs: Canvas, CourseLeaf, and the College website. The new general education SLOs were rolled out for full implementation in Fall 2020.

JCCC Statement of General Education

General education at Johnson County Community College combines essential thinking skills with knowledge from areas such as the arts, communication, humanities, language, mathematics, natural sciences, and social sciences. It prepares students to become lifelong learners capable of making informed, ethical decisions in an increasingly complex and diverse global community.

Current General Education Student Learning Outcomes

Students who pursue a course of study at JCCC will be expected to:

- Demonstrate information literacy by finding, interpreting, evaluating, and using sources.
- Apply problem-solving strategies using appropriate disciplinary or cross-disciplinary methods.
- Communicate effectively in a variety of contexts.
- Demonstrate knowledge of the broad diversity of the human experience and the individual's connection to the global society.
- Process numeric, symbolic, and graphic information to draw informed conclusions.
- Comprehend, analyze, and synthesize written, visual and aural material.

3) The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

In addition to the general education curriculum which includes a learning outcome focused on "Demonstrate knowledge of the broad diversity of the human experience and the individual's connection to the global society," the College requires students in the AA and AS degree programs to take a course designated through the Educational Affairs Committee as satisfying the Cultural Diversity requirement. Courses designated for this requirement comprehensively study domestic and/or global diversity where students learn how culture, race, geography, socio-economic status, gender, sexual orientation, age, physical and cognitive abilities, religion, political beliefs, ethnicity, or other forms of cultural identity that create similarities and differences in the human experience. A desired educational outcome is for students to develop life-long competencies to live and work in a culturally diverse and global society.

This coursework is also supported by co-curricular activities through the College's Student Engagement Office, Honors Program, and multi-cultural clubs and organizations.

Additionally, students can participate in an entirely different worldview through the study abroad programs at JCCC. The College's accredited program offers 100 options in more than 50 countries. Students have the opportunity to experience tremendous diversity through learning cultural values and social norms firsthand from the people who live there. JCCC is one of 20 U.S. regional centers for the Asian Studies Development Program of the East-West Center and the University of Hawaii; is a member of the Institute of International Education; the Forum on Education Abroad; the College Consortium for International Studies; and the International Relations Council of Kansas City. 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. The goal of the grant is to establish a working community college model of education 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. The focus of these visits included the Math and Writing Resources Centers, Assessment of Student Learning, English Instruction, Online Education, as well as other core functions. The President of the College, Dr. Joe Sopcich, went to Pakistan along with an English faculty member in January 2018 as the relationship with Sukkur IBA continues to mature and the educational practices learned at JCCC are implemented in Pakistan. The President and the faculty member were able to give presentations at a regional conference in Pakistan as well as see initiatives like a Math Resource Center that have been implemented based on models from JCCC.

The College also has a long partnership with the Dutch Exchanges. This program brings faculty from the Netherlands to stay in the homes of JCCC faculty and administrators in the fall semester for two weeks to learn about the American educational system; and JCCC faculty and administrators travel to the Netherlands in the spring semester to learn more about the Netherlands educational system and society.

Prior to current Covid-19 restrictions, the campus sponsored and hosted many educational and cultural opportunities embracing diversity. These events were often sponsored by student organizations, as well as community based cultural events.

- Japan Festival
- Diversidad - Hispanic Conference
- Peacebuilding and Nonviolence Conference
- Heartland Chamber Music Festival
- Cavalier Film Festival
- American Indian Cultural Festival
- Acoma Pueblo Butterfly Dance Performance
- Central Association of Russian Teachers in America Conference
- The Harlem Quartet
- Complexions Contemporary Ballet
- Shadow Box Portraits

- A Scientific Global Journal Through World Music
- Freedom Riders Performance
- The Young King Performance
- Transgender Awareness Week
- Hispanic Leadership Academy
- Naturalization Ceremony
- KCCAA Annual Chinese New Year Celebration
- Indian Dance Graduation
- Diversity Awareness Week
- National Coming Out Day Celebration
- My Father's Dragon Performance
- Literature to Life: The Kite Runner Performance
- Black Student Union Movie Night
- Black Student Union's 3-on-3 Basketball Tournament
- Know Your Rights: El Centro Comes to JCCC
- KC Metro Arts Integration Symposium
- Homo the Documentary
- Las Pintas Partners Meeting
- Tolerance Day
- International Women's Day
- Community Veterans Advisory Board Meeting
- NAACP Freedom Fund Banquet
- JCCC General and Sexuality Alliance Meeting
- African-American History Read Out
- Dialogue on Women in Military Services
- Multicultural Council Ask Me Anything Series
- LUNA Day of the Dead Altar
- Black Student Union Open Mic Night
- International Dance Club – Hands for Puerto Rico

Students also have opportunities to experience and share diverse experiences through Multicultural Club and Organizations on Campus:

- American Association of University Women Student Affiliate
- Amigos sin Fronteras (Spanish Club)
- Autism Spectrum Club
- Black Student Union
- Gender and Sexuality Alliance
- International Club
- Student Kansas Association of Interpreters
- International Dance Club
- Latinos United and Always (LUNA)
- Model United Nations
- Multicultural Programming Advisory Council
- Muslim Student Association
- Organization of Black Collegians
- Educational programming for Black History Month

4) The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

In addition to the general education and institutional learning outcomes which promote student skills in communication, critical thinking, problem solving, and diversity. Students have the opportunity to pursue areas of academic interest in the Honors Program at JCCC. The Honors program places an emphasis on understanding the process by which scholars engage in the creation of new knowledge. In the Honors Seminar, students are introduced to information literacy, to research and analytical skills as well as the very idea that they too may contribute to knowledge. Four of the six course objectives in Honors seeks to engage students in scholarship, creative problem solving and the discovery of knowledge.

Additionally, Honors students are also required to complete an Honors Forum course. This interdisciplinary course serves as a capstone for the honors experience at JCCC. As such, emphasis is placed on refining students' research skills and their ability to problem solve creatively.

One of the means by which honors students complete the requirements is by completing one or more honors contracts. While honors contracts do not replicate the benefits of an honors course, they represent a unique opportunity for students to enhance their understanding of a particular aspect of a course that does not have an honors equivalent. In effect, students completing honors course contracts will do research, and in many instances, will be asked to present their findings to their class, to students in their department, or to a broader audience at the honors symposium. Often these experiences and projects lay the groundwork for research that may be pursued at a four-year institution.

Honors students at JCCC are encouraged to engage in scholarship, creative work and the discovery of knowledge through their coursework as well as through their completion of honors requirements. All honors students are required to give a public presentation on a topic of their choice. Most of these presentations are given at the honors symposium, an event that takes place at least once, in the spring semester. The purpose of the honors symposium is to give students the opportunity to share the findings they have made in fulfillment of one of the honors courses with a crowd of non-specialists.

The Science and Math Poster Symposium was created in 2017 to showcase undergraduate research and projects in a conference style setting. Student projects or research presented at the Symposium can originate as an assignment within a Science or Math course, an Honors project or an independent research project at JCCC. Student work must have occurred under the supervision or guidance of a current faculty member within the academic year. The goals of the symposium include:

- building confidence in communicating scientific and mathematical information,
- providing students with feedback from judges who are experts in their fields,
- providing an opportunity for Science and Math students and faculty to collaborate,
- providing an opportunity to stimulate interest in Science and Math-related fields.

Since 2017, over 400 students have participated in the Science and Math Poster Symposium. Each year over 50 faculty, staff and administrators have served as judges and provided feedback to students. In addition to the presenters and judges, over 200 people have attended the event annually. Four student scholarships were awarded in 2019. The event has provided an opportunity to assess the institutional learning outcome of communication in a co-curricular context. Preliminary data was collected and analyzed for the first time in 2019. Due to covid-19, this event is temporarily on hiatus.

Faculty contribute to scholarship, creative work, and the discovery of knowledge in a variety of ways at JCCC. The library maintains an Institutional Repository of all of the college's research under one umbrella, with an aim to preserve and provide access to that research. JCCC's Scholar Space can be found at <https://scholarspace.jccc.edu/>, and it includes both faculty and student work.

Each year, JCCC's Office of Faculty Development offers a "SoTL (Scholarship of Teaching and Learning) Scholar Academy," which is a cohort of five faculty members across a variety of disciplines who commit to designing a scholarly research question to study the effectiveness of some aspect of their teaching, conducting a literature review, collecting and analyzing data, and finally sharing their results through publications and conference presentations.

The Office of Faculty Development also sponsors regular "Faculty-to-Faculty Presentations." These are sessions or workshops for faculty members who have developed innovative or useful teaching and learning strategies that they share with each other. Topics have ranged from "What is Learning Transfer" to "Communication Tips For Cisgender Faculty" to "Open Educational Resource (OER) Basics."

The college also offers a number of awards to encourage the contribution to scholarship and the discovery of knowledge. JCCC's College Scholars Program showcases faculty excellence in research fields that go beyond the classroom to make scholarly contributions to knowledge within the professor's academic discipline. Four faculty members per year receive the award, and successful applicants deliver two public presentations, including one targeted for the community.

The JCCC Publications Award recognizes external publication of outstanding material by JCCC employees, particularly those relating to the improvement of teaching and learning. It also encourages continued research and publication and increases the college's national visibility and reputation for excellence.

The Award for Excellence in Outcomes Assessment is given in recognition of exemplary use of assessment to improve student learning by part-time or full-time faculty in the instructional branch. Awards are given for both individual and team effort based on assessment activities in credit courses in the instructional branch.

Leadership in Service Learning Award recognizes JCCC faculty members or JCCC programs that have made exemplary contributions to service learning through community involvement. The Open Access Award recognizes the scholarly contributions from Johnson County Community College faculty and staff and how scholarly works support student learning, strategic initiatives of the college, and the spirit of JCCC Open Access

JCCC also supports faculty research and scholarship by providing funds for travel to attend and present at conferences within the US and abroad. While travel has been severely limited by the Covid19 pandemic, travel funds can be used by faculty to attend and participate in online conferences.

JCCC's International Education Office provides many opportunities both faculty and students for educational and research oriented travel. These opportunities include travel abroad programs, which may be for credit, exchange programs with partners in China, Russia, and South America, and funds for travel to international conferences.

3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

1) The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

The College's recruitment policy is set forth in Board Policy 414.02, which states, "Recruitment activities will be conducted for each vacancy to the extent that is practicable to assure a pool of well-qualified candidates. When appropriate, recruitment shall be on a non-local or national basis." To reach the widest pool of qualified candidates for vacancies, the College advertises open positions through both print and online venues. These include Higher Ed Jobs, Indeed, LinkedIn, Twitter, Careerbuilder, *The Chronicle of Higher Education*, and those professional association/organization webpages recommended by the hiring supervisor.

Board policy requires that every participant on campus hiring committees completes the Hiring Committee training within 12 months prior to participating. Hiring Committee training includes content to ensure a consistent process. Hiring Committee training includes the following information:

“It is important that hiring committees at JCCC reflect the diversity of our campus. When identifying and establishing a hiring committee, consider including individuals from under-represented groups, those who have a different perspective as well as those who work in a different area or organizational level. A diverse hiring committee encourages collaboration and diversity of thought. The members of each hiring committee are encouraged to ask questions of one another and to challenge assumptions and biases.”

When identifying and selecting a hiring committee the department or program is asked to consider including:

- individuals who have a different perspective
- individuals from under-represented groups
- individuals who work in a different area or discipline
- individuals who work at a different organizational level

2) 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, assessment of student learning, and establishment of academic credentials for instructional staff.

Program faculty and division deans 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. This occurs on an annual basis through the Program Review processes. Housed within the Academic Program Review requirements is the budgeting process, which requires programs to develop justifications for new positions that are then prioritized for the College. As positions become vacated, replacement is also re-evaluated and justified.

Additionally, programs make recommendations to the dean’s non-classroom needs, proposing release time and/or compensation for special projects determined to be beneficial to the program, division, or campus at large. These requests are reviewed by the Instructional Deans' Council and recommended to the Vice President of Academic Affairs

3) All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

Faculty hiring committees assembled by the relevant Department and Program work with Deans to determine the academic requirements for new faculty positions including as appropriate required and preferred degrees and areas of concentration. Candidates are screened for expertise in subject areas, teaching abilities and experience, and commitment to the educational mission of the College.

When the College posts instructor positions the description includes “Official transcripts will be required upon hire,” in the posting. Once a hire is made for a position that requires transcripts, the Human Resource Department sends an email notification to the new hire in the onboarding process explaining how they are to submit transcripts:

- Transcripts must come to us directly from the institution.
- Transcripts may be emailed to us at jcccjobs@jccc.edu
- Transcripts may be mailed to our physical address

When transcripts are received:

- A confirmation email is sent to the new hire.
- For faculty positions, the transcript is forwarded to the department and to Coordinator for Academic Scheduling in the office of the Vice President for Academic Affairs.
- The academic department evaluates the transcript based on the units previously defined academic requirements that must at a minimum meet the HLC criteria of a master's and 18 hours in the discipline.
- Transcripts are scanned into the new hire’s employee file.
- The department forwards an HLC form with appropriate signatures and sign-offs to certify the instructor's ability to teach in the discipline to Human Resources to scan into the employee file.
- Banner is updated to show highest degree earned and to document each transcript received.

For College Now (Early College) instructors the following protocol is followed:

1. High school instructors notify their District Point of Contact (DPOC) that they are interested in teaching concurrent enrollment course(s). The DPOC will direct the instructor to the *College Now Instructor Guidelines* webpage located on the JCCC website for information regarding credentialing, expectations and instructions on how to apply.
2. High school instructor completes the College Now Instructor Application and submitsthe application with college/university transcripts to the Early College Office.
3. The Early College Office reviews applications to ensure all college/university transcripts have been collected. Early College Office generates a Higher Learning Commission (HLC) Qualification Review form for each applicant and submits all documentation to the division dean for review.
4. The Dean reviews College Now instructor application/transcripts/credentials and approves or denies the application. High school instructor(s) who meet HLC qualifications (Master’s degree in teaching field or master’s degree with 18 credit hours in teaching field or appropriate credentialing in a career and technical field) are notified by the Early College Office in a congratulatory email with next steps. The DPOC will be copied on the notification email.
 - If an instructor does not meet HLC qualification and is willing to achieve credentials before 2023, the division dean will provisionally approve the instructor to teach College Now course(s). The instructor must submit an HLC

Compliance Plan and make annual progress toward certification to continue teaching. All instructors must meet postsecondary certification by September , 2023. The Early College Office works with the College Now instructor and DPOC to ensure the HLC Compliance plan is in place.

5. The Early College Office sends approved/provisionally approved College Now instructor onboarding documentation. Once the required documentation is complete, the Early College Office onboards the instructor. The Early College Office emails the College Now instructor JCCC ID, College Now Instructor Handbook, Liaison information, College Now new instructor orientation information and annual check of responsibilities. High school instructors who do not meet the credentialing requirements and do not wish to participate further in the application process, are noted and filed as “denied or inactive”.

The Early College Office is available to College Now instructors for questions and guidance throughout their time as College Now instructors. Additionally the College departments have established liaisons to the high school instructors.

4) Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Evaluation of faculty is covered in the Master Agreement between the faculty bargaining unit and the Board of Trustees. Specifically, language of the Master Agreement:

EVALUATIONS 1. Years 1 through Year 3

a. In the first three (3) years of employment with the College, Bargaining Unit Members will be evaluated at least once a year (and may be evaluated up to once a semester), in writing, by the Dean (or his/her designee) of the department in which the Bargaining Unit Member is teaching. Each written evaluation will consider classroom and online course observations and student course evaluations.

b. The Year 1-3 evaluations described in this Section 1 will be in addition to any required new faculty orientation participation in year one and the Faculty-owned “peer review” in years two and three of the Bargaining Unit Member’s employment with the College. However, the Bargaining Unit Member’s “peer review” committee will submit a summative report to the Dean of the department at the midpoint of academic year three for consideration in the Dean’s year three evaluation.

2. Years 4 and Thereafter

a. At the beginning of the fourth year of employment, the Bargaining Unit Member will begin participating in the Faculty-owned portfolio - formative evaluation process as set forth in the “Faculty Peer Review” handbook dated September 2014, or as subsequently updated (the “Portfolio Process”).

b. In addition to the Bargaining Unit Member’s participation in the Portfolio Process, the Dean or his/her designee, will prepare a written “Annual Review of Faculty Performance” form for each Bargaining Unit Member once each year.

3. Miscellaneous

a. All evaluations by the Dean, an Assistant Dean or Director will be in writing and will be discussed with the Bargaining Unit Member. The Bargaining Unit Member will acknowledge receipt of all evaluations and be given an opportunity to comment in writing within two weeks of delivery of the evaluations. The completed evaluations and any written comments by the Bargaining Unit Member will be placed in the Bargaining Unit Member’s personnel file in accordance with the College’s personnel file policies and procedures and the provisions of this Agreement. b. Nothing in this Article shall prevent additional course observations as they may be deemed to be necessary by the Bargaining Unit Member’s Dean, provided that the Dean communicates to the Bargaining Unit Member the focus of the additional course observations.

5) 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.

The College provides both orientation and mentoring programs for new full-time faculty, which are overseen by the Director for Faculty Development. JCCC requires new faculty members to participate in LENS, a year-long new faculty orientation program to acquaint them with institutional history, culture, procedures, and instructional issues.

To provide instructional, collegial, professional, and social support, the College requires new faculty to participate in a year-long mentorship. This mentoring program partners a new faculty hire with a senior faculty member. During their initial meeting, mentor and mentee faculty establish objectives and goals for the year and meet one hour a week throughout the mentee’s first year. Each party is required to submit monthly reports documenting their progress. At the conclusion of the mentorship, the new faculty will begin the peer-review process.

New adjunct faculty hires are invited to attend orientation events offered by their department and new staff orientation, although neither is required. However, all adjunct instructors are required to complete online training in sexual harassment prevention and technology security awareness. The College does hold a separate session on the Saturday of Professional Development week targeting adjunct faculty.

Ongoing training opportunities in pedagogy, online learning, technology, assessment and scholarship are offered through the academic year in professional development days and in special forums held throughout the academic year. Faculty are also provided travel funds for the opportunity to attend regional and national disciplinary meetings.

6) Instructors are accessible for student inquiry.

As noted in the full-time and adjunct faculty job descriptions, faculty are required to:

"Be accessible to students through e-mail, wireless/cellular technology, or scheduled office hours including arranging, when necessary, additional time for appointments."

Information is provided via the course syllabus regarding office hours, and contact information. The College website also has office contact information and email addresses for all full-time and part-time faculty.

7) 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.

The specific qualifications for all positions are determined by the supervisor or administrator who develops the job description based on standard expectations in higher education and with consideration of program or institutional accreditation. When a “standard” job description requires revisions, it is submitted to the HR office for review. All job postings include the required education credentialing and work experience, which is outlined in the *Supervisor Toolbox*.

As part of designing a hiring process resulting in qualified and skilled staff and administrators, 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. This training is made available through an online portal to those individuals asked to serve on a hiring committee. Failing to do so will disqualify any individual from participating on a hiring committee.

Student services members, including financial aid, counselors, career development specialists, and success advocates participate in a variety of training opportunities, including annual retreats for each department, webinar trainings, travel to conferences and leadership summits, professional development opportunities and continuing education. Specialized trainings for individuals is offered as needed and to stay current on educational trends, such as new technology, campus changes, skills improvement, etc.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

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

With the variety of student preparation levels as an open-access Community College, JCCC employs multiple mechanisms to determine the most appropriate preparation and placement of students. These include placement testing in reading, writing, and math for degree-seeking students and established prerequisite and/or corequisite requirements.

The College uses the Accuplacer test for placement in English, Reading and Math. Students can also satisfy the placement test score prerequisite if they meet the ACT score requirement or have a cumulative GPA that meets the requirements. Scores on the placement exam allow the College and the student to identify appropriate coursework based on the level of readiness for a college curriculum. Additional preparation options include traditional remedial classes as well as an academic achievement center, learning strategies, and other tutoring and resource centers.

JCCC has two testing centers on the main campus. The Testing Center provides testing services to credit students and to students interested in earning college credit at JCCC. The Center provides administration of placement tests for students who want to enroll in credit courses to ensure appropriate course placement, the Center also administers proficiency, online, self-paced and distance learning tests, faculty make-up tests, and standardized tests such as the ACT.

Additionally, the Regnier Testing Center provides testing services to professionals, members of the community and students in Continuing Education programs.

Beyond placement of students, faculty who become aware of a student having personal, financial, or academic issues and who need assistance, can use the College's Early Alert program to intercede with the student. Depending on the nature of the concern, a counselor, student engagement ambassador, or academic achievement staff member will contact the student about available support resources.

Additional student populations with unique needs are supported through a variety of mechanisms. For example, the College is designated through the Department of Veterans Affairs as a Principles of Excellence participant and by the U.S. Department of Education as an Eight Keys to Veterans' Success Site. The Office of Veteran and Military Services provides services, resources, and referrals for all veteran and military students including those who use the Department of Veterans Affairs' educational benefits.

International and Immigrant Student Services provides assistance for international and immigrant students, faculty, staff, and community members. These services include assisting with issues related to immigration status, visa, and passport issues; JCCC documentation requirements; and regulatory advisement, cultural adjustment, and other similar issues.

For students with disabilities, Access Services addresses support needs. Students requesting accommodations or services are directed to the Access Services offices. Students make an appointment with an Access Services advisor to request and determine appropriate accommodations. Examples of accommodations include note takers and extended test time. Services vary from class to class and are determined on a case-by-case basis and are documented using the Service Request Form (SRF). Additionally, captioning for instructional videos is supported at a high-volume level by the Academic Support Division in concert with Access Services. Sign language interpreters are available for classes as well as public performances. Tutors are available in various program areas and academic resource centers, and Tutoring Accommodations are also offered for students with documented need.

Additionally, the College maintains a broad range of services to support both unique populations and the broad student population. These services include:

- Career Development Center
- Center for Student Development
- Counseling
- Student Basic Needs Center
- Student Wellness
- Veteran and Military Student Resource Center

The College maintains 92 student Clubs and Organizations based on student interest and need.

In support of the large student transfer population the College provides resources to assist students in their educational choices. These include:

- Transfer Advising Program Guides
- Admission and Transfer Equivalency Websites for 4-year schools
- Advising Appointments from 4-Year Schools - Appointments are available to meet with advisors from 4-year schools.
- Scheduled Visits by 4-Year Admissions Recruiters - College and university admission recruiters visit JCCC regularly.
- Guide: “Why should I graduate if I'm going to transfer? - Do you need to receive your associate degree before you transfer?”

Along with the transfer resources listed above, the College provides additional information for specific fields of study in the following programs:

- Pre-Med Students
- Pre-Law Students
- Pre-Education Students

- Pre-Business Majors Informational Video.

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.

The teaching faculty in all program areas are a critical component in providing academic support services. Faculty advise, mentor, and coach students within the disciplines for both transfer and career and technical programs. The faculty job description addresses this support aspect of the faculty role, "Faculty members serve multiple roles as teachers, mentors, colleagues, and scholars. Full-time faculty are expected not only to excel in classroom instruction but also to fulfill various responsibilities as active members of the college community."

To ensure that students are placed into courses for which they are adequately prepared, the Accuplacer placement test is offered for students in the English, Mathematics, and Reading programs. Placement can also be based on standardized test scores such as ACT or SAT.

The Student Success Center offers assistance and direction to other academic support resources, functioning as a student success area. The Academic Counseling and Advising Services area provides support in the form of academic timelines, placement testing, areas of study, graduation status, degree requirements, transfer options, understanding the course catalog, classes and grades, academic holds, and strategies for student success. For those students who are not academically prepared to start college-level coursework, remedial courses in reading, math and english are available to prepare them to be successful in future coursework.

Additionally, there are Academic Resource Centers available to assist students in key academic areas: the Math Resource Center, the Science Resource Center, the Writing Center, the Language Resource Center, Anatomy Open Lab, and the Academic Achievement Center. Billington Library also provides academic support services through its digital and print collections, quiet and collaborative study areas, research assistance, and interlibrary loan system.

The Educational Technology and Distance Learning Department provides support for both students and faculty in navigating technology issues on campus or online. 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 (Canvas).

The College renovated the Billington Library in the the 2019-2020 academic year to create a consolidated Academic Resource Center. The new center has relocated multiple resources centers scattered around the campus to the first floor of Billington Library, creating a one-stop shop for free tutoring and assistance for credit classes. Housed in the new Academic Resource Center are the:

- Academic Achievement Center
- Language Resource Center
- Math Resource Center
- Science Resource Center

- Writing Center

During the pandemic processes and student support were modified to better address student needs. Services went online at the end of the Spring semester, and with the start of the Fall semester additional safety measures were added for face-to-face interactions. The College's resource centers all implemented stringent cleaning and safety protocols in their centers. All students are asked to complete the daily wellness self-check and to maintain 6 feet distance from others. Every space is disinfected as students depart. In wake of the Covid-19 restrictions, additional online resources were made available to help students be successful in their coursework.

All students and faculty are encouraged to perform the campus daily wellness self-checks, wear mask, and practice social distancing.

3) The institution provides academic advising suited to its offerings and the needs of its students.

Prospective students and current students come to JCCC seeking two-year technical education degrees, associate degrees for transfer to four-year institutions, and community members seeking additional knowledge through academic coursework. The College identifies student needs through the recruitment and admission processes. Applicants for admission indicate educational intent and provide demographic information. If a student indicates they may be part of a special needs population, prompts are provided for additional relevant information. Instructions are provided in the application that guide applicants through the admission process by maintaining repeated and continuous communication. A personal admission plan is created for each degree-seeking applicant. Additionally, success advocates call applicants to assist with the matriculation process. To maintain the College's open-door mission, non-degree seeking students do not have to meet admission requirements but are still bound by course prerequisites.

The Academic Advising and Counseling office takes ongoing appointments to offer students guidance on:

- Choose or change a major and stay on track for graduation.
- Ensure a smooth transfer process to a 4-year institution.
- Discover resources and tools available to help build an academic schedule, complete enrollment, create an educational plan for degree completion or transfer, and receive help with coursework each semester.
- Learn how to get involved in Student Senate, clubs and organizations, athletics, study abroad, service learning, honors and other leadership programs.

Prior to Covid-19 appointments were available in person. In adaption to requirements for distancing, appointments were virtual or by phone. Students can ask quick questions by email, instant messaging, or virtual walk-ins. The Counseling Center also continues to provide in-person walk-ins in the Student Success Center.

The College also provides counseling and specialized services to student stakeholder groups,

including international and second-language students, veterans student athletes, students placed in developmental courses, and students needing classroom accommodations like those governed by the Americans with Disabilities Act (ADA). In addition, the College provides opportunities and academic credit for students in partnerships with local secondary educational institutions through its College Now program.

The Counseling Center offers specialized academic counseling for career clusters, including:

- Education, Humanities, Legal Studies and Social Sciences
- Science, Technology, Engineering, Math (S.T.E.M.)
- Healthcare
- Industrial Technology
- Business
- Creative Arts

Ongoing research on the needs of stakeholders is done primarily through the Department of Institutional Effectiveness, Planning and Research, which conducts student surveys, advisory board surveys, tracking on graduation rates, persistence rates, and success rates. In addition, career and technical education programs benefit from ongoing relationships with career-specific industry advisory boards. An additional point of contact between the College and our community is the JCCC Foundation Office. The Foundation supports academic programming through scholarships, funding for programming, co- and extracurricular activities, and capital improvements.

Continuing Education (CE) classes are available to serve the broader community. Through the Division of Continuing Education, the College offers a variety of courses and certificates. Students come to CE offerings to enhance workplace skills; attain professional credentials; or prepare for tests required by state licensing boards, certifying agencies, and professional associations. Professions currently served in this division of the College include health and human services, mediation, early childhood education, payroll and human resources management, information technology, and technical trades. In addition, CE offers successful personal and youth enrichment opportunities.

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 and museum collections, as appropriate to the institution's offerings).

Support services for all students include the Academic Resource Centers, which provide learning support across multiple areas and disciplines. The Academic Achievement Center provides Smart Start mini-orientations, which take new students through a checklist of essential information, and are especially useful for first-generation students. Students may also enroll in courses offered at regular intervals each semester that introduce them to proven Learning Strategies. Billington Library includes video tutorials on how to use online resources and provides faculty with research support.

Both faculty and students are served by the Educational Technologies and Distance Learning department. Staff provide support for students taking online and hybrid courses, as well as support for the College's learning management system, Canvas, which is used for most courses regardless of instructional methodology for course materials. The department also provides training and support for faculty in the online environment. During the Spring 2020 shift to online classes because of the pandemic, the Educational Technologies and Distance Learning department provided additional offerings of Canvas and Online learning sessions for faculty having to rapidly transition from a face-to-face to online environment. The I-Teach program for online instruction is also offered through this office and is provided free to all faculty teaching online.

The College has added three new buildings to the campus over the past five years. The Wylie Hospitality and Culinary Academy (WHCA) was opened in 2015 and houses JCCC's hospitality management program, with five culinary labs, an innovation kitchen and a demonstration kitchen in a culinary theater, as well as a dining room, a patio and offices.

The JCCC Foundation received a \$10 million lead gift from the Sunderland Foundation as the college embarked on the largest campus transformation project in its history. The donation, dubbed *The Sunderland Challenge*, was a matching gift to encourage additional support throughout the region for this major initiative.

“We’ve had a positive relationship with Johnson County Community College for many decades and fully support the college’s efforts under its campus transformation initiative to help build our future workforce,” said Kent Sunderland, president of the Sunderland Foundation.

With an eye toward career training needs for students, the Sunderland’s \$10 million challenge gift supported the new Career and Technical Education Center. The challenge comes early in a private funds drive the JCCC Foundation has initiated to support the JCCC board-approved \$102.6 million multi-year campus improvements. The campus is being altered to cultivate innovative learning and engagement opportunities for students, while integrating the interactive needs of our award-winning faculty and staff. From a fiscal standpoint, it’s been a goal of the board to complete our campus transformation initiative without raising the mill levy on taxpayers and without increasing tuition for JCCC students.

The new career and technical education building is located west of the Gym. At just under 70,000 square feet, the facility houses many of the industrial technology programs that were located in the Arts and Technology Building (ATB). This includes automotive technology, electrical technology, automation engineer technology/industrial maintenance and heating, ventilation and air conditioning training. The new building also includes space for continuing education for industrial programs to respond to workforce needs.

What is known as the Fine Arts and Design Studios is located on the campus' east side near the Carlsen Center, Nerman Museum of Contemporary Art and the Wylie Hospitality and Culinary Academy. The arts and design building is approximately 37,000 square feet and houses those fine arts programs previously housed in the ATB building, along with filmmaking and graphic design.

Other highlights of the initiative, which are part of the project’s second phase, include:

- Renovation and expansion of the ATB and Welding Laboratory Building (WLB) locations to further strengthen industrial technology offerings such as construction management and welding;
- Creation of an enhanced “campus front door,” which includes a re-facing of the Student Center, upgrades to the athletics facilities, and re-grading of surrounding roads and parking;
- Consolidation of five JCCC academic resource centers to the first floor of the Billington Library for better student access; and
- Renovations of space throughout campus into active learning classrooms.

JCCC selected design and construction professionals to work with college stakeholders in planning and constructing the buildings and making the improvements. The college anticipates all buildings and renovation projects to be completed by the 2020-21 academic year.

3.S - Criterion 3 - Summary

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

Summary

Johnson County Community College provides a quality education serving transfer, career and technical education, and the educational and workforce needs of the surrounding community through credit and non-credit offerings. The quality of the College's educational offerings is maintained through the greatest resource available to any institution, the faculty and staff.

The administration and Board of Trustees have faithfully invested in the infrastructure of the institution in creating and maintaining an education environment that supports student learning, and investing in the appropriate educational infrastructure through technology, teaching resources, and ongoing professional development.