

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials 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.

Argument

1) The institution maintains a practice of regular program reviews and acts upon the findings.

At JCCC, Academic and Administrative Program Review, Planning and Development (Program Review) allows program faculty and staff to lead a purposeful and continuous cycle of improvement through two related processes: Comprehensive Academic and Administrative Program Review (once every three years), and the Annual Planning and Development cycle (the years between the Comprehensive cycles). Both the comprehensive and annual processes are an integral part of the of overall institutional evaluation, planning and development process. Goals of Program Review are to:

Academic

- Ensure that academic programs remain focused on student success and serving the needs of the community;
- Increase coherence of academic program development and innovation;
- Enhance the quality of academic programs by assessing program strengths and challenges;
- Align academic program needs and campus priorities with the planning and budget process; and
- Ensure that program priorities are consistent with the college's mission and strategic plan.

Administrative

- Reduce administrative costs as a percentage of total expenditures;
- Streamline business processes;
- Reallocate resources from administrative functions toward direct student success activities; and
- Ensure that area priorities are consistent with the college's mission and strategic plan.

2) The Institution evaluates all the credit it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

JCCC evaluates all prior academic or experiential learning of students who transfer to the College. The goal of the evaluation is to award earned credits toward the students' declared academic goals. Undergraduate transfer credits are accepted from colleges and universities holding regional accreditation. The records office works with the associate vice president of instruction and departments to assess courses for which articulations have not previously been established and to make appropriate substitutions to degree requirements. Transfer Advising Program Guides and Transfer Equivalency resources are available to provide a crosswalk for potential course transfer.

Prior Learning Assessment (PLA) is a program that provides credit for knowledge acquired outside the traditional classroom. Students who demonstrate and/or document previous learning may be able to earn credit. The College uses a variety of tools and assessments to document skills and learning acquired through the workplace, military, and volunteer experiences. These tools and assessments include portfolio evaluations, certificate reviews, Armed Services experience evaluations, and standardized assessments such as CLEP, AP College Entrance, and International Baccalaureate exams.

Students may also benefit from reverse transfer. With reverse transfer, students who transfer to another college before completing their JCCC degree may transfer credits back to the College and apply for graduation from JCCC once all requirements have been satisfied.

3) The institution has policies that ensure the quality of the credit it accepts in transfer.

Within the state of Kansas, the Transfer Kansas portal houses all Systemwide Transfer (SWT) courses approved by the Kansas Board of Regents, for which faculty across Kansas institutions develop and update learning outcomes. SWT courses transfer to any Kansas public institution offering an equivalent course.

All transfer credits are converted to the semester-hour system. All credits earned with a "D" grade or higher are articulated and calculated into the student's cumulative GPA. For Financial Aid purposes, repeated coursework is also included in the student's attempted hours. However, only the last grade earned is used to calculate the student's GPA.

Undergraduate transfer credits are accepted from colleges and universities that are accredited by, or hold candidacy status with, one of the six regional accrediting bodies. Graduate level coursework will not be evaluated.

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 ensures 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.

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 corequisites, 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. These processes are vetted and facilitated through the work of the Educational Affairs Committee whose mission is to provide leadership regarding the development, assessment, and evaluation of all credit-bearing curriculum and to advance new and modified curricula to the Board of Trustees for approval.

Hiring and retaining quality faculty is a key to ensuring program rigor. Minimum qualifications are specified for every faculty position and the same qualifications are required of full-time and part-time faculty and those teaching dual-credit offerings. As education professionals, all faculty 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 that teaches the fundamentals of online course design and are encouraged to continually enhance online courses by learning and applying new skills. Other professional development opportunities are made available by Faculty Development, Staff and Organizational Development, and through budget support of travel for professional development, professional memberships, sabbaticals, etc.

Faculty teaching high school students enrolled in dual-credit courses use curricula that must follow the same course outlines as on-campus and online students. Assessment activities are also identical or parallel in their processes. A copy of the course syllabus is provided to each dual-credit student at the beginning of each course. Department liaisons are available to assist dual credit teachers in upholding the integrity of the courses.

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

As applicable, many career and technical programs receive specialized and/or program level accreditation or approval. The College supports specialized accreditation requirements for those

programs and careers where specialized accreditation leads to appropriate licensure or nationally standardized tests for career requirements. The programs that are approved to seek specialized accreditation undergo a rigorous process that includes completion of a comprehensive self-evaluation report in accordance with the specific accrediting organization. Once accredited, annual reports and cyclical self-studies and site visits are required for continued accreditation consideration. As part of the Program Review processes, programs provide updates on specialized accreditation status, including letters, reports, self-studies, and other documents.

Currently the programs listed below have specialized accreditation by bodies recognized by the Department of Education of Council for Higher Education Accreditation (CHEA).

- Accounting, Business Office Technology, Business Administration and Marketing and Management, and Paralegal - Accreditation Council for Business Schools and Programs
- ASL-English Interpreter Preparation – Commission on Collegiate Interpreter Education
- Automotive Technology – National Automotive Technicians Education Foundation (NATEF), Master Automobile Service Technician
- College Now - National Alliance of Concurrent Enrollment Partnerships (NACEP)
- Dental Hygiene - American Dental Association Commission on Dental Accreditation (CODA)
- Dietary Manager – Association of Nutrition & Foodservice Professionals
- Fire Service Administration - International Fire Service Accreditation Congress (IFSAC)
- Health Information Systems - Healthcare Information and Management Systems Society (HIMSS)
- Heating, Ventilation and Air-Conditioning – Partnership for Air-Conditioning, Heating, Refrigeration Accreditation (PAHRA), Residential Heating and Air-Conditioning
- Hospitality Food and Beverage and Chef Apprentice - American Culinary Federation
- Nursing - Kansas State Board of Nursing and Accreditation Commission for Education in Nursing, Inc.
- Paralegal - Approved by the American Bar Association
- Paramedic – Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)
- Police Academy - University of Kansas
- Practical Nursing - Approved by the Kansas State Board of Nursing
- Respiratory Care - Commission on Accreditation for Respiratory Care (CoARC)

6) The institution evaluates the success of its graduates. The institution ensures that the credentials 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.

The College monitors key performance indicators (KPIs) and compares institutional performance against peer institutions. This provides institutional focus and accountability and serves as the stimulus in the development of institutional strategies to help achieve established student success targets. The College's KPIs are: graduation and transfer of first-time, degree-seeking full-time

and part-time students (Fall Cohorts); persistence; transfer performance GPA of JCCC students; student satisfaction; and student performance on general education learning outcomes.

Specific program outcomes, including the attainment of general education, are reported in the Program Review processes. Examples of the data provided to programs can be found in the Academic Program Review, Planning and Development Handbook and include the following elements, which are for the three most recently completed academic years: number of faculty (full-time, part-time, total); student credit hours by faculty type; enrollment by faculty type; faculty name by type; average class size, completion, and attrition; course completion, success, and attrition by distance learning versus face-to-face learning; assessment of student learning; number of degrees/certificates awarded; number of graduates transferring; number of graduates working in a related field; and expenditures and revenues.

The data, reviewed yearly, establishes a foundation for reflecting on a program's current status and program goals, and for creating anticipated action plans to maintain and enhance program vitality indicators of demand, quality, and resource utilization. This information is summarized in a program vitality assessment completed as a self-assessment by the program and then by the respective dean; the assessment is used for discussions, decision-making, prioritization of academic initiatives and resource allocation.

Additionally, career and technical programs maintain strong ties with advisory boards. Advisory boards assist programs in understanding the changing nature of the workforce and its needs. Another way in which the College monitors graduate attainment of skills is through the employer survey conducted through the Office of Institutional Planning and Research.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

As a former Academic Quality Improvement Plan (AQIP) institution, JCCC used AQIP projects as a means to engage the campus community in many important initiatives. One such initiative

was to strengthen its ongoing assessment of the general education curriculum. The College defines general education as the combination of essential thinking skills with knowledge from areas such as the arts, communications, humanities, languages, mathematics, natural sciences, 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. To accomplish this project, a separate AQIP task force was assembled to develop a general education assessment plan. The task force, in conjunction with the General Education Subcommittee of the Educational Affairs Committee and the Assessment Council, worked to align and coordinate processes to develop, support, and implement the general education assessment plan.

After devising and implementing the new general education assessment plan, the data gathered prompted the faculty-led Educational Affairs Committee and the Assessment Council to work in conjunction with the faculty to revisit the general education outcomes in light of the assessment data findings, which included two "orphaned" learning outcomes. The work undertaken by this body led to a revision of the General Education Learning Outcomes (SLOs), moving from 8 to 6 outcomes and revised language on several learning outcomes. The full implementation of the revised SLOs which are listed below was rolled out in Fall 2020:

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

Additionally, the College launched an AQIP project in Spring 2017, guided by faculty from both transfer and career programs to determine Institutional Learning Outcomes for the campus. The goals of this project were to:

- Develop Institutional Learning Outcomes, allowing the College to align with the Kansas Board of Regents reporting requirements;
- Engage faculty in deliberations and discussions on Institutional Learning Outcomes, helping continue the maturation of the assessment culture on campus; and
- Develop Institutional Learning Outcomes to provide a more inclusive framework for career and technical programs to engage in assessment

The five learning outcomes recommended by the Task Force and adopted by the College are:

- 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 institutional learning outcomes are assessed through the curriculum in the Career and Technical Education programs, as well as coursework in transfer departments that are not associated with general education requirements and in cocurricular programming such as Service Learning, Honors, and International Education.

The College predominantly uses direct assessment in the classroom through embedded assessments. The tools of embedded assessments at the College fall into three broad categories and are tied to specific student learning outcomes: 1) pre/posttest of content knowledge; 2) rubrics designed to measure student artifacts or performances; and 3) questions or assignments embedded within coursework. Embedded assessments are a particularly efficient approach to measure student learning because they make use of tasks assigned in courses and are reflective of the learning taking place in the course. This allows the College to use assessment results with confidence to drive improvement in the curriculum.

The indirect form of assessment used for general education student learning outcomes has been done through a series of questions within the Ruffalo Noel Levitz Student Success Inventory and the Community College Survey of Student Engagement (CCSSE). These instruments do not assess student learning directly, but survey results point to areas where the College is performing as well, and aspects of the undergraduate experience that could be improved.

In addition, academic programs use follow-up survey results; advisory board feedback; and graduation, transfer, and placement rates as additional indicators of curricular success. This data is provided annually as part of academic program review.

A previous AQIP project on co-curricular alignment collected data on all student organizations and defined "co-curricular" and "extracurricular" activities. The co-curricular activities connected to disciplines and majors has become embedded into the Comprehensive Academic Program Review, and programs and departments align co-curricular activities during the comprehensive cycle of review. The departments of Service Learning, Honors, and International Education are all involved in Comprehensive Program Review at the College. Student Services also identifies learning outcomes and assesses key co-curricular activities. Examples are provided in the evidentiary file that includes Student Government, the Cavalier Leadership Program and the JCCC Collegiate Quiz Bowl.

The College's International Education office worked with multiple constituencies over two years to launch a "Global Awareness Program" for students as an emphasis area in the curriculum. This student opportunity includes both curriculum, co-curricular activities with a global focus, and an opportunity for international study abroad. This program launched in Fall 2020 and has a built in assessment plan in place that will assess to what extent the program successfully meets

JCCC's Institutional Learning Outcome on "Social Responsibility: Be prepared to practice community engagement that reflects democratic citizenship, environmental responsibility, diversity, and international awareness."

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

The general education student learning outcomes and the institutional learning outcomes are the heart of a continuous cycle of inquiry, assessment, and improvement. Regular assessment of student achievement of these outcomes is used to develop improvement strategies and demonstrate our accountability for our students' learning. This assessment produces data that is used to make evidence-based decisions related to curriculum, instruction, and resources. Departments report assessment data every year as part of their Comprehensive or Annual program review requirements. Highlights of the assessment data and the curricular decisions that are reported are featured every year as part of the annual report of the Assessment, Evaluation and Institutional Outcomes office.

Along with the use of data to improve student learning at the course and program level, an example of how the College used assessment data is the revision of the general education student learning outcomes. It was the collection and analysis of five years of assessment data that drove the project to revisit the learning outcomes.

The general education curriculum is distributed through 33 departments of the College. By meeting the College's general education requirements, a student will be exposed to key concepts in a range of areas. The Office of Assessment, Evaluation and Institutional Outcomes provides annual reports on assessment activities at the Division level of the College and aggregated at the campus level for both general education outcomes as well as Institutional Learning Outcomes.

3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

The heart of all assessment practices at the College rests with the faculty. The faculty are charged with the responsibility for determining the learning outcomes to be assessed, the assessment instrument to be used, the benchmark of student performance that is expected, and the intervention or curricular change that is needed to help students improve their performance.

The office of Assessment, Evaluation and Institutional Outcomes and the campus-wide Assessment Council's role is to provide resources and assistance, but not to dictate assessment practices. The office and Assessment Council members provide counsel on good practice, assist in data collection and give feedback on interpretation of data and trends. The office supports faculty through a variety of training opportunities, both in group and individual forums. The office also has funding resources through the use of mini-grants to travel for assessment conferences, pilot assessment costs, faculty assessment retreats, and a variety of assessment initiatives.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

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

Argument

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

The College's strategic planning process serves as a guide for goal setting and tracking on retention, persistence, and completion data. Part of JCCC's strategic planning process includes reevaluation of the institution's key performance indicators (KPIs). The KPIs include measurements for graduation and transfer rates, persistence, transfer student performance, student satisfaction, and general education learning outcomes. The targets are set at the 75th percentile mark for all community colleges who participate in the National Community College Benchmark Project (NCCBP).

The President's Cabinet regularly reviews KPIs and progress toward each goal. Strategies and tactics designed to improve specific indicators are discussed for continued support or modification. The annual budget process includes a review of KPIs and initiatives designed to improve overall performance; these projects receive greater funding priority. The Board of Trustees use KPI metrics as part of their overall assessment of the president's annual performance. At the state level, completion data is reported and assessed as part of the KBOR performance agreement.

Academic programs also monitor and analyze retention, persistence, and completion rates at the program or department level through the Program Review data elements. These annual reports provide three years of trend data on student success within each discipline. Programs set administrative goals for increasing student success and report progress on an annual basis. Additionally, the academic program review process includes a vitality assessment that is completed by both the academic unit and the respective dean. Data on overall enrollments,

persistence, and completion are a critical part of this evaluation. Programs with low persistence and completion rates are required to work on and develop strategies and actions plans to improve their performance measures

Goals included for both KPIs and the KBOR performance agreement are designed to be ambitious. In order to perform in the top quartile of institutions participating in the NCCBP, the College must make sure resources are appropriately allocated to each measure. Members of the President's Cabinet are expected to have regular conversations with division leadership regarding each area's contributions to the defined indicators. KBOR performance agreement data must be approved by the Kansas Board of Regents and must be directly tied to the goals of the institution. In June 2019, the Vice President of Academic Affairs signed a Bridge agreement with KBOR for continuation of the College's performance indicators that will last through May, 2021.

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

The IR Office distributes an Enrollment Tracking Report that lists enrollments by a number of characteristics, including student population. This category compares enrollments for first-time, continuing, previously attended JCCC, transfer, high school, and other students. IR performs detailed analysis of different student groups by attributes (i.e. age, major, ethnicity, online vs. face-to-face, etc.) to determine success rates by specific populations. The IR office has also updated enrollment tracking reporting to go beyond census, to now provide enrollment tracking updates throughout the term, this has been especially important as the College has added more "late start" courses.

Additionally, the IR office has created campus wide web-based reports related to program review, capacity, course delivery methodology, awards, etc. These reports are accessed by deans and department chairs to inform discussions and decisions.

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

Every three years, the College updates its performance agreement with the Kansas Board of Regents (KBOR). The agreement requires the College to identify six goals tied to KBOR's Foresight 2020 initiative for student success. The President's Cabinet and Instructional Deans' Council review the indicators and provide updates on initiatives occurring across campus that impact KBOR performance indicators and/or College KPIs. A narrative is completed annually and submitted to the state identifying if the outcome has increased, decreased, or remained flat. The narrative addresses initiatives and/or steps to improve in each of the indicator areas. The current KBOR indicators are in place until May 2021.

4) The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice.

Student unit records used to measure retention, persistence, and completion are stored in the College's student information system, Banner, a product offered through Ellucian. The College has used the Banner system for a number of years and has developed mature processes for data retrieval and reporting. The department of Institutional Planning and Research (IR), housed in Institutional Effectiveness branch, is responsible for ensuring data retrieval processes are timely and valid to support informed decision-making across the institution.