

Assurance Argument

Johnson County Community College

Review date: 5/2/2022

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

- 1. The mission was developed through a process suited to the context of the institution.**

MISSION - JCCC inspires learning to transform lives and strengthen communities.

Over the past three cycles of strategic planning, Johnson County Community College (JCCC) has reviewed the College's mission, vision and values in a collaborative process with feedback from both internal and external constituents. The College is currently completing a strategic planning cycle due to a delay of one academic year as the College sought a new president. Dr. Andy Bowne joined the College in July of 2020, and the strategic planning processes were begun in Fall of 2020.

Along with a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis and development of strategic priorities and tasks, the strategic planning cycle also incorporates a review of the College's mission, vision and values statements.

In October 2020, JCCC distributed an online mission/vision/values survey to all full-time and adjunct faculty, all full- and (regular) part-time staff of the College, currently enrolled students, the Board of Trustees members and Foundation board members – 15,381 surveys in total. The survey was designed to:

- Assess respondents' level of agreement with the existing mission statement.
- Identify which elements, specifically, respondents agreed with in the mission statement.
- Determine what respondents thought was missing from the mission statement.

- Assess respondents' perspectives on JCCC's values.

Based on the results of the survey, the mission of the College remained unchanged in the current cycle, but the vision and values statements were modified. The process for review included two campus-wide surveys where input on the College's existing mission, vision and values was sought, and a follow-up survey with a draft of the revised vision and new value statements provided. Final edits to these statements were made based on the campus input and presented to the Board of Trustees of the College which affirmed the existing mission statement, the proposed vision statement and values statements as presented. The Board of Trustees formally adopted the mission, vision, and values statements as part of the overall strategic plan adoption on October 21, 2021.

The mission is broadly publicized in print media and posted on campus as well as on the College's website and in publications to the public. The mission, vision and values statement are being added to the walls of the Board Room so that these key statements are in front of the Trustees as they consider decisions, policies and the strategic direction of the college.

2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

The mission, vision and values statements underwent a review and revision process in Fall and Spring of 2020-2021. JCCC is an open access community college committed to serving its constituents, and the current mission statement continues to reflect the College's role in providing a transformative educational experience for students in both the credit and non-credit offerings of the institution. The mission statement also connects with the College's role as a leader in the community.

"JCCC inspires learning to transform lives and strengthen communities."

- As an open access educational institution, "inspire learning" is the core of what JCCC does, providing broad educational offerings that address the needs of students in transfer opportunities, career and technical education and continuing education.
- "To transform lives" speaks both to JCCC's educational mission to the students and to the role the College serves in the life of the community as a hub for education, performing arts, continuing education and economic and workforce development.
- "Strengthen communities" again focuses on JCCC's role in Johnson County as well as to the broader role it serves in the higher education community.

Vision Statement

In the survey conducted on campus, two elements of JCCC's existing vision statement--the idea of being a national leader and that of being an innovative leader in equitable student access, learning and success--both received strong support. However, education/learning, including educational excellence, was actually the highest-ranked, vision-related theme among respondents (34%).

The survey asked participants to create a vision statement or share visionary words and phrases related to what the College *could* look like in 2030. Themes that emerged signaled a need for redrafting the current vision statement. In addition to education/learning (34%), respondents suggested the vision statement include:

- Inclusivity/accessibility – 29%
- Community – 25%
- Improve/transform lives – 19%
- Student success/career preparation – 16%

As a result of this feedback and subsequent second survey results, the vision statement, affirmed by the College and Board of Trustees (October 2021), now reads:

VISION - JCCC will be an innovative leader in equitable student access, learning and success.

Value Statements

The College's values statement survey results indicate that JCCC's value statements needed some revisions. Specifically, survey results noted that the value statements do not mention diversity, inclusion and equity. Additionally, only a very small percentage of respondents expressed that they see integrity and accountability, collaboration or leadership—all of which are included in JCCC's existing wording—describing the College's values. However, the Strategic Planning Council expressed concern that an absence of values such as integrity, accountability and collaboration would be noticeably absent and raise concern if not addressed in the strategic plan.

Themes receiving the highest number of responses in the survey results were

- Diversity, inclusion and equity – 30%.
- Education/learning – 23%.
- Student focus/student support – 21%.
- Community – 20%.
- Creating/investing in opportunities for success – 16%.
- Student success/career preparation – 16%.

As a result of the feedback and subsequent second survey results, the value statements, affirmed by the College and Board of Trustees on February 18, 2021, now read:

VALUES

Student-Centered – We promote an environment that shows the deepest care and support for the learning and growth of our students.

Teaching and Learning – We believe life-long learning is central to enriching the lives of our students, faculty, staff and community for success in a global society.

Community Engagement – We value our role as the community's college and commit ourselves to partnerships that respond to the changing needs of those we serve.

Innovation – We foster an environment of excellence by intentionally seeking new and creative ways

to meet the needs of our students, colleagues, and community.

Belonging – We value diversity, equity and inclusion, creating a collaborative and respectful environment where all are connected to our mission.

Integrity – We hold ourselves accountable for our decisions and actions.

Workforce Development

The Workforce Development and Continuing Education (CE) branch of the College impacts the surrounding community through its emphasis on economic development, providing a wide variety of courses to teach new skills and to support reskilling and upskilling of the workforce. Courses are designed to increase knowledge, boost job productivity and enhance individual career potential. CE learners often earn continuing education units, credentials, certificates and industry licensures. The CE branch is responsive to industry and workforce needs and works collaboratively with all area Chambers of Commerce and Economic Development Councils, as well as employers, to craft innovative solutions to support economic development. The JCCC CE branch includes a Kansas Small Business Development Center (SBDC) Regional site, which provides long-term business advising and training to approximately 500 businesses each year. Additionally, as part of the CE branch, the Johnson County Adult Basic Education (JCAE) offers GED and ESL courses.

Cultural Contributions

The Nerman Museum of Contemporary Art is an integral part of JCCC. The Museum promotes the mission of the college by supporting and building one of the top internationally acclaimed collections of emerging and established contemporary artists that exists today. *Public Art Review* magazine named JCCC as one of the top ten university/college campuses for public art in America, citing its sculptures, paintings, ceramics, photography and works on paper installed throughout the campus. The museum presents many of the region's most important exhibitions of leading-edge contemporary art in addition to offering dynamic and diverse educational programming. Since opening in Fall 2007, the museum has received national and international acclaim for its architecture, exhibitions, educational programming and collection, including both the JCCC Collection and the Oppenheimer Collection. With more than 50,000 visitors annually, the museum is regarded as one of the region's most significant cultural destinations.

The Performing Arts Series in the Midwest Trust Center contributes to the mission of the College through the series of professional performing arts events held in the Midwest Trust Center as well as through its rentals by community organizations and internal JCCC events. The College welcomes around 70,000 people to the theatres each year. This represents the largest community engagement occurring on campus. Many event attendees are introduced to the community college when they attend a show. Johnson County residents especially find value in the opportunity to attend events at a professional theatre close to home.

Foundation/Grants

The JCCC Foundation's mission specifically states: "The Johnson County Community College Foundation supports the overall mission of JCCC, its strategic goals and its initiatives." The Foundation works each day to provide access to the College for all students, to advance excellence through development of community leadership, business partnerships and financial support; and to promote cultural activities to enrich the College and the community.

The Grants Leadership & Development staff proactively seek out funding opportunities and collaborate with faculty and staff to develop competitive proposals and implement grant-supported projects that help JCCC fulfill its mission and vision. The staff works with the Academic Branch, Student Services, and Continuing Education to secure scholarship funding to cover cost-of-attendance expenses, like tuition and childcare, and to support JCCC's efforts to combat food insecurity. In addition, grant funding has supported instruction at JCCC through purchasing of equipment, ensuring programs are aligned with industry standards, and providing faculty with the opportunity to integrate innovative teaching practices in the classrooms.

3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

JCCC is a not-for-profit, open access community college with a strong connection to the community and students it serves. The College strives to bring the best educational opportunities and experiences to campus; campus and community events and activities, youth programs, an international festival and arts and cultural events are just a few of the ways JCCC serves students and the community.

A recent survey conducted by the Overland Park Chamber of Commerce Foundation confirms our strong local reputation. When asked whether they had a favorable or unfavorable impression of JCCC, 94 percent of both voters and businesses said “favorable;” 68 percent of voters said “strongly favorable;” while no respondents had an unfavorable view of the College. Also, 77 percent of respondents agreed that Johnson County Community College is critical for economic development.

Additionally, as leaders in the broader Johnson County community, senior leadership members serve on a variety of economic development councils, chamber committees, Rotary groups, and various other nonprofit boards and advisory boards in the community. In the broader higher education community, senior leadership as well as faculty and staff of the College serve in a broad range of professional organizations at both the regional and national level. The College supports these activities through funding of professional organization memberships and travel funds.

4. The institution’s academic offerings, student support services and enrollment profile are consistent with its stated mission.

At the beginning of 2021, JCCC student services were reorganized to place separate emphasis on these areas: enrollment services, led by the Dean of Enrollment Services, and student support services, led by the Dean of Students & Learner Engagement. The Enrollment Services division focuses on providing access to education through recruitment and continued enrollment processes. The past few years have included work to remove barriers to student access and completion. Efforts in the Learner Engagement division include improving “Pathways” for student success with a specific focus on better connecting students to existing supports.

In Fall 2021, the College had a credit enrollment of 16,643 students with most (71 percent) enrolled part-time. The median age of students at JCCC is 20, and the average age is 23. Students' educational objectives were predominantly to earn a degree and transfer.

| Student Educational Objectives* | |
|--|-----|
| Earn Associate/Certificate | 55% |

| | |
|-------------|-----|
| Transfer | 31% |
| Job-Related | 3% |
| Personal | 3% |
| Other | 8% |

*2021 Noel-Levitz Survey

In addition to the College's 101 certificate and degree offerings in 45 programs of study, with a total of 16 of JCCC's programs having selective admission, the College's Workforce Development and Continuing Education branch offers noncredit workforce training and personal enrichment programs. In 2021, 13,803 students enrolled in continuing education in more than 1,858 certification, recertification and relicensure workshops, seminars and computer classes as well as in over 3,100 online classes. In addition, more than 3,280 employees from 86 area companies took advantage of contract training courses specifically tailored for them and delivered at the College or on-site at the workplace, totaling 13,259 community members trained through JCCC.

The College uses the Academic and Administrative Program Review processes as a mechanism for a continuous cycle of improvement in academic offerings and student support services. The Academic Program Review and Administrative and Service Area Review focus on the purposeful and continuous cycle of improvement and are linked to the mission of the College as an open access community college and to the strategic priorities of the campus. In the review process, departments are charged with identifying measures of effectiveness, targets and available external benchmarks.

The comprehensive (three-year) and annual reviews are an integral part of the overall institutional evaluation and planning process at the College and are tied to the budgeting cycle in order to determine appropriate allocation of resources.

5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

The College makes its mission, vision and values statements readily accessible in both printed and electronic mediums with the College's website as the primary tool used to communicate with students and the public. The College also publishes a yearly annual report to the community in a print version and one posted on the College's website.

During the transition period of the pandemic, with a new President and strategic planning underway for the campus, Dr. Bowne, along with JCCC's Board of Trustees, did not want the College to lose focus on what is important to keep the College moving forward. With that in mind, the President and Board committed to the following goals:

1. Establish a culture of holistic diversity, equity and inclusion.
2. Increase equitable student success outcomes.
3. Increase mutually beneficial partnerships with high schools, employers, community organizations.

4. Increase access/enrollment in Credit and Continuing Education programs.
5. Re-imagine the future of JCCC.

The original intent of the goals for the President was that they would ultimately align with the new strategic plan. By adopting these priorities/goals in the interim, the College maintains continuity and vision with intentional focus on key priorities aligned to JCCC's mission and student success.

Sources

- academic-program-review-handbook-2021
- administrative-service-area-review-handbook-2021
- MissionVisionValues

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1. *The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.*

JCCC is a not-for-profit community college that opened its doors to the community in 1969. In 2019, the College celebrated its fiftieth year serving Johnson County residents. During its first decade, JCCC built a permanent campus, tripled its program offerings, added Continuing Education offerings and increased enrollment by 350 percent. In the subsequent 40 years, JCCC has cemented its place in the region as the premier community college. More than a third of county residents take advantage of education and services offered by JCCC, now the largest community college in Kansas.

The College is governed by a seven-member Board of Trustees, elected at-large from Johnson County to overlapping four-year terms.

2. *The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

The College does not have a parent organization or investors. A seven-member Board of Trustees, elected at-large to overlapping four-year terms, governs the college. According to Kansas Statute 71-201, "The board of trustees...shall have custody of and be responsible for the property of the community college and shall be responsible for the management and control of the college." The board adopts the annual budget and governs the college by adopting recommended college policies.

3. *The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.*

The JCCC Foundation works closely with an approximately 140-member community Board, which includes all elected JCCC Trustees. These community leaders are provided opportunities to engage in activities specifically related to the impact JCCC is having on our community. Through its members' participation in strategic planning sessions, invitations to respond to community surveys, meetings with JCCC Foundation leadership, attending college events and providing community-based perspectives in a variety of settings, the JCCC Foundation Board is an important resource for understanding and responding to the community's needs. JCCC Foundation Board members

routinely provide JCCC leadership with feedback and input gained from their roles as business leaders, taxpayers and community advocates.

In the performing arts area, community volunteers, called Vol*Stars, provide service to patrons attending performances and act as ambassadors between JCCC and audience members. Vol*Stars are engaged through summer training sessions, which serve to refresh them on processes and procedures like emergency evacuation, meeting the public and safety protocols. They are surveyed annually to determine their needs and the Volunteer Manager in the Midwest Trust Center prioritizes training topics based on this survey.

JCCC's workforce development courses and opportunities are critical to helping the community recover from the pandemic and ensuring future opportunities for the community. The JCCC Workforce Development and Continuing Education team offers training for businesses and individuals. Additionally, the College's 44 Advisory Committees 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 immediately become productive.

In addition, the College is a member of the League of Innovation for Community Colleges. Maintaining this important alliance ensures leadership's ability to focus on the larger community college sector and maintain contacts throughout the nation.

Sources

- Board Responsibilities Policy 110.00 _ Johnson County Community College
- Code of Conduct Policy 114.01 _ Johnson County Community College
- Code of Ethics Policy 114.02 _ Johnson County Community College
- Committees Policy 111.03 _ Johnson County Community College
- JCCCLeagueInnovationCC2021
- Meetings of the Board Policy 112.00 _ Johnson County Community College
- Number and Selection of Trustees Policy 111.01 _ Johnson County Community College
- Officers Policy 111.02 _ Johnson County Community College
- Professional Development Policy 113.00 _ Johnson County Community College
- Resolution of Censure Policy 114.03 _ Johnson County Community College
- Special Meetings of the Board Operating Procedure 112.01 _ Johnson County Community College

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1. *The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.*

Students at JCCC completing an AA or AS degree are required to complete a course with an approved diversity designation. These courses are required to provide a comprehensive study of domestic and/or global diversity where students can 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 create similarities and differences in the human experience. Courses receiving a designation for cultural diversity are approved through the curriculum processes of the College, including review and recommendations by the Cultural Diversity subcommittee of the Educational Affairs Committee. Additionally the College is exploring additional options of support diversity equity and inclusion through the DEI Committee that was formed and the work of the Strategic Planning Committee in addressing key initiatives of the Strategic Plan.

Cultural diversity criteria include cultural diversity as a clear central theme for the course objectives: a designated course exposes students to alternative perspectives, histories, experiences and worldviews; the course encourages students to evaluate their own perspective, histories, experiences and worldviews in the context of human diversity; the course provides students with general tools to understand similarities and differences in the human experiences and prepares students to apply these tools. There are currently 72 courses that satisfy the cultural diversity requirement for students and include a broad range of disciplines.

In addition, the College has general education student learning outcomes (SLOs) as well as institutional learning outcomes (ILOs) that support the curricular and co-curricular activities of students and organizations:

The SLO, "Demonstrate knowledge of the broad diversity of the human experience and the individual's connection to the global society," and the College's ILO, "Social Responsibility: Be prepared to practice community engagement that reflects democratic citizenship, environmental responsibility, diversity, and international awareness," provide a framework for both curricular and co-curricular activities at the College and were adopted in the Spring of 2019.

The College supports students expanding their educational opportunities through Study Abroad possibilities in 51 countries. Opportunities also exist for students and faculty to participate in diversity initiatives through college partnerships, both regionally and globally. 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, and 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. These visits focused on these areas of the College: the Math and Writing Resources Centers, Assessment of Student Learning, English Instruction, Online Education, and included opportunities to learn about core functions of the College.

In January 2018, the previous President of the College, Dr. Joe Sopcich, visited Pakistan with an English faculty member 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 make presentations at a regional conference in Pakistan as well as see initiatives that have been implemented based on models from JCCC, like a Math Resource Center.

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. JCCC faculty and administrators travel to the Netherlands in the spring semester to learn more about the Netherlands educational system and society.

Diversity in Cocurricular and Community Programming

Prior to the onset of 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. Listed below is a sampling of these activities([a full listing is provided in evidence](#)):

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| <ul style="list-style-type: none"> • Japan Festival • Diversidad – Hispanic Conference • Peacebuilding and Nonviolence Conference • Heartland Chamber Music Festival • Cavalier Film Festival • American Indian Cultural Festival • 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 • African-American History Read Out • Dialogue on Women in Military Services • Multicultural Council Ask Me Anything Series • Black Student Union Open Mic Night • International Dance Club – Hands for Puerto Rico • Indian Dance Graduation | <ul style="list-style-type: none"> • Diversity Awareness Week • National Coming Out Day Celebration • My Father’s Dragon Performance • Literature to Life: <i>The Kite Runner</i> Performance • Black Student Union Movie Night · • Black Student Union’s 3-on-3 Basketball Tournament • Know Your Rights: El Centro Comes to JCCC • Acoma Pueblo Butterfly Dance Performance • Central Association of Russian Teachers in America Conference • The Harlem Quartet • Las Pintas Partners Meeting • Tolerance Day • International Women’s Day • Community Veterans Advisory Board Meeting |
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Students also have opportunities to experience and share diverse experiences through these multicultural club and organizations on campus:

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|---|---|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
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Many of JCCC’s clubs and organizations have transitioned to a virtual format while JCCC continues to limit on-campus traffic. Club leaders have leveraged online platforms such as Zoom, group chat, social media and even “snail mail” to stay connected. Students are encouraged to hang out virtually

during events like online craft projects, study sessions, guest speakers, trivia nights and video game tournaments. There has been a priority on adapting and finding innovative ways to provide a continued sense of community during this unprecedented time of COVID-19.

Community members, businesses and employees have opportunities to enroll in diverse noncredit programming offered by Continuing Education including:

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| <ul style="list-style-type: none"> • English, Grammar and Writing • Chinese • Conversational French • Conversational Japanese • Egyptology • Women in Ancient Egypt • History of Ancient Egypt • Egyptian Archaeology I & II • German for Travelers • Hebrew • Italian for Travelers | <ul style="list-style-type: none"> • Spanish Immersion • Spanish for Law Enforcement • Spanish for Medical Professionals • Spanish for Travelers • Youth Programming Classes • Archology & Artifacts • American Indian Art • American Indian Sculpture • Gods of Egypt, Greece and Rome • Sign Language • English as a Second Language (ESL) • Adult Basic Education/GED |
|---|--|

In seeking to maintain connection with our internal and external constituencies, the College has endeavored to respond with unique programming to fit the Covid-19 environment. Examples include:

- **The "Explore the World" virtual speaker series.** Since students and faculty/staff can't be sent to the world, JCCC has brought the world to them. This almost-weekly series has featured reports from JCCC faculty/staff travelers (those are the most popular), Zoom sessions with friends of JCCC from other nations who talk about their countries (New Zealand, the Netherlands, Pakistan, and Uganda), international careers and peacebuilding. Recordings have been posted on a YouTube play list, and videos are receiving a high number of hits.
- **Continuing Education EDTalks.** CE EDTalks bring the quality and engagement of JCCC Continuing Education to the community via Zoom. EDTalks feature live, instructor-led presentations focused on professional and personal topics. EDTalks include a question and answer segment, and are offered free of charge. Since April 2020, over 2,850 people have attended EDTalks.
- **Collaborative Online International Learning (COIL).** Also known as “virtual exchange” (the international education field is still in flux about the preferred terminology), this initiative connects a JCCC faculty member with an overseas colleague who teaches in a related discipline, and the two faculty members develop an online project for their students to collaborate on. One completed project involved a JCCC intercultural communications course and students in the Netherlands. JCCC students were matched with Dutch students and together developed presentations comparing and contrasting some aspect of their respective lives. Popular themes were “a day in the life” and “attitudes and practices related to sustainability.” This was the first time many JCCC students had the opportunity to interact with an international peer. Students also learned about technology (e.g., WhatsApp) and how to calculate time zones and respond to different attitudes about various aspects of life. Projects are currently being developed between JCCC faculty and their colleagues in New Zealand and

the Netherlands.

- **Curriculum development in STEM courses.** Prior to the pandemic lockdown in Spring 2020, the College was awarded a UISFL grant to develop globally-focused courses in STEM fields, which are often overlooked as an avenue of providing global content to students. Funding is available for two cohorts of eight faculty members each to add a global focus to an existing course in a way that doesn't change the course outcomes. The grant also provides faculty with travel funding to research ideas for their global focus (unfortunately, this has been delayed), and also provides funding for four STEM-focused study abroad trips that it is hoped will be completed in the future.
- **The College has also launched a Global Awareness Program** for students based on KU's program of the same name. Recruiting students for this initiative has been difficult since JCCC students were not on campus during a portion of the pandemic. There are currently no study abroad students, and they are the logical participants. This program had been planned for several years but was just launched in Fall 2020. The first student is expected to graduate in Spring 2022.

In the performing arts, the College presents a variety of programs each season. In JCCC's 30-year performing arts history, over 60 world cultures have been spotlighted. A review of the programming shows the College's commitment to presenting the work of artists who identify as BIPOC and LGBTQIA2S+.

The College worked through its performing arts to address restrictions of Covid-19 during the pandemic. These projects included:

- In September-October 2020, JCCC completed a full-length film of four dance works the College commissioned for local dance companies, the seventh year of a project titled **New Dance Partners**. Normally premiered on the stage of JCCC's Yardley Hall, this year's dance works were filmed instead: two on the Yardley stage and two in other locations around Kansas City, Denver and Minneapolis, where dancers were quarantined.
- JCCC recorded 15 recitals featuring local jazz and classical performers that make up the spring 2021's **Ruel Joyce and Jazz Recital Series**. This follows the work completed in the same modality last August for the Fall 2020 series.
- The College partnered with **Mesner Puppet Theatre** to create "**In The Workshop**," a series of eight 12-minute episodes for Pre-K to second graders. Filmed in the Polsky Theatre, this social/emotional program for preschool children through early elementary educators uses art, storytelling and puppetry. Scholarships for this program are offered by the JCCC Foundation.
- JCCC partnered with **JCCC Sustainability Program** to produce "**Be The Change**" with raptivist (rap activist) Joey FineRhyme, a virtual concert-style video about climate change and sustainability. The show was filmed in Yardley Hall when FineRhyme performed in-person last year, and he edited the footage and combined it with live Zoom sessions available to classrooms. The Sustainability Program's sponsorship allows this to be offered for free.
- JCCC partnered with **Kansas City's Opus 76 Quartet** to offer five online concerts featuring food titled, "**Eat, Drink, Play!**" Each episode combines chamber music, the performance of which is filmed in Yardley Hall, with visits to restaurants around the Kansas City Metropolitan area. Chefs then prepare a dish to accompany the theme of the concert. Episodes aired in December of 2020, and in February, March, April and June of 2021.

The Midwest Trust Center continues to assist in recordings and broadcasts for departments on campus and organizations in the community:

- **American Youth Ballet** filmed their annual performance of *The Nutcracker* in Yardley Hall and has now produced a DVD to share with their students and families.
- **Owen/Cox Dance Group** has an educational program called “Take the Stage.” JCCC helped them film several sessions that will allow them to maintain relationships with schools which aren't currently able to allow artists into their buildings.
- **The Kansas City Symphony** recorded several small ensembles performing in Yardley Hall at the end of January. These recordings will be used in the next few months to keep the Kansas City Symphony connected to their audiences.
- **Advocacy and Awareness Group of Johnson County** – “Say Her Name” is a docuseries featuring a video discussion with black women from Johnson County and how pervasive stereotypes affect their lives. This panel was filmed on the Yardley Hall stage and is a follow-up to the “I Am George Floyd” series which focused on black men’s experience with racism in Johnson County (this was not filmed by JCCC). <https://www.aagjc.org/>

The Nerman Museum of Contemporary Art continues to be a thriving part of the art community, contributing programming and world renowned art.

The Nerman Museum was closed to the public during the 2020-2021 academic year and instead served the campus and community through virtual artist talks, online tour presentations, staff-led tours for faculty by appointment and other digital educational experiences. The **Beyond Bounds Gala** moved to an online auction (with the option to view in person by appointment) in October 2020, and netted the highest profit in college history. Following Beyond Bounds, museum staff installed three new original museum exhibitions (**Evocations—Celebrating the Museum Collection, Real/unreal, and Joe Bussell—Fraggs**), as well as other major works of art across the campus. Additionally, the museum acquired several new artworks for its permanent collection through donated funds and Beyond Bounds proceeds.

For the spring 2021 semester, JCCC faculty members were able to access galleries by appointment for small classroom tours to supplement curriculum. Museum education staff hosted several virtual professional development sessions for JCCC faculty and K-12 art educators. In May, they presented a **Virtual Day of Creativity** in collaboration with local artists and STEM KC as part of the city-wide inaugural **Remake Learning Days festival**, and over 200 people participated. In February, museum staff presented a virtual visiting artist event in collaboration with the Kansas City Indian Center youth programs coordinator in partnership with JCCC Service Learning and Community-based Learning. Hundreds of individuals participated with a mailed packet of art supplies provided by the museum.

The museum galleries were used for an online Fashion Show in partnership with the JCCC Fashion Merchandising program, an **online performance by the Kansas City Ballet** and a filmed performance of the **18th Street Fashion Show** (which won several international awards). In April, museum staff reinstalled the monumental fiberglass sculpture by Dennis Oppenheim in front of the Student Center. Museum staff also collaborated with several departments on campus (Kansas Studies, Horticulture, Fine Arts, Art History, etc.) to research, select and plant native plants within the site-specific earthwork by Stan Herd. During this time, the museum staff completed a six-month search process for a new Executive Director and Chief Curator, and JoAnne Northrup started working on campus in August 2021.

Children’s classes resumed on Saturdays during the spring and the museum fully reopened to the public June 1, 2021. Museum staff installed a donation of five monumental steel sculptures by

University of Kansas alumnus, artist Doug Coffin, outside the Career and Technical Education Center in October 2021. The exhibition of immersive works by three local artists opened in November: the Charlotte Street Foundation Fellows–2020. The museum’s free guided tour program continued to serve patrons in person as well as online in 2021 with over 2200 participants, ranging from youth to adults.

2. *The institution’s processes and activities demonstrate inclusive and equitable treatment of diverse populations.*

The commitment to equity starts with the governing body, the JCCC Board of Trustees, delegated to the president, and then shared across the college. In January 2021, the Board established goals for the President that are directly related to equity. The first is a broader goal around creating a culture of holistic diversity, equity and inclusion. The second goal focuses the president and college on eliminating equity gaps relative to student outcomes. These two goals are part of a five-goal set that the Board of Trustees established for the president in order to focus the College, faculty and staff during an 18-month period while the College’s strategic plan is being developed.

JCCC student stakeholders include prospective students, current students seeking one and two-year technical education credentials, students seeking associate degrees for transfer to four-year institutions and community members seeking additional knowledge through academic and continuing education coursework. The College identifies student stakeholder groups 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 College provides counseling and specialized services to student stakeholder groups, including international and second-language students, veterans, 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.

Johnson County Adult Education (JCAE), a department within JCCC’s Continuing Education branch, offers services to adults in the community who are seeking to improve basic literacy and numeracy skills and/or complete a high school diploma and to non-native English speakers seeking to improve their English language skills. JCAE’s courses enable basic education students to elevate their basic skills so that college coursework becomes a possibility for them. JCAE also provides English language instruction to low-level English language learners who would otherwise be unable to access JCCC’s programs due to limited English language proficiency.

Services are offered tuition free to all adults regardless of country of origin, ethnicity, age, education level, gender identity or English language ability. In addition to traditional academic content, students learn soft skills critical for workforce success including teamwork, punctuality, positivity, problem-solving and collaboration.

Beyond basic academic instruction, JCAE’s services include Transition Coaching, wrap-around

support to assure that the basic needs of students are met so that they can succeed in their classes. Finally, students preparing for high school diplomas and those learning English can also participate in *concurrent* career and technical training opportunities in high-demand fields with family-sustaining wages, such as healthcare, welding and truck driving. JCAE is open to the public and serves approximately 1400 students annually. No admission application is required.

3. *The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.*

The Diversity, Equity, and Inclusion (DEI) Task Force led the drive for a DEI assessment to help inform academic and administrative policies and practices at JCCC.

The goal is to ensure that JCCC's work and learning environment promotes a diverse community that begins with students, faculty, staff and administration who respect and value diversity and inclusion in various forms, including race and ethnicity, gender, sexual orientation, socioeconomic status, culture, marital status, national origin, religion, age, disability status and political perspective.

The College engaged MGT Consulting Group, a national higher education consulting and planning firm, to assist with this effort. The final report from MGT was provided to the College in January 2021. This report included the assessment results from interviews and surveys conducted by the MGT Group, as well as actions/strategies steps the College could employ, and training modules for the campus. The report and its recommendations will inform the strategic priorities of the College and tasks associated with the new strategic plan. In addition, a shared governance structure around diversity, equity and inclusion will guide the College's efforts in advancing an inclusive campus culture that lives out the proposed value of belonging and achieves a vision of equitable access, learning and success.

Sources

- 2021-02-05-spc-minutes-av
- 2021-03-05-spc-minutes-av
- 2021-03-19-spc-minutes-av
- 2021-03-26-spc-minutes-av
- 2021-04-09-spc-minutes-av
- 2021-05-14-spc-minutes-av
- 2021-05-21-dei-committee-minutes-av
- 2021-06-10-dei-committee-minutes-av (1)
- 2021-06-18-dei-committee-minutes-av
- 2021-06-21-dei-leadership-committee-minutes-av
- 2021-06-29-dei-committee-minutes-av
- 2021-07-23-spc-minutes-av
- 2021-09-24-spc-minutes-av
- 2021-11-12-spc-minutes-av

- Classes that Satisfy the Cultural Diversity Requirement
- Diversity Events
- PresidentGoals
- Strategic Plan - Strategy Step Priority - Final

1.S - Criterion 1 - Summary

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

Summary

Johnson County Community College continues to build upon its national reputation for educational excellence and student success cultivated for more than 50 years. That includes five decades dedicated to smaller class sizes, more educational and cultural resources and a thriving campus culture.

The focus on our mission, vision, values and serving the Johnson County community are all a vital part of that realized dream.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

1. The institution develops and the governing board adopts the mission.

As noted in Criterion 1, the College entered a season of review of the Mission, Vision, Values and Strategic Plan with the advent of the new President. The Board of Trustees and senior leadership were part of the strategic planning processes, participating in retreats, campus-wide meetings and listening sessions with internal and external constituencies. At the end of the planning processes, the Board of Trustees adopted the four-year plan and the new Mission, Vision and Values statement. The final governing documents were adopted by the Board of Trustees in the Fall of 2021.

The Mission of the College:

"JCCC inspires learning to transform lives and strengthen communities."

Vision:

"JCCC will be an innovative leader in equitable student access, learning and success."

and Values:

"Student-Centered – We promote an environment that shows the deepest care and support for the learning and growth of our students."

"Teaching and Learning – We believe life-long learning is central to enriching the lives of our students, faculty, staff, and community for success in a global society."

"Community Engagement – We value our role as the community's college and commit ourselves to partnerships that respond to the changing needs of those we serve."

"Innovation – We foster an environment of excellence by intentionally seeking new and creative ways to meet the needs of our students, colleagues, and community."

"Belonging – We value diversity, equity, and inclusion, creating a collaborative and respectful environment where all are connected to our mission."

"Integrity – We hold ourselves accountable for our decisions and actions."

2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

College policies, as approved by the Board of Trustees, reflect the College's commitment to legal and ethical behavior. The policies set standards for handling finances, income and investments, budgeting, purchasing and contracts, travel and reimbursement of expenses, employee conduct and performance, hiring, handling complaints and discipline, conflicts of interest, and student conduct and discipline. The standards are developed by the appropriate areas (i.e., Student Success and Engagement works with legal counsel on policies that affect students) and are communicated through a number of channels to staff and faculty, students and the public. All policies are published on the College's website and available to the public.

The College has established a code of ethics that trustees and certain administrators (President, Executive Vice Presidents, Vice Presidents, Associate Vice Presidents, Executive Directors and the Director of Audit and Advising Services) must abide by to ensure conflicts of interest are addressed early and appropriately.

To ensure that matters are handled with integrity, JCCC brought legal matters in-house in 2011 with the Office of General Counsel. The Office of the General Counsel works with all areas of the College on contracts, grants, policies and procedures, safety and security, open records, board governance, personnel and student matters as well as areas of federal regulation: copyright and trademarks; reasonable accommodations for students with disabilities; FERPA; EPCRA; the Drug-Free Schools and Communities Act; Title IX, the Clery Act and the Violence Against Women Act; and Title IV and financial aid. The Office of General Counsel also works proactively with departments to create checklists and forms to complement the College's policies and procedures to help create consistencies, encourage knowledge transfer and ensure best practices.

The College's Department of Audit and Advisory Services works with other College departments to help them achieve their business objectives and serves as an independent appraisal function for College management and the Board of Trustees. Through its auditing function, the department ensures that College assets and records are protected, that the reliability and integrity of information is intact, that College resources are being used economically and effectively, that the College is in compliance with laws and regulations and that goals and objectives are being met.

Sources

- Code of Ethics Policy 114.02 _ Johnson County Community College
- List of Policies
- MissionVisionValues

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

JCCC is committed to being open with all stakeholders. The College has a strong web presence where information is easily available to the public. College policies, as approved by the Board of Trustees, reflect the College's commitment to transparency for constituents and to legal and ethical behavior. The policies set standards for handling finances, income and investments, budgeting, purchasing and contracts, travel and reimbursement of expenses, employee conduct and performance, hiring, handling complaints and discipline, conflicts of interest and student conduct and discipline. The standards are developed by the appropriate areas and are communicated through a number of channels to staff and faculty, students and the public.

College standards are also communicated internally in a number of ways. All employees receive a daily compendium of messages via an email system called InfoHub to inform them of College events, deadlines, and processes. The InfoHub messages are housed in a SharePoint site along with information from various departments that is always available to employees. Also, a fleet of digital signs throughout the campus promotes upcoming events and deadlines. Additionally, periodic messages from key leaders are emailed to all employees and/or students.

New administration, faculty and staff members are required to participate in new employee orientation sessions where they learn about the College's mission, culture, and processes and procedures. Training in ethical standards and behaviors is required of all employees at JCCC. Every year, each employee is trained on harassment prevention, FERPA standards, College security and data security. The training consists of interactive online training modules with mastery tests. This training is mandatory for all full-time and part-time employees; non-compliance leads to discipline up to and including termination. Management Topics meetings are another venue for providing supervisors training on such topics as performance management, tips for JCCC travel, leadership, change management and security issues. This forum was used extensively during the Covid-19 pandemic to keep the campus informed on current requirements mandated by the state or county, back-to-campus plans and work-from-home guidelines.

The College has established a code of ethics that trustees and certain administrators (President, Executive Vice Presidents, Vice Presidents, Associate Vice Presidents, Executive Directors, and the

Director of Audit and Advising Services) must abide by to ensure conflicts of interest are addressed early and appropriately.

The College has an Ethics Report Line powered by Ethics Point that is a comprehensive and confidential reporting tool to assist management and employees to work together to address fraud, abuse and misconduct in the workplace. Each report received is automatically dispatched to a review committee, which is a two-person committee created to ensure accountability and control. The review committee consists of the Vice President of Human Resources and the Director of Audit and Advisory Services. The review committee logs the initial response to the reporter to confirm receipt of a report and makes every effort to respond within 48 hours.

The review committee determines whether the content of a report concerns an ethical issue or if there is a more appropriate avenue to address the concern. If necessary, the committee will notify the reporter to obtain additional information via the ethics report line's two-way communication function. This functionality allows for two-way communication for anonymous reports via a "report key" feature.

Based on the actual content of the case, the review committee determines the appropriate primary case manager. Because the Ethics Report Line is one of several intake methods, each case is handled consistently with similar received cases regardless of the intake method, and follows existing College policies and procedures.

A summary report on the activities of the Ethics Report Line is presented to the Board of Trustees during the Meeting of the Whole, and includes statistics on the number of cases received, whether the information came in anonymously, and general information about the disposition of cases. This information is also reflected quarterly in the board meeting minutes.

2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

The primary communications device concerning all aspects of the student experience is the College website. Students find information online about college programs (both credit and noncredit), program requirements, faculty and staff, tuition and fees, governance and the accreditation relationship with the Higher Learning Commission and specialized accrediting agencies. In addition to the website, the College provides a variety of printed marketing and program materials as well as materials regarding academic expectations for students and external constituencies.

Sources

- Code of Ethics Policy 114.02 _ Johnson County Community College
- List of Policies

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

The Board of Trustees is a seven-member body elected from the county. The board meets as a full body monthly and the agenda and full board packet are made available online for constituents.

The Board recently moved from a committee-designed governance to a "committee of the whole" model, which is described later in the assurance argument. The Board still has the option of establishing special or ad hoc committees to perform special functions. Periodically throughout the year, the Board holds an informal retreat or a workshop with members of the College administration to familiarize Board members with various aspects of College operations, such as facilities, strategic planning or the budget. New trustees receive an orientation from College administration on the aspects of the College they need to be familiar with, such as finances, academics, facilities and operations.

New members of the board are provided an introduction to the College through meetings with key stakeholders before taking office. This includes areas of the College such as Student Services, Institutional Effectiveness, the Foundation, Assessment and Program Review, Procurement, Audit Services, legal counsel and others.

The Board is responsible for evaluating the job performance of the President, approving the College budget, setting the mill levy, and approving Board policies that govern the College.

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

The College's Strategic Plan is the mechanism by which priorities are identified to preserve and enhance the institution. The President's Cabinet has the responsibility to monitor strategic and annual plan progress on an ongoing basis. Tracking tasks is part of the regular agenda for Cabinet

meetings. At regular intervals throughout the year, the President's Cabinet, together with the Office of Institutional Effectiveness, evaluates the strategic planning process and makes adjustments to the process as necessary and reports updates to the Board of Trustees.

The annual plan is presented to the Board of Trustees each year in the fall. It contains outcomes and milestones developed by Cabinet liaisons and project leaders that are consistent with the College's core values, strategic goals and tasks. Outcomes are directly related to the associated tasks and the strategic plan. Each year, the projects are evaluated relative to the achievement of planned outcomes. The Board of Trustees evaluates the President on the basis of overall annual plan performance. Institutional achievements are documented in the annual outcomes report.

3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Meetings of the Board of Trustees are public, and each board meeting includes a public forum for constituencies to provide feedback to the board. During the pandemic, the open nature of the board meeting was accomplished through a published Zoom link. Currently, public comment can be made in-person or via Zoom.

The College also uses multiple points of communication through avenues such as daily InfoHub announcements via email, digital signage, printed materials such as newsletters, group listservs, Town Hall meetings, regular meetings of the Instructional Deans' Council, Staff Council, Academic Branch Council, College Council as well as the College website. Additionally, all staff and all faculty meetings at the beginning of each term are an important means of communicating with internal constituents as well as following an open-door policy with senior leadership.

4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.

A seven-member Board of Trustees, elected at-large to overlapping four-year terms, governs the college. According to Kansas Statute 71-201, "The board of trustees...shall have custody of and be responsible for the property of the community college and shall be responsible for the management and control of the college." The board sets the budget and local tax levy and governs the College by adopting recommended college policies compliant with state and federal requirements.

5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

The College is governed by a seven-member Board of Trustees elected at-large from the community to four-year terms. The Board governs the College through the appointment of a president and setting the budget and local tax levy. In odd calendar years, three or four trustees face re-election. Contact information for the trustees is made public on the College website. The Board meets monthly, usually on the third Thursday of the month. The meeting schedule, as well as board packets and minutes, are available online. The monthly meetings are recorded, and both audio and video recordings of the meetings are also available online.

Until the 2021 academic year, the Board had four standing Board committees that met regularly:

- The *Learning Quality Committee* made recommendations to the full Board regarding strategic initiatives for the learning engagement process, learning outcomes, faculty and student

development, workforce education, curriculum, academic quality and achievement of academic outcomes.

- The *Management Committee* made recommendations to the full Board on finance, facilities, information services and the JCCC Foundation. The committee oversaw long-range financial planning strategies, recommended budget guidelines to the Board and reviewed the financing for major College purchases and capital improvements as well as facilities planning, major renovations and new facilities development.
- The *Human Resources Committee* made recommendations to the full Board on policies involving general personnel matters, including compensation, benefits, grievance, employee relations, training and development, cultural proficiency, inclusion and other issues of concern to College employees. The committee received and discussed updates on operational and organizational structure, but it did not consider personnel issues specific to a particular employee.
- The *Audit Committee* oversaw the internal and external audit functions of the College. The committee received reports from JCCC's Office of Audit and Advisory Services, reviewed reports and other information arising from the College's confidential reporting line and oversaw the relationship with external independent auditors. The committee accepted the annual audited financial statements of the independent auditor and recommended acceptance of the audited financial statements to the full Board. The College's financial reports may be found online.

With a recommendation from an external Board consultant and consideration by the Board, the decision was made in February 2021 to move to a "Committee of the Whole" approach. The separate Board committees were suspended and the Board now holds a monthly of the Committee of the Whole meeting to review items for consideration at the subsequent regular Board meetings.

Sources

- Board Responsibilities Policy 110.00 _ Johnson County Community College
- Committees Policy 111.03 _ Johnson County Community College
- Number and Selection of Trustees Policy 111.01 _ Johnson County Community College
- Strategic Plan - Strategy Step Priority - Final

2.D - Core Component 2.D

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

Argument

The concept of the modern college rises from the medieval concept of *collegium*, which roughly translates to “connection of associates or colleagues.” Such connection between academics has become the foundation of institutions such as JCCC, marking the faculty and the governance thereof the central fact of the existence of any college. Preservation of the autonomy of this association of academics, free from the control of either church or state intervention, has been accepted by society as the cost of colleges acting in their role of furthering knowledge, fostering understanding, and cataloguing and transmitting our history, artistic and professional skills, and philosophical quandaries to each new generation as it seeks its turn at the helm of the great ship of humanity.

Understanding the importance of the role played by the great swell of academics under these circumstances, members of the modern *collegium* famously committed to a set of principles, proposing that these same would govern themselves and all who would enter the academic echelon, holding each academic personally accountable to a higher standard of conduct within the classrooms wherein they plied their craft. These ideas, collectively known as the “1940 Statement of Principles on Academic Freedom and Tenure,” form the foundation of the concept loosely termed "Academic Freedom." Though these tenets were designed primarily with baccalaureate-granting institutions in mind, since the community college has no provision for tenure and none is implied here, where they concern the activity of teaching and learning in the classroom there is absolute synchronicity between these ideals and the academic ideals of JCCC.

In acknowledgement of that synchronicity, the office of the Chief Academic Officer of Johnson County Community College endorses the American Association of University Professors (AAUP) 1940 Statement of Principles on Academic Freedom and will use such as guidance in matters affecting academic branch governance, protection of classroom integrity and discipline of faculty who fail to act within said tenets.

Sources

- JCCC Statement on Academic Freedom _ Johnson County Community College

2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

Academic integrity is guided by the College's published *JCCC Policies and Procedures* and supplemented through faculty and student organizations throughout the College. JCCC respects and values the academic freedoms of faculty within the limits of the adopted course descriptions, outlines and learning outcomes. The College also recognizes the importance and value of student exposure to a full range of viewpoints. As an open access community college, research is encouraged but not required of the College's faculty. Continuing professional development is outlined as a faculty expectation in the full-time faculty job description.

2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

The Research Participant Protection Program (RPPP) or the Institutional Review Board (IRB) ensures the safety and well-being of human subjects participating in research studies being conducted by the College's students, faculty and staff, including all research projects involving human participants occurring at the College. If research involves gathering data from living human beings or identifiable information associated with living human beings from any source, then the RPPP must review and grant approval (or exemption) for the project before it begins. The RPPP monitors research studies to ensure that the human, civil and legal rights of human research participants are respected and that researchers are adhering to the highest ethical standards.

3. The institution provides students with guidance in the ethics of research and use of information resources.

The College continues to seek out ideal learning environments and share effective practices for advancing quality. The College has invested in faculty access to originality-checking software, Turnitin, and the current learning management system provides a variety of tools to protect the integrity of exams and quizzes. Faculty who teach online are required to complete the College's iTeach training program, which includes information on protecting the integrity of online testing.

The College's Student Code of Conduct notes that students enrolled at JCCC are expected to conduct themselves as responsible individuals at all times while participating in any course or College activity or event and while representing the College either on- or off-campus. Student participation in College-sponsored programs is considered a privilege, not a right. Therefore, students participating in such programs are expected to adhere to the Student Code of Conduct and to all specific conditions of participation in any sanctioned activity, event or program; these conditions include, but are not limited to, behavioral conditions as described in contracts/agreements for athletic, academic and extracurricular scholarships or activities.

4. The institution enforces policies on academic honesty and integrity.

Violations of this campus policy may be reported pursuant to the Student Disciplinary Action Operating Procedure for disciplinary action if the College determines that a student has violated any provision of this Student Code of Conduct or has not acted in the best interest of other students, employees or the College as a whole. In addition, the College may refer student conduct to appropriate authorities if determined necessary.

JCCC faculty and staff members have access to an Incident Report Form for reporting purposes. The Incident Report Form is intended to report Student Code of Conduct violations occurring in the classroom, including classroom disruption, academic dishonesty, etc.

Students who violate the JCCC Student Code of Conduct academic dishonesty policy receive an official warning from the college. In addition, students are required to complete the assigned remediation activities within three weeks of receiving the official warning letter from the college. The remediation activities include reviewing the Academic Integrity LibGuide and completing the Academic Integrity Quiz. Once both of these tasks are completed, the student will meet with a staff member of the Academic Resource Center to discuss the violation, the completed remediation activities and how to avoid academic dishonesty violations in the future.

All College faculty and staff members are required to complete annual training on harassment and information security, which includes FERPA requirements. The College maintains an ethics reporting hotline and reports are reviewed by a cross-functional team. All new faculty are required to attend a faculty orientation that covers topics such as copyright, the ethical use of primary and secondary sources, the reporting of ethical violations and the appropriate use of College and grant funds.

Sources

- Institutional Review Board (IRB)
- JCCC Statement on Academic Freedom _ Johnson County Community College
- Student Code of Conduct Policy 319.01

2.S - Criterion 2 - Summary

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

Summary

The Criterion 2 narrative and evidence section provides a broad overview of the College's governance and leadership policies and structures. As a public institution with an elected Board of Trustees, the processes of Board management through the public nature of all Board meetings and minutes provide a high level of transparency in the College's ethics and integrity.

The College operates through generally understood, repeatable, and documented processes and policies that are explicit, compliance-based and subject to review and improvement. The ethical requirements for administration, faculty, staff and students are generally understood and the promotion of appropriate policies and implementation of effective practices are evident.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

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

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

As of Fall 2021, JCCC offers 45 programs of study, and 101 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 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 two faculty representatives elected from the following divisions:

- Arts & 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.

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 goals. Institutional Learning Goals (ILOs) were recommended by a faculty-led task force, and were developed as 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 Fall 2019.

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 eight 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 eight 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 six and altering some of the language in several outcomes.

Revised 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 assessment methods and instruments as courses offered on campus or online. The College's dual-credit program is seeking reaccredited 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 (LMS). During Spring 2021, 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 remained at 25 or at previously determined levels.

2. Online Hybrid (HYB): A modified hybrid course will use the LMS 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 2021, 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 2021, faculty did not have the option to require onsite 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 Spring 2020 Covid-19 semester, the follow accommodations were made to address the extenuating circumstances:

- 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 must 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.

Sources

- academic-program-review-handbook-2021
- Educational Affairs Curriculum Manual
- JCCC Educational Affairs Committee

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 eight General Education Student Learning Outcomes (SLOs).

During the 2018-2019 academic year, a General Education Task Force was 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 SLOs.

In Spring 2020, the next step in the process was a remapping of the general education curriculum to the new SLOs and then an updating of 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 JCCC 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.

Revised 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 lifelong 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 Center for Student Involvement, Student Activities and Organizations, and Honors Program. 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.

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 to the very idea that they too may contribute to knowledge. Four of the six course objectives in Honors seek 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.

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, to conducting a literature review, to collecting and analyzing data, and, finally, to 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 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 scholarly contributions from JCCC faculty and staff and also how scholarly works support student learning, strategic initiatives of the college and the spirit of JCCC Open Access Guidelines.

Since Covid-19, Faculty Development has offered a range of programming to support faculty transitioning from face-to-face to online instruction including multiple offerings of the following virtual workshops:

- Using Modules in Canvas
- Canvas Modules for Instruction and Clarity

- Using Video and YuJa in Your Classes: Training Session
- Embedding Library Resources and Services in Canvas
- The Most Powerful Feature In Canvas
- Increasing Participation and Discussion in an Online Environment
- Valuable and Easy to Engage: Online Learners Use Apps
- Providing Online Content and Lectures
- From Design to Assessment – Intentional Online Instruction
- Designing Library Research Assignments that are Relevant, Interesting and Fun
- Creating Assignments that Encourage Student Investment
- Authentic, Experiential, Interdisciplinary: Nature Journaling Across the Curriculum
- Beg, Borrow & Steal: Teaching Strategies Roundtable Discussion

The Adjunct Certification Program has been moved online and includes sessions such as:

- Creating a Learner-Centered Syllabus
- Legal Issues
- Online Learning Tools
- Assessment and Curriculum: Understanding the Connections
- Microteaching and Classroom Video Recording
- Pedagogy and Classroom Leadership
- Strategies to Reach Students
- Intercultural Communications
- Active Learning
- Flipping the Classroom
- Strengths-Based Classroom

The year-long New Faculty Orientation program was also transitioned online for all new full-time faculty.

JCCC is a board member of the Kansas City Professional Development Council, so JCCC faculty have free access to all of its offerings, including two teaching academies, a day-long teaching and learning conference and numerous special topic sessions. JCCC has had higher than average participation in these offerings since the Covid-19 pandemic.

The week before classes each semester, the College has Professional Development Days, which is a five-day, in-house mini-conference focused not just on teaching and learning but also best practices across higher education.

In May 2020, the Office of Faculty Development began distributing a weekly Faculty Newsletter, designed to be a condensed “one-stop shop” of information for faculty members which is gathered from departments across the college.

Working with the Office of Staff Development, JCCC has offered numerous opportunities for Diversity, Equity, and Inclusion (DEI) training for faculty and staff, including three day-long DEI trainings led by MGT Consulting, a firm that recently completed a DEI assessment of JCCC.

The office also funded 12 faculty and staff members to the Comprehensive Student Retention Strategies for Men of Color virtual conference; this cohort, made up of representatives across the college, is now tasked with developing programming to share what they learned with the broader organization.

Sources

- Classes that Satisfy the Cultural Diversity Requirement
- ScholarSpace @ JCCC

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 414.01, which states, "It is the objective of the College to hire the best qualified candidates." 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 Executive Vice President of Academic Affairs.

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

When the College posts instructor positions, the position description in the posting includes this statement: "Official transcripts will be required upon hire." 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 that explains how they are to submit transcripts:

- Transcripts must come to JCCC directly from the institution.
- Transcripts may be emailed to JCCC at jcccjobs@jccc.edu.
- Transcripts may be mailed to JCCC's 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 unit's previously defined academic requirements that must at a minimum meet the Higher Learning Commission (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 internal 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 instructors complete the College Now Instructor Application and submit the 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 an HLC Qualification Review form for each applicant and submits all paperwork to the division dean for review.
4. The Dean reviews each College Now Instructor Application/transcripts/credentials and approves or denies application. High school instructors who meet HLC qualification (master's degree in teaching field or master's degree with 18 credit hours in teaching field) are notified by the Early College Office in a congratulatory email with next steps provided. The DPOC will be copied on the notification email.
 - o If an instructor does not meet HLC qualification and is willing to achieve credentials before 2022, 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 August 1, 2022. The Early College Office will work with the College Now instructor and DPOC to ensure HLC Compliance plan is in place.
5. The Early College Office sends approved/provisionally approved College Now instructors onboarding documentation. Once paperwork is completed, the Early College Office onboards the instructors. The Early College Office emails each College Now instructor a JCCC ID, a College Now Instructor Handbook, Liaison information, College Now new instructor orientation information and a yearly checklist. High school instructors who do not meet the credentialing requirements and do not wish to participate further in the application process are noted and their documents are filed as "denied or inactive."

The Early College Office is available to all College Now instructors to answer questions and provide guidance throughout their time as College Now 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 and is described specifically in the 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. The Faculty Association is involved with the negotiations that affect the master agreement. Adjunct faculty are not covered by the master agreement but do have an Adjunct Council to address concerns.
- 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 member 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 during 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.

Additionally, as part of Human Resources, the department of Organizational Development supports JCCC's mission to inspire learning that transforms lives and strengthens communities. JCCC provides employees opportunities with lifelong learning and development designed to enhance organizational effectiveness and impact student success. This includes in-house training opportunities and support for travel to external meetings and trainings relevant to their field.

Sources

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- 2021-01-20-adjunct-council-minutes-av
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- 2021-03-18-faculty-association-minutes-av
- 2021-05-11-faculty-association-minutes-av
- 2021-08-24-faculty-association-minutes-av
- 2021-09-14-faculty-association-minutes-av
- 2021-10-12-faculty-association-minutes-av
- 2021-12-14-faculty-association-minutes-av
- 2022-01-18-faculty-association-minutes-av
- 2022-02-08-faculty-association-minutes-av
- Employee Recruitment and Selection Policy 414.01
- master-agreement 2021-24

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.

Scholarships, grants, loans and Federal Work-Study are all sources of financial assistance for the College's students. JCCC's Financial Aid staff are available to students to assist with the FAFSA process and applications for JCCC scholarships.

The mission of the Student Basic Needs Center is to provide information and resources to combat the hardships that affect the ability of JCCC students to complete their academic, professional and personal development objectives. Students experiencing food or housing insecurity or other hardships can meet with Center staff to explore available services.

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. The ADA Instructional committee also support the work of Access Services.

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 four-year schools
- Advising Appointments from Four-Year Schools – Appointments are available to meet with advisors from four-year schools.
- Scheduled Visits by Four-Year Admissions Recruiters – College and university admission

recruiters visit JCCC regularly.

- 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."

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. 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 in navigating technology issues on campus for both students and faculty. Resources include online videos and orientation sessions, navigational tools for taking online and hybrid courses and training and technical support on using the campus LMS (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 these centers:

- Academic Resource Center
- 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 Fall semester, additional safety measures were added for face-to-face interactions. The Academic Achievement Center (AAC) implemented stringent cleaning and safety protocols in the center. All students are asked to complete the daily wellness self-check and to maintain six feet distance from others. Every space is disinfected as students depart. The Language Resource Center (LRC) has also implemented these protocols. In addition, the AAC and LRC are available entirely online to help students be successful in their coursework.

Beginning Fall 2020, the College Success Department has reduced class size to nine on campus and most classes are being offered online or via Zoom.

All students and faculty are encouraged to perform the campus daily wellness self-checks, wear masks, 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 come to JCCC 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 makes 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 four-year institution.
- Discover resources and tools available to help build an academic schedule, complete enrollment 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.

These appointments are available in person, virtually, by phone, email, or instant messaging.

The College also provides counseling and specialized services to student stakeholder groups, including international and second-language students, veterans, 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.

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 of 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 the 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, and human resources management, information technology, and technical trades, such as commercial truck driving, plumbing and electrical. 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 provide support for the College's LMS, Canvas, which is used for most courses for course materials regardless of instructional methodology. The Online Learning Advisory Council also plays a role in defining and monitoring online learning. The Educational Technologies and Distance Learning department 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 formerly 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 Midwest Trust 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.

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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.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution 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 (yearly). 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 and the Degree Partnership Program (DPP). 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. The DPP is a collaborative degree partnership between the College and the University of Kansas. This is a dual enrollment partnership in which students can enroll at JCCC and KU in the same semester and potentially earn two degrees in as few as four years, facilitated by a seamless transfer process.

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 is 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.

Engaging 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 or 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 and are encouraged to continually enhance online courses by learning and applying new skills. Other professional development opportunities are made available by 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.

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: full-time and part-time graduation and transfer of first-time, degree-seeking 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. A campus wide report is provided in the evidence below.

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 committees. Advisory committees 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.

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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 eight to six outcomes and revised language on several learning outcomes. The full implementation of the revised SLOs 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 was 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/post test 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 SLOs has been done through a series of questions within the 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.

In the area of Student Services, surveys have been used with the Cavalier Leadership Program for students to assess efficacy of the outcomes.

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

The general education SLOs 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.

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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 Institutional Research Office (IR) 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 2022. On June 18, 2021, Dr. Bowne signed an amendment extending for one-year the Memorandum of Agreement related to JCCC's KBOR Performance Agreement. The agreement now extends to May 2022.

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, Ellucian, a parent company of Banner. The College has utilized the Banner system for a number of years and has developed mature processes for data retrieval and reporting. The IR office, housed in the Institutional Effectiveness branch, is responsible for ensuring data retrieval processes are timely and valid to support informed decision-making across the institution.

Sources

- AY 2020 to AY 2022 Performance Agreement JCCC
- AY 2021 Credit Enrollment Report
- KPIMetrics
- ProgramReviewDataCampuswide

4.S - Criterion 4 - Summary

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

Summary

The College has strived to create an environment and processes where faculty and administration work together to enhance student learning through quality educational curriculum and programs. The College's earlier work in the the AQIP model of accreditation has promoted a continuous quality improvement mindset, and the use of both academic and administrative program review has enabled the campus to foster that environment.

The use of data as a means of supporting decision making is an integral part of most processes of the College and the Institutional Effectiveness branch as been key in making dissemination of those reports and functions available across the institution.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

In response to the issues raised during the site visit conducted in Spring 2018, JCCC filed an interim report regarding actions taken by the institution to address the concern raised by the site team at conclusion of the April 30-May 2, 2018 site visit. Specifically, the team recommended an interim report “outlining the academic governance structure including academic leadership, academic and faculty committees and faculty including adjunct faculty to include communication processes and protocols between the committees, leadership, and faculty; the outline of shared governance protocols and communication between faculty, academic leadership and JCCC leadership; and an outline of decision-making protocols as well as communication protocols when decisions are final.”

The follow-up staff analysis of the interim report submitted in Summer 2019 indicated:

“The institution is required to submit an additional report on faculty voice within the shared governance system at JCCC. The report, to be submitted no later than May 1, 2020, should include, at minimum, the following: 1) A narrative describing the College's efforts to resolve confusion pertaining to faculty voice, and in particular the resolution of the existing “two body” faculty governance issue; 2) Specific policies pertaining to faculty voice within the shared governance system that have emerged from these efforts; and 3) Documentation from FA and/or Faculty Senate policies providing clear delineation of responsibility and authority.”

To address the requested follow-up by the Higher Learning Commission, two task forces were

formed. The **Academic Shared Governance Task Force** was composed of Division representatives (one full-time faculty from each division), two adjunct faculty representatives elected at-large, and one member of Counseling Faculty. The charge of the Task Force was “To research and provide a recommendation to the CAO on an appropriate policy structure for faculty shared governance complete with an operational practices framework for the policy structure.”

The second task force formed was in response to the reference in the HLC feedback report to address faculty voice “within the shared governance system.” The President’s Cabinet found that, while there were indirect policies and processes related to shared governance, there was not a strong policy or structure. The President formed the **Institutional Shared Governance Task Force**, with representation that included senior administration, professional and hourly staff, two full-time faculty members and one adjunct faculty member. The faculty were elected to serve by the Academic Branch and other positions were appointed by the Cabinet. The Task Force also opted to add an additional member, the Vice President of the Student-Government, to represent the student voice.

The charge of the Institutional Shared Governance Task Force was to “Research and provide a recommendation to the Cabinet regarding an appropriate policy structure for institution-wide shared governance.” Additionally, the Task Force was requested to “Research and provide a recommendation to the Cabinet regarding an operational framework for the policy structure.”

The Academic Shared Governance Taskforce focused on philosophies, policies, structures and procedures within the academic branch only. The Institutional Shared Governance Taskforce focused on the overarching aspects of shared governance for the entire College. Philosophy statements developed by the Shared Governance Taskforce and the Institutional Shared Governance Taskforce complement each other.

Academic Shared Governance Task Force

JCCC formed the Academic Shared Governance Taskforce composed of one representative, full-time faculty from each academic division, two representatives from the adjunct faculty, two representatives from the instructional dean’s council, and one representative each from the Educational Affairs committee, the Faculty Senate and the Faculty Association.

Through the work of the task force, the faculty voted on the formation of an Academic Branch Council which recommends directly to the Chief Academic Officer on matters such as the following:

- Appropriate faculty decision-making Issues
- Responsibility for All-Faculty meeting
- Communication across the branch

Institutional Shared Governance Task Force

To accomplish the goals of the Institutional Shared Governance Task Force, the team members looked to other examples of shared governance in higher education, identifying several models in both two-year community colleges and four-year institutions. These models were reference points when writing the institutional Philosophy Statement and designing the Operational Framework.

The Board of Trustees received an update on the activities of the two task forces during their March 2020 Board retreat. Additionally, the Shared Governance Philosophy statement was presented to the Board of Trustees by then-president Dr. Joe Sopcich at the April, 2020 board meeting. The Board

acknowledged the statement and the hard work of the College campus in addressing this topic. The report was approved by the Higher Learning Commission and no further reporting is required.

The College has benefitted greatly from the work of the two Task Forces charged with examining both the Academic Branch Governance and Institutional Governance of the institution. Having completed this initial work, the next charge for institution is putting the policies identified into practice and interweaving the governance models into the culture of the institution.

The College is continuing this important work in shared governance through the following activities:

- The Staff Shared Governance Task Force was appointed and made a recommendation for a staff body to facilitate shared governance across the College. Elections for this body took place in August 2021 and the Staff Council body has begun meeting regularly.
- The College has begun the process of reviewing and evaluating current bylaws and procedures for existing committees and task forces to incorporate best practices identified by the Institutional Shared Governance Task Force.
- The College has done extensive work on technology and resources. An example is the College's intranet which was upgraded to facilitate stronger communication of committee minutes and updates that support best practices. Minutes for all standing committees are now required to be posted on an internal communications platform.
- The College Council had its inaugural meeting in October 2021. Since that time the College Council developed and approved bylaws and began meeting on a monthly basis.

2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

The College uses a four-step process to support planning, process improvement and decision-making. The first step involves the collection and storage of data to meet the needs of the College. This includes identifying necessary workflows and data elements, where those elements will be stored, ownership of the data elements and access to the data. The College owns multiple enterprise data systems where centralized storage of data occurs. The College works toward storing more information centrally, which increases the ability for proper access across campus.

The second step is the retrieval and conversion of the data into information. This is where data elements are retrieved from either the centralized or decentralized data systems and transformed into reports and information. The report creator works through a series of questions with the requester to identify the necessary data to inform the decision process.

The third step of the process is determining the tool or method to use in distributing the information to the appropriate end users. This method will depend on the type of information being shared: summative or formative. Summative information includes information that is more aggregated in nature to provide a general view of the issue or research question. The Scorecard is an example of summative information.

The Scorecard gives the status of key metrics the College has determined are important in informing decisions. Key metrics include student body metrics, job placement and wage data for completers, persistence, completion, and transfer rates, as well as cost per full-time equivalent student. In addition to the Scorecard, a web-based dashboard has been created to provide current status on the Strategic Enrollment Team (SET) annual goals. The web-based dashboard is refreshed nightly with updated figures related to enrollment of specified student populations, direct matriculation of recent

high school graduates as well as fall-to-fall retention. The SET team uses the dashboard to communicate status of goals to various campus constituents as well as inform their discussions.

JCCC has started utilizing data stored in the Electronic Data Warehouse (EDW) for predictive analytics (PA). Predictive analytics' aim is to create a more proactive outreach for first time students' success and retention. An algorithm was programmed that evaluates the data within the EDW to create a decision tree. Each node of the tree consists of a subset of the student population. These nodes can show the sample size and the likelihood of departure. Through this tree, the college can identify students who are more likely to depart and can create an outreach plan based upon their unique placement in the tree. The counseling center and the success advocates have used this information and have begun reaching out to these students to offer support and resources.

The final step is the analysis of information and decision-making activities. While initial analysis occurs with the generation of the information, more in-depth analysis occurs on the appropriate stakeholder level. This occurs during meetings and day-to-day operations of the institution. The appropriate external and internal trends and benchmarks are evaluated to provide context to the information and help inform the decision-making process, creating knowledge for the College.

Along with specific programmatic reporting that is provided as part of Academic and Administrative Program Review processes on campus, units have access to multiple data streams in support of decision-making. These include:

- Monthly Budget Reports: Distributed by Financial Services, each report includes current expenditures and commitments against the budget.
- Daily/Weekly Enrollment Reports: Updates on student enrollment.
- Course Section Capacity Reports: Updates on course enrollments by section, providing comparisons of start of class enrollments to current/end-of-term enrollments.
- Student Satisfaction Results (Ruffalo Noel Levitz Survey): Provided both holistically to the Cabinet and senior administrators and disaggregated to departments most impacted by discrete survey items.
- Student Success data for Academic Programs by academic year and semester.

Currently, the Office of Institutional Effectiveness, Planning and Research has the primary responsibility of distributing data reports across the campus. This is accomplished on a set schedule within the office with agreed upon data sets depending on the identified needs of the constituent. Academic units are able to access web-based reports throughout the year to inform discussions as well as yearly updates as part of the Program Review processes. Budgeting data is provided on a monthly basis by Financial Services. The full implementation of the data warehouse will provide greater distribution and timeliness of reporting to departments and units across the campus.

Over the past year, additional application data has been added to the EDW. This addition allows for more robust reporting by incorporating a variety of systems/application data into single reports. New data elements include variables from Banner related to Accounts Payable/Receivable and Human Resources. Additionally, data from the National Student Clearinghouse (NSC) is uploaded on a more frequent basis; increasing from once a semester to up to three times per fall and spring terms. Additionally, NSC data now includes not only where students are transferring in from, but where they transfer out to after leaving JCCC.

The recruitment office uses the EDW to pull target specific audiences. For example, concurrent enrollment students matriculate at a rate of roughly 14%. Historically, the students who attend JCCC

after graduation earn less than ten credit hours and have below a 3.0 JCCC GPA. Lists are pulled each year to provide this audience additional outreach. The EDW is also used to determine who has not completed a course sequence. Students receive communication encouraging them to enroll in a specific course. Recruitment also reports aggregate enrollment information to our partner high schools. This information includes raw number of students and percentage of each class attending JCCC.

3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

During the work completed by the Institutional Shared Governance Task Force, the College recognized the importance of providing leadership in making decisions and in carrying out day-to-day operations in a manner that supports the principles of shared governance. It is recognized by the College that, whenever possible, decisions should be made at the lowest level and should be linked to professional responsibility and expertise. Doing so promotes efficiency, eliminates redundancy and empowers all those who participate in shared governance. The following guidelines were adopted.

Shared governance best-practices include the following:

1. Accountability and responsibility are shared across the institution:
 - Shared governance includes an obligation and/or willingness to accept responsibility for participation.
 - Individuals or groups who participate in shared governance must account for their activities and decisions and disclose the results in writing in support of transparency.
2. Decisions across multiple constituencies of the institution will be made in an open and participatory format. Best practices of these processes would include:
 - Conferring with those affected by the proposed decision.
 - Providing appropriate time and notice for input by affected units.
 - Including those within the institution with specialized knowledge and expertise based on position and/or responsibility.
3. Holding regular staff, department, and/or division meetings at which:
 - Agendas are thoughtfully planned and timely information is shared.
 - Members are able to participate in adding to the agenda and provide input as decisions are reached.
 - Minutes are kept and distributed.
4. Committees / Task Forces with a role in shared governance should employ the following best practices:
 - Have a defined purpose, goals and role for the committee and committee membership.
 - Provide written guidelines and process for choosing membership that reflects inclusion by applicable voices across constituencies.
 - Develop guidelines for length of service and processes for replacing membership on the committee or task force.
 - Recognize that members of these groups serve in an advisory role to the President and Board of

Trustees.

Community Input

Community members are encouraged to engage in shared governance at Johnson County Community College by participation on Advisory Committees, Strategic Planning processes, the JCCC Foundation and various other opportunities throughout the College. The Community is always at the forefront of planning at JCCC.

Sources

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5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

JCCC has stated Board Policies governing the College's recruiting and hiring processes. These processes focus on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided.

Staffing considerations are influenced from two primary areas—the College's strategic plan and state and federal compliance/regulatory requirements. The College's strategic planning efforts' impact on staffing is discussed and approved at the Cabinet level after operational areas have determined what they would need to accomplish strategic priorities. As federal and state regulations change, some positions have evolved to assume responsibilities in these areas.

Recruiting: The College's recruitment policy is set forth in Board Policy 414.01, which strives to reach the widest pool of qualified candidates for vacancies. To support a well-qualified pool the College advertises open positions through multiple online venues. These include Higher Ed Jobs, Indeed, LinkedIn, *Inside Higher Ed*, and *The Chronicle of Higher Education*. In addition, position postings are often scraped from our vendors onto other sources like Careerbuilder, Glassdoor, etc. The College also advertises on professional association/organization webpages recommended by the hiring supervisor.

Hiring: The College's hiring process begins when a notice of vacancy is posted and distributed by HR. HR coordinates with the hiring supervisor to determine the requisite credentialing for the position and screens applications to forward to the hiring committee. Establishing selection criteria, selecting applicants for interviewing, and scheduling interviews are conducted by the hiring committee. Any applicant to whom a job offer is made must provide requested documentation certifying eligibility of employment and must be approved by the Board of Trustees. Each step in the hiring process is further delineated in the College's internal site in the HR Hiring new Employees, which is available to all JCCC employees.

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.

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.

Physical Infrastructure: The College’s process for management of physical resources is primarily led by administrative staff in the Campus Services department. Facilities' planning processes have historically been guided by the Capital Infrastructure Inventory, which is updated annually by staff and presented to the Board of Trustees. This document is a complete inventory of heating, ventilation, and air-conditioning systems; plumbing; electrical distribution; fire protection; elevators; accessibility; masonry envelope; roofing; and other aspects of each of the College’s 23 buildings, totaling more than two million square feet. Every physical detail in each room of the buildings is evaluated by condition and capacity, and each is placed on a one-, five-, or ten-year replacement schedule. The applicable replacement cycles inform annual budget requests for maintenance.

Funding for the College's physical resources is primarily available in the General Fund, the Capital Outlay Fund (supported by a one-half mill tax levy, which provides approximately \$4 million annually to use for capital projects and any related debt service), and the Campus Development Fund (supported by a student fee of \$3 per credit hour). The College uses a variety of tools for capital planning and budgeting purposes, including a replacement inventory tracking system and Team Dynamix software for work orders and remodel requests.

The primary process that determines how fiscal resources are aligned to support strategic goals is the Budget Development Cycle. Through annual planning, review and prioritization exercises, the Financial Services staff and President’s Cabinet provides leadership in this area.

In order to ensure fiscal resources are aligned with opportunities or emerging needs outside of the annual budget process, the College’s general fund budget includes contingency funding at branch levels for the president, and each of the executive vice presidents. Additionally, a cost center for developing programs exists within the chief academic officer’s budget, providing budget funds for instructional innovation, and a cost center for strategic plan initiatives provides budgeted funds to support strategic priorities.

In an effort to educate the campus community on understanding how the budget is aligned with strategic goals, an “Understanding College Finances” session is conducted annually by the CFO during Professional Learning Days. An additional process in sharing budget development information includes publication of budget materials internally on InfoHub as well as on the College's website.

Technology Infrastructure

The Information Services department at JCCC serves as a centralized information technology point of contact for the campus. The department is responsible for technology projects, implementation, operations and support for academic and administrative areas of the college. Each team is led by an

Executive Director, or Director-level position to support specific layers of the technology infrastructure including: Network, Data Center, Cloud Infrastructure, Project Management, Enterprise and Academic Applications, Multimedia, Office and Classroom Computing and IT Security.

Network and Data Center

Network and Data Center Operations is a 13-member team who serves to support the campus data network, telecommunications, data center infrastructure, and emergency notification systems. The team works with Information Services and areas across campus to support infrastructure and operations for: 290 servers, two data centers + AWS cloud infrastructure, 60 data closets, 500+ Wireless Access Points, 230 Managed Network Switches and 14,000+ Managed Data Ports.

Details of the group responsibilities include:

- **Database Administration:** SQL development, including the College's Enterprise Data Warehouse (EDW), administers SQL server databases (178 PROD & 86 PPRD), including database installation, maintenance and backup and recovery.
- **Data Center Operations:** supports 290 servers on-premise; administers AWS cloud infrastructure, data storage solutions, print server and backup and recovery.
- **Banner Data Operations:** supports Banner job scheduling and Banner job output (electronic and printed) for Financial Aid, Student Services and Finance areas of the college.
- **Network Infrastructure:** network design, install, and support for two data centers, 60 data closets; manages wired (14,000+ Managed Data Ports) and wireless (500+ Wireless Access Points) campus networks, Internet connectivity and network security.
- **Unified Communications:** administers campus email, emergency notification systems (the college's PA System, 24 Code Blue Phones, and RAVE Alert), telecommunication systems, collaboration systems, 1700+ VoIP phones, call centers and voicemail.

Academic Technology Support

Academic Technology Services (ATS) provides centralized technology support to all academic and administrative departments while operating according to the strategic priorities of the college. ATS manages and supports all JCCC-owned computing devices, printers and multifunctional devices (MFDs) in offices and classrooms, 600+ individual software platforms and systems, and several cloud-based enterprise solutions including the Adobe Enterprise console, Microsoft Office/Azure platforms and the Instructure Canvas learning management system (LMS). ATS is also responsible for coordinating the annual Information Technology Planning (ITP) budget process for hardware replacements and academic software renewals.

Details of the group responsibilities include:

- **Tier 2 & 3 support for faculty, staff, and student technical issues:** Comprehensive management and support for roughly 5000 computing devices, printers, and multifunctional devices and 600+ software applications both on and off campus.
- **Virtual computing infrastructure architecture and administration:** VMware Virtual desktops (vlabs) for students and faculty, Virtual Server labs (itlabs) for Windows classes, and Netlab for virtual networking/Cisco classes.
- **Cloud/enterprise environment architecture and administration:** Student Active Directory, Canvas LMS, PaperCut Print Management, Microsoft 0365/ Azure, and Adobe tenant

management for faculty, staff and students.

- **Procurement and deployment for hardware replacements and academic software renewals:** Annual ITP Budget Process, Annual Active Learning Classrooms Improvements, and new building/remodel initiatives.

Client Support Services

Client Support is composed of two primary teams, Multimedia Services and Customer Service and Support. The overall team serves to support the engineering, management and support of JCCC multimedia technologies for classrooms and office spaces, multimedia support for campus events, frontline technical support for employees and students, as well as supervision and monitoring needs for open and program computer labs for credit students.

Details of the group responsibilities include:

- **Multimedia Management:** planning, design engineering, installation, Crestron programming and management of multimedia installed across 368 classrooms (on and off campus with multiple levels of Crestron control complexity), 23 event spaces, 62 conference rooms, 13 athletic fields/spaces as well as deliveries for temporary multimedia needs across all classrooms and meeting spaces. Includes 341 document cameras, 347 TV monitors, 378 projectors, plus additional Crestron control systems and other miscellaneous inventory-tracked technologies in support of 22 campus buildings, five off-campus locations, and athletic fields/spaces.
- **Multimedia Event Support:** multimedia technology delivery, setup, and support for group meetings, campus events, and campus rentals such as Board of Trustee meetings, commencement ceremonies, conferences, community events.
- **Technical Support Center:** frontline technical support for students and JCCC employees, Information Services service and knowledge base management, incident management for major incidents, change management facilitation, short-term employee equipment checkout for JCCC business-use includes items such as laptops, portable projectors, clickers, external DVD drives and tablets.
- **Computer Lab Supervision and Monitoring:** supervision and monitoring of computer lab activities, technical support for student printing and general application use, equipment checkout of academic program equipment to students for classroom activities.

Enterprise Application Support

The Enterprise Application Support team is composed of 13 members who deliver and support solutions for the needs of the College's enterprise application portfolio. The portfolio includes approximately 80 applications with 75% of them delivered as cloud applications. This team provides the following services to maintain this portfolio:

- **Administrative application management:** establishes and administers the standard of care for approximately 80 vendor applications, including the Ellucian Banner Enterprise Resource Planning (ERP) environment.
- **Enterprise Application Architecture and Analytics:** investigates features and interactions between applications relevant to the College. Advocate for application, data, and business integration to increase College performance and support use of analytics.
- **Strategic Business Planning and Analysis:** assists in the planning processes to define, coordinate and forecast opportunities for improvement.
- **Business Intelligence and Reporting:** coordinates the development of Extract, Transform,

Load (ETL) processes, data validation exercises and usage of BI reporting tools.

- **Data Analysis & Integration:** evaluates and models data to create procedures for data portability between applications without redundancy.
- **Web architecture, development and user experience collaboration:** assists the organization with enhancing its online presence.

Information Technology Security

Information Technology Security (ITS) is a eight-member team that is responsible for physical and logical access to JCCC assets and facilities. To accomplish its mission, ITS has distinct focus areas that work with functional areas across campus.

Access Control is a five-member team that is responsible for both exterior and interior door access to the main JCCC campus, Olathe Heath Education Center, and Westpark. The team ensures secure access to 789 door readers for 3,300 employees, 50 vendor partners and volunteers. This access is delivered through electronic proximity cards and physical keys. Identification services are also provided by creating photo IDs for JCCC employees and vendor partners. This access control infrastructure is maintained and managed for the College's 23 buildings and includes door hardware, locks, electronic access control panels, keys and card readers.

Information Security is a three-member team that oversees the security of the College's digital assets and data. Information Security is responsible for coordinating and ensuring information security across the College in a manner that is consistent with industry best practices and the College's regulatory and compliance obligations. To meet these objectives, Information Security develops an Information Security Program and oversees the implementation of strategic information security initiatives for the College.

Project Management Office

The Project Management Office (PMO) is a three-member team providing project management capabilities within the Information Services department working with IS technical teams as well as stakeholders across the College. Typical services provided by the PMO include technology project management, project intake governance and resource management. These services are provided in a wide range of project areas such as software implementations, hardware infrastructure, research/discovery, security, as well as technology scope within all construction or remodel-related initiatives.

Details of the group responsibilities include:

- **Project Management:** provides technology project oversight, facilitating requirements capture, coordination, collaboration, execution, issue resolution, budget management, status reporting, communication and project closure.
- **Project Governance:** works in collaboration and partnership with the JCCC Executive Technology Steering Committee to adhere to project intake and governance workflow procedures for review and approval of technology projects.
- **Resource Management:** works with other technical team leadership for resource allocation planning, scheduling and tracking of project resource commitments.

The previous Chief Information Officer launched a campus-wide committee, JCCC Executive Technology Steering Committee (JETSC), with the purpose of serving as the principal advising body

to Information Services and Cabinet on technology related project initiatives to ensure alignment of technological needs of the institution with JCCC's mission, vision and strategic plan. JETSC provides direction and prioritization of substantial information technology project requests that could most significantly require budget and/or staff resources. The current use, membership and role of JETSC is being reconsidered for best use of time and resources.

JETSC reviews any technology process improvement project submitted that meets any of the following criteria:

- **Inter-Departmental** – Will the solution be used by or does it impact multiple departments?
- **Enterprise** – Is it a College-wide solution?
- **Cost Threshold** – Is the project's three-year estimated cost to the College greater than \$15,000?
- **Technical Recommendation** – Taking all other factors into consideration, does Information Services request a JETSC review of a project?

Additionally, the College's Mission Continuity and Risk Management department, Internal Audit and Advisory Services function, emergency preparedness manager, and Campus Police Department work in conjunction to manage risks to ensure operational stability in compliance with board policies. The Insurance and Risk Management department establishes all College insurance programs, including a self-insured program for workers compensation. The department also provides and monitors compliance with required workplace training and safety, including providing monthly "For Safety's Sake" publications, which are a joint reminder from the JCCC Safety Committee, Insurance and Risk Management and the Campus Police Department.

The JCCC Audit and Advisory Services department provides an independent assurance function to management and the Board of Trustees. The annual audit plan is based on a campus-wide risk assessment and includes performance, financial, compliance and information services audits, including various special projects.

The College has dedicated resources to emergency preparedness operations, which are overseen by the emergency preparedness manager who then reports to the College's Chief of Police. One of the key processes involving emergency preparedness operations is regular training and preparation of the College's Crisis Management Team as well as ongoing training for the campus community.

The JCCC Campus Police Department provides service 24 hours a day, seven days a week. The police department consists of 25 sworn law enforcement officers, including a detective, an emergency preparedness director, and 10 civilian employees. All police officers are professionally trained and state of Kansas certified, with the same authority as any police officer within the state of Kansas. JCCC police officers are commissioned law enforcement officers with the right to arrest in accordance with the laws of Kansas. The JCCC Police Department maintains a daily crime log in compliance with the Clery Act. The daily crime log records criminal incidents, and information in the log typically includes the case number, classification, date reported, date occurred, time occurred, general location and disposition of each reported crime. The College has also uses the Keeping Our People Safe (KOPS) Advisory Committee to inform new policies and practices.

2. **The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.**

Throughout the planning process, the Strategic Planning Council and President's Cabinet evaluated

each of the Goals, Strategies, and Action Plans to ensure alignment with the Mission, Vision, and Values of the College. The Strategic Planning Council provides oversight and recommendation to the President on establishing priorities for implementation based on the requests made by the Strategy Teams and Goal Champions.

During the budgeting cycle, the President's Cabinet reviews strategic planning budget requests and sets aside fiscal resources as appropriate to implement the new strategic plan. During the FY2021, the College budgeted \$500,000 for development and implementation of the 2021-2025 Strategic Plan.

3. The institution has a well-developed process in place for budgeting and for monitoring its finances.

The College's annual budget process determines how resource allocations are made to support operations and strategic initiatives. Each December, the administration brings forward recommendations to the Board of Trustees in order to establish annual budget guidelines regarding projected revenues and expenditures. After the budget guidelines are approved by the Board, more than 120 campus departmental budget administrators, including staff members, faculty, department chairs, deans and vice presidents work to prepare their respective budget requests for the subsequent year. Requests for human resources (staffing) are made through the annual planning and budgeting process with all requests for new or replacement positions reviewed by the President's Cabinet. In mid-February, Financial Services staff compiles preliminary budget data and presents it to the President's Cabinet, who engage in review and prioritization exercises based on available funding. A Board of Trustees public budget workshop is held during the April Board meeting each year. This provides the opportunity for in-depth review of the budget and for Board members to ask questions regarding information presented. Final budgets are presented to the Board for approval in May each year in anticipation of the new fiscal year starting on July 1. Financial Services staff also prepares a five-year budget projection for longer range planning purposes. The five-year model is shared with the Board of Trustees on an annual basis and is included in the College's published budget document.

4. The institution's fiscal allocations ensure that its educational purposes are achieved.

The College's fiscal infrastructure is maintained to support operations and reserve levels in accordance with the Board's cash reserve policies. As evidenced in the College's audited financial statements, the College's primary sources of revenue are local *ad valorem* property taxes, State of Kansas operating grant funding and student tuition and fees. The College's Board of Trustees has authority to set the levy tax and to set tuition and fee rates in connection with the annual budgeting process. The administration brings forward recommendations impacting the College's finances to the Board of Trustees. Monthly Treasurer's Reports are prepared for the Board of Trustees, accounting for budgeted and actual revenues and expenses in all funds. The College's annual financial statements are prepared in accordance with Generally Accepted Accounting Principles (GAAP) and are audited by an external auditor. The audited financial statements are presented annually to the Board of Trustees in November.

Sources

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

Within the budgeting processes, all funding requests are prioritized based on strategic priorities, alignment with the College's mission, available funding, the specificity and timing of anticipated activities described in the request, and whether the activity might be accomplished from already budgeted funds. Approved projects with budgeted items that contain ongoing costs are operationalized within the budget of the department. However, resource implications for strategic priorities continues to be a central component of the ongoing budgeting processes of the College.

There are two complementing processes that feed the allocation of resources and planning at JCCC: the Academic Program Review, Planning and Development and the Administrative Service Area Review Planning and Development. These two campus-wide processes incorporate both an annual and comprehensive (every three years) component that allows program faculty and staff to lead a purposeful and continuous cycle of improvement.

In the Academic Program Review, departments participate in both the Comprehensive Academic Program Review and Annual Planning and Development on a three-year cycle. Yearly updates within Academic Program Review also include assessment reporting and budget requests, as well as updates on goals established by the programs. These are reviewed by the Instructional Deans Council and contribute to decisions on budget allocations.

Both the comprehensive and annual processes are integral parts of an overall institutional evaluation, planning and development process with the following goals to:

- 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.

For the Administrative and Service Area Review, Planning and Development, the process allows administrative staff to lead a purposeful and continuous cycle of improvement through a three-year cycle that includes the Comprehensive Administrative and Service Area Review and Annual Planning and Development. Both the comprehensive and annual processes are integral parts of an overall institutional evaluation, planning and development process with the following goals to:

- 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 links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

The College uses both Academic Program Review and Administrative and Service Area review to evaluate programming and for budgeting and planning. During the Program Review processes for Academic and Administrative units, faculty and staff are required to indicate ways in which the program and department offerings align with the College's mission as well as report on initiatives that tie to the College's strategic plans and KPIs, as well as assessment results. This allows for reflection on ties to the mission and values of the institution and provides context for curriculum and for planning goals for the next several years. The Program Review processes also require faculty and staff to consider the resources necessary to achieve their departmental plans. Resources requests are brought forward from Program Review into the College's annual Budget Development Cycle, which is the primary process used to determine how fiscal resources are allocated to support the operations and strategic goals of the College.

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

The College's current planning process was launched in 2020 with the hiring of the new president, Dr. Andy Bowne. Dr. Bowne's vision is to create a strategic plan that will advance our mission and establish the College's vision moving forward. The planning process has been designed to be inclusive in manner and to create actionable plans by which the College can hold itself accountable.

The elements of the current strategic planning process provide an opportunity to:

- address changes in the higher education landscape, both strategically and proactively;
- design goals, strategies, and action plans that leverage JCCC's unique attributes toward greater levels of student success and meeting community needs;
- foster an environment where all faculty, staff and students belong and thrive; and
- direct JCCC efforts and resources toward a clearly defined vision for the future.

The strategic plan provides the framework for guiding the direction of JCCC through 2025.

The Strategic Planning Council (SPC) represents the breadth of JCCC with membership from Student Success, Academic Affairs, Finance, Institutional Advancement, Administration, Faculty, Staff, Continuing Education and students. Its primary role is to review and to make recommendations to the President regarding planning goals, strategies and action plans at the college. Additionally, the SPC will:

- review plans and the progress made;
- provide input at various points of the planning process;
- ensure the strategic planning process is followed and propose changes to the process of planning (including its relationship to budgeting and resource allocation) as needed;
- ensure that progress toward the plan and planning process reflect the “voices” of the College community (based upon the information provided, one’s experience, etc.)
- recommend revisions to the Strategic Plan; and
- provide counsel to the President as requested.

Four levels of cross-sectional committees provide leadership to the planning process.

Goal Teams consist of up to 20 individuals identified by the Strategic Planning Council to develop Strategies aligned with each of the Goals. These teams are led by two Champions who are responsible to guide the implementation of these Strategies. These teams developed and prioritized strategies based on feedback provided by the SWOT analysis using the Strategy-Challenge Mapping process.

Strategy Teams were formed to lead efforts to implement each of the respective strategies. The Strategy Teams fleshed out strategy statements, identifying plans to accomplish the strategies over the next two to three years. These Strategy Plans include identifying the steps needed, who will be completing those steps, a timeline for when the steps should be completed, necessary resources to accomplish each strategy and any potential conflict with other strategies. These teams are led by two co-chairs who facilitate the development and implementation of the plans.

The Data Strategy Team is a sub-team of the Strategic Planning Council focused on researching and recommending a set of college-wide, top-level metrics to help measure progress of each goal. Secondarily, Data Liaisons were assigned to each Goal to help identify and advise on using appropriate metrics to measure the success of each of the Strategies.

At each stage of the development of the strategic plan, the faculty, staff, community and Board of Trustees were given the opportunity to provide affirmation of the work accomplished and provide feedback concerning feasibility and relevance. This feedback was provided to the respective groups to adjust the plan as appropriate. Through each iteration of the feedback process, more internal and external constituents participated in the process.

4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution’s sources of revenue and enrollment.

The Instructional Deans Council and the Strategic Enrollment Team (SET) ensure that efficiency, accessibility and availability of seats in classes is always an influential and integral part of our planning at the College. The institution is fortunate to have the resources to add capacity when needed and, inversely, when there is attrition, the College's leadership looks for positive ways to downsize in the name of efficiency and being good stewards of taxpayers’ dollars.

The SET works collaboratively in support of the larger JCCC multi-year Strategic Plan and leverages all available resources to provide capacity and channels of enrollment growth.

5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

JCCC has a long-standing history of strategic planning. The four-year planning cycle focuses the College on fulfilling the mission, vision and values of the institution while providing annual accountability and evaluation of progress in the existing plan.

The strategic planning process begins each cycle with an update of the College's environmental scan. This scan incorporates current trends in the political, economic, social, technological, educational, and demographic environment. This initial review is conducted by the College's Institutional Planning and Research office with a focus on trends that would affect the College in the next three to five years.

Additionally, the College conducted a series of 28 SWOT sessions seeking input from the campus. Two of the SWOT sessions focused on community input. From this comprehensive process, the College's strengths, weaknesses, opportunities, and threats (SWOT) were identified, and the SWOT analysis informed the strategic priorities and tasks for the new strategic plan.

6. The institution implements its plans to systematically improve its operations and student outcomes.

Following the adoption of the Strategic Plan in October 2021, Strategy Teams focused on developing and implementing Strategy and Action Plans based on the feedback provided by the faculty, staff, community, and Board of Trustees.

The Strategy Plans identify the Strategy Steps needed over the next two to three years, who will be completing those steps, a timeline for when the steps should be completed, necessary resources to accomplish the strategy, and any potential conflict with other strategies. The Strategy Plans were reviewed by the Goal Champions, Cabinet, and the Strategic Planning Council to identify overlapping or conflicting plans.

The Strategy Teams then developed and implemented Action Plans, or specific tactics needed to accomplish the Strategies. These tactics are the specific steps to accomplish over the next 12-18 months.

While these plans are currently being implemented, the progress is tracked through monthly reports to the Strategic Planning Council, Cabinet and the President by each Strategy Team. These reports identify the work accomplished and challenges faced by each team. Biennial reports of each Goal are made to the Committee of the Whole, a working meeting of the Board of Trustees.

Sources

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5.S - Criterion 5 - Summary

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

Summary

Johnson County Community College has created the appropriate structures, processes and planning procedures to fulfill its mission, provide continuous quality improvement to its educational offerings, as well as respond to future challenges and opportunities in the changing landscape of higher education.

The most recent strategic planning processes are an example of the inclusive nature of planning at the institution. The College continues to be committed to strong planning that incorporates the voices and needs of the communities it serves: students, faculty, staff and Johnson County.

Sources

There are no sources.