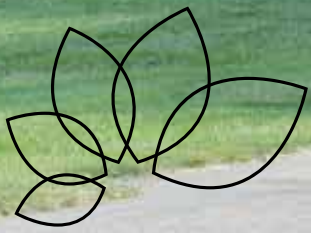




STUDENT CENTER



JOHNSON COUNTY
COMMUNITY COLLEGE

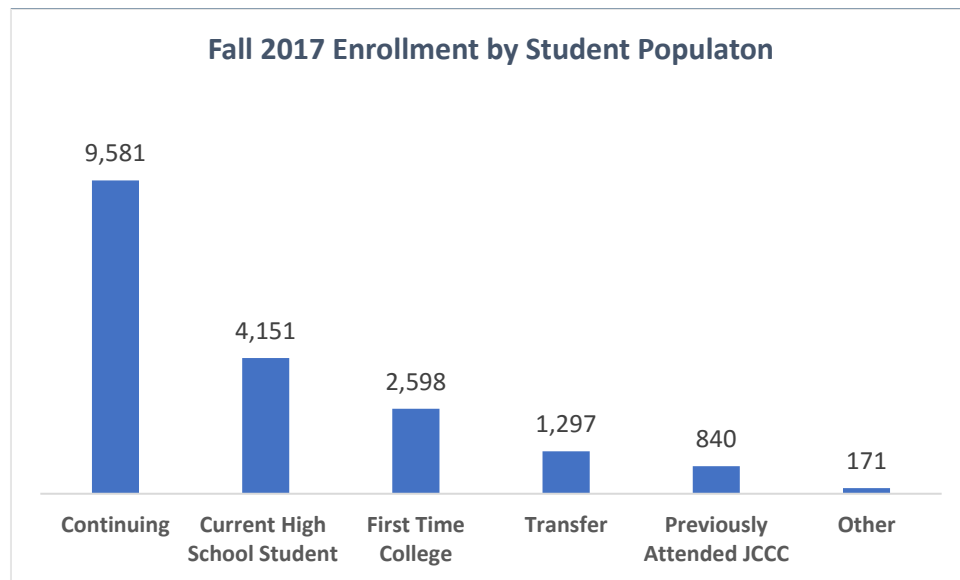
Quality Update

submitted to the Higher Learning Commission
March 1, 2018

Quality Update

Johnson County Community College (JCCC) has been serving its students and the community of northeast Kansas since it was established as a junior college in 1969. The College's mission is “inspire learning to transform lives and strengthen communities.” Johnson County Community College is one of the state’s largest institutions of higher education and it offers a full range of undergraduate credit courses and career and certificate programs that prepare students for employment. JCCC is a founding member of the League for Innovation, which speaks to the College's vision: be a national leader through educational excellence and innovation.

Fall 2017 Credit Enrollment	18,638
Full-time Equivalent (FTE)	10,153
Percentage of Full-time Students	31%
Percentage of Part-time Students	69%



Since the submission of the Systems Portfolio in June 2017, the College has adopted a new Strategic Plan with institutional priorities and three strategies tied to each priority. For the 2017-2020 plan, the priorities are:

- Academic Excellence
- Student Success
- Employee Engagement
- Community Engagement
- Operational Excellence

Criteria 1.C. The institution understands the relationship between its mission and the diversity of society.

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

Understanding the relationship between our mission and the diversity of society.

The reader's feedback report of the College's portfolio indicated that not enough information was provided to show the College's understanding and commitment to our mission and the diversity of society. The information provided below is not necessarily new to the College, but is enhanced from the portfolio submission to show those relationships.

Diversity in the Curriculum

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. Cultural diversity criteria include cultural diversity as a clear central theme for the course objectives; the 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; provides students with general tools to understand similarities and differences in the human experiences; and prepares students to apply these tools. There are currently 62 courses that satisfy the cultural diversity requirement for students and include a broad spectrum of disciplines.

Additionally, the College has a general education student learning outcome: SLO #4 - Demonstrate an understanding of the broad diversity of the human experience being assessed in the curriculum. Over 1,200 assessments have been completed in the Humanities on this general education student learning outcome, with 50 percent of students attaining "mastery" and 37 percent achieving the level of "progressing." The College completed an AQIP project in the fall of 2017 that resulted in new Institutional Learning Outcomes (ILOs). The new institutional outcomes include a diversity learning outcome of Social Responsibility: "Be

prepared to practice community engagement that reflects democratic citizenship, environmental responsibility, diversity, and international awareness.” The new ILOs will allow career and technical programs more opportunities to assess these skills in students. These were implemented in the spring 2018 semester with new resources and training for faculty.

Diversity through International Connections

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; is a member of the Institute of International Education; the Forum on Education Abroad; the College Consortium for International Studies; and the International Relations Council of Kansas City.

The College has received a number of grants to internationalize curriculum and to provide international faculty development opportunities. Through a grant with the State Department, the College hosted faculty and administrators from Sukkur International Business Academy in Pakistan. The goal of the grant is to establish a working community college model of education in Pakistan. This grant paired Pakistani faculty with colleagues from JCCC to learn more about educational practices and to have opportunities to live and work in a different culture. The focus of these visits included the Math and Writing Resources Centers, Assessment of Student Learning, English Instruction, Online Education, as well as other core functions. The President of the College, Dr. Joe Sopcich, went to Pakistan along with an English faculty member in January 2018 as the relationship with Sukkur IBA continues to mature and the educational practices learned at JCCC are implemented in Pakistan. The President and the faculty member were able to give presentations at a regional conference in Pakistan as well as see initiatives like a Math Resource Center that have been implemented based on models from JCCC.

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

Diversity in CoCurricular and Community Programming

The campus sponsors and hosts many educational and cultural opportunities embracing diversity. These events are often sponsored by student organizations, as well as community-based cultural events. Listed below is a sampling of these activities:

Campus and Community Events

- 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
- Indian Dance Graduation
- Diversity Awareness Week
- National Coming Out Day Celebration
- My Father's Dragon Performance
- Literature to Life: The Kite Runner Performance
- Black Student Union Movie Night
- Black Student Union's 3-on-3 Basketball Tournament
- Know Your Rights: El Centro Comes to JCCC
- Acoma Pueblo Butterfly Dance Performance
- Central Association of Russian Teachers in America Conference
- The Harlem Quartet
- Complexions Contemporary Ballet
- Shadow Box Portraits
- KC Metro Arts Integration Symposium
- Homo the Documentary
- Las Pintas Partners Meeting
- Tolerance Day
- International Women's Day
- Community Veterans Advisory Board Meeting
- NAACP Freedom Fund Banquet
- JCCC General and Sexuality Alliance Meeting
- African-American History Read Out
- Dialogue on Women in Military Services
- Multicultural Council Ask Me Anything Series
- LUNA Day of the Dead Altar
- Black Student Union Open Mic Night
- International Dance Club – Hands for Puerto Rico

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

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

Community members, businesses and employees have opportunities to enroll in diverse non-credit programming offered by Continuing Education. The Johnson County Adult Education program provides classes for English Second Language students in 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
- 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
 - Spanish Immersion I, II, III
 - Sign Language

Criterion 2. Integrity: Ethical and Responsible Conduct

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

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

During the writing of the Systems portfolio, the College self-identified the need to adopt a statement on Academic Freedom. This information was shared with the President's Cabinet who thereby designated the College's General Counsel and Vice President for Academic Affairs to craft a statement for adoption.

The original plan was to share the Academic Freedom statement with professors and instructors during the faculty meeting in January 2018; however, an ice storm forced the closure of the campus on the day of the meeting. Instead, the Vice President for Academic Affairs scheduled two town hall meetings in February 2018 to share the new policy as published below.

Academic Branch Policy

JCCC Statement on Academic Freedom

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 ours, 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 Johnson County Community College (JCCC).

In acknowledgement of that synchronicity, the office of the Chief Academic Officer of Johnson County Community College hereby 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.¹

¹ The exact wording of the three tenets of academic freedom to be deployed are as follows, taken verbatim from the published documents of the AAUP:

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers,

they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

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

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

Core Components

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

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

As noted in the portfolio and by the reader's feedback, the College previously adopted the General Education learning outcomes as campus-wide student learning outcomes (SLOs). As processes around assessment have matured over the last 5-6 years, it became apparent institutional learning outcomes would better serve both the Transfer and Career and Technical Programs. The College launched an AQIP project in spring 2017 to adopt Institutional Learning Outcomes (ILOs), separate from the general education learning outcomes. The AQIP team was composed of faculty from both Transfer and Career and Technical Programs. The team worked across spring, summer, and fall of 2017 to research approaches at other community colleges, draft outcomes, and provide listening sessions for faculty to provide feedback. The AQIP team also provided sessions on the proposed learning outcomes during Professional Development Days in August and shared them at the Faculty Senate, Faculty Association, and Educational Affairs Committee in the fall.

The new ILOs were shared at the Learning Quality Committee meeting and approved at the November Board of Trustees meeting. The campus-wide roll out of the new ILOs took place during January 2018 Professional Development Days with a mapping of the new learning outcomes to the general education outcomes, examples of curricular impact for transfer and career and technical programs, along with additional resources from the Assessment Council. The new Institutional Learning Outcomes for the campus 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.

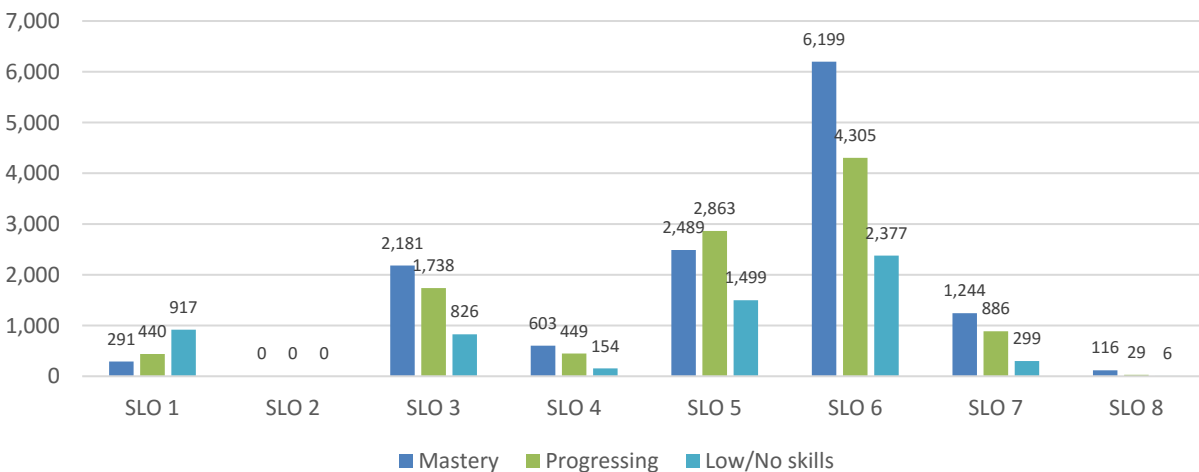
Updates to Assessment Activities

The 2016-17 academic year marks the third year in the three-year assessment cycle for general education curriculum across the college. The chart below shows the results of assessments across the curriculum for general education by level of mastery for each of the general education learning outcomes. There are eight general education student learning outcomes:

- 1) Access and evaluate information from credible sources.
- 2) Collaborate respectfully with others.
- 3) Communicate effectively through the clear and accurate use of language.
- 4) Demonstrate an understanding of the broad diversity of the human experience.
- 5) Process numeric, symbolic, and graphic information.
- 6) Comprehend, analyze, and synthesize written, visual, and aural material.
- 7) Select and apply appropriate problem-solving techniques.
- 8) Use current technology efficiently and responsibly.

In the 2016-17 academic year, the college assessed over 11,000 students in the general education curriculum. Over the last three years, nearly 30,000 students were assessed on seven of the eight Student Learning Outcomes in the General Education curriculum.

**General Education Assessment
2014-15, 2015-16, and 2016-17 Combined Results**



The results from three years of general education assessment has generated assessment progress reports across the campus. These progress reports can be viewed by the team on-site by program and department.

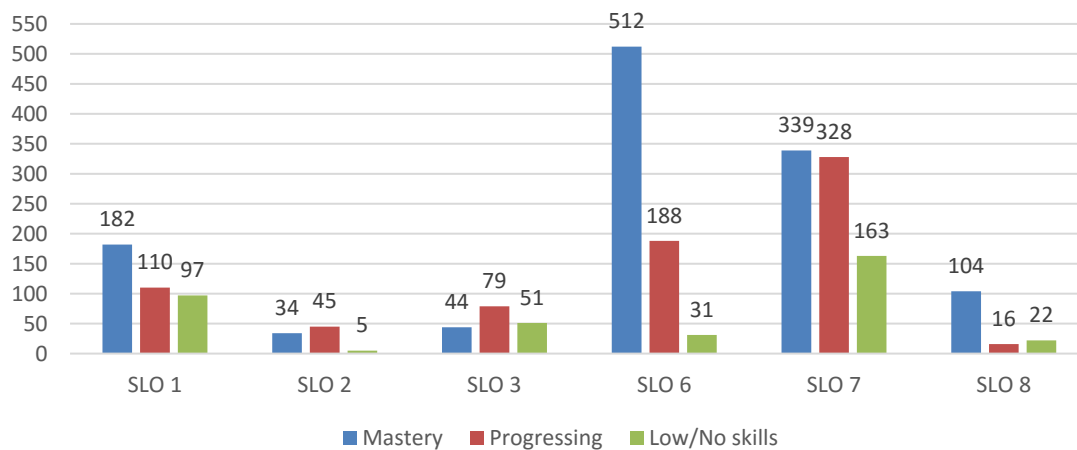
In completing the three-year cycle, the Assessment Council requested the general education subcommittee of the Educational Affairs Committee review the data and make recommendations to the faculty on the implications for the general education curriculum. Areas of concern noted by the Assessment Council were the lack of assessments for SLO number 2 - Collaborate respectively with others, and the low number of assessments for SLO number 8 - Use current technology efficiently and responsibly. The initial review and recommendations are being weighed by the subcommittee and will come through the Educational Affairs committee for action and next steps.

Career and Technical Assessments

Career and Technical (CTE) program engagement in assessment over the last two academic years increased. Non-general education courses and the CTE programs chose to assess in six of the eight learning outcomes. The two not chosen were numbers 4) Demonstrate an understanding of the broad diversity of the human experience and 5) Process numeric, symbolic, and graphic information.

Along with filing Assessment Progress Reports, more departments are reporting on assessment findings during the Program Review process each year. With the adoption of the Institutional Learning Outcomes (ILOs), more CTE programs should be engaged in assessment activities, and those currently assessing will map their assessment initiatives to the new ILOs.

**Career, Technical, and Non-General Education
2015-16, 2016-17 Combined Results**



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

New and vacated positions at the College are reviewed during the budgeting process and prior to filling empty positions. Cabinet reviews the College's needs and reallocates and approves positions based on the demand of the College to fulfil its mission.

Through the Academic Program Review process, the Academic Affairs Division identifies and examines trends associated with student enrollment, projections of future opportunities to grow programs, market demand for graduates, feedback from the advisory groups, and the mission of the College to determine appropriate number of faculty by program. The review of these positions happens in conjunction with faculty through program review, the Instructional Deans Council (IDC), and the Vice President of Academic Affairs. Recommendation for appropriate staffing by academic department is then presented to Cabinet for review and approval.

On the service side, the divisional leader and appropriate department examines trends associated with the specific branch of the College and the demands associated with helping the College achieve its mission. Benchmarks provided from organizations like the National Community College Benchmarking Project and EDUCAUSE also help inform the decision-making process. Recommendations are made to Cabinet where they are reviewed and approved. While not fully mature, the new Administrative and Service Area Program Review process will be at the central core for guiding the decision-making process around staffing.

The College also evaluates the effectiveness of the decisions associated with new and/or reallocated positions. For example, as part of the 2013-17 Strategic Plan, the College converted part-time positions in the Student Affairs Division to full-time positions in order to hire success advocates focusing on student retention. As shown below, the College has seen an improvement in lower course withdrawal rates and increased retention rates. While this may not solely be due to the success advocates, the College believes the work of the advocates with students is a contributing factor.

Success Metrics

First-time, Full-time, Degree Seekers							
<u>SUBJECT</u>	<u>201208</u>	<u>201308</u>	<u>201408</u>	<u>201508</u>	<u>201608</u>	<u>201708</u>	Trend
Headcount	1357	1316	1405	1309	1404	1409	
Withdrawal rate	10.1	9.2	10	10.1	8.3	8.7	
ABCP success rate	67.5	69.1	69.6	69.2	71	69.2	
Average Credits Enrolled	13.33	13.35	13.3	13.35	13.4	13.34	
Average Institutional GPA	2.31	2.37	2.38	2.4	2.46	2.39	
Total Credits CNQS	1304	1179	1536	1307	1953	1996	
Total Students CNQS	158	166	204	189	236	241	
Total Students Returned Next Spring	1049	1030	1172	1069	1205	1207	
% Total Students Returned Next Spring	77%	78%	83%	82%	86%	86%	
Total Students Returned Next Fall	733	796	868	795	901		
% Total Students Returned Next Fall	54%	60%	62%	61%	64%		
Median ACT Composite Score	21	21	21	21	21	21	

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

During the 2013-2017 strategic planning process, the College identified challenges it was facing and/or expected to face in the future. Among these challenges was maintaining relevance in preparing students for the employment needs of the community in which we serve. The College identified several opportunities to address these challenges and developed four goals and thirteen tasks associated with the goals.

Goal 4 of the Strategic Plan focused on efficient use of resources to strengthen quality offerings. A task under this goal charged the college with improving the facility utilization. As part of this planning process, the College conducted a space needs analysis and identified a net space deficit of approximately 40,000 assignable square feet. Based on environmental scanning trends and feedback from our community and students, it was determined the space should be focused on meeting the needs of 21st century students; specifically, in career and technical programs. The College then embarked on developing a facilities master plan with the following physical plan drivers:

- While overall enrollment is projected to grow by nearly 5% over the next 10 years, in-person enrollment at the Overland Park campus is predicted to decrease by 4.9% over the next 10 years.
- Technology, changing pedagogies and course delivery, online students, and enhanced remote tutoring and coaching will be required.
- JCCC students will be more diverse and require more financial aid and academic support.
- Campus space will require more active learning spaces, more collaborative areas, maker spaces, fab labs, and informal spaces to engage one another and interact more with faculty.

- This plan must enhance student success and accommodate a future student pathways model.
- In response to regional economic trends, career and technical programs should be given strategic consideration for growth and expansion.
- JCCC is widely recognized as a pioneer in sustainability. This plan should advance leading sustainability goals and integrate wellness initiatives.

The Facilities Master Plan laid out several initiatives to prepare the College to support current educational programs and to maintain relevance within the community by meeting its needs. These projects include:

- New Career and Technical Education Building
- New Arts Building
- Renovation of the ATB building for Welding and Campus Services Functions
- Renovation and Expansion of Welding facilities
- Enhanced Campus Front Door
- Upgraded Athletic Facilities
- Consolidate Resource Centers in central location
- \$1 million annually for classroom upgrades
- Additional Active Learning Classrooms

Additionally, the College implemented Administrative Program Review in Fall 2017. One third of the administrative units are slated to participate in comprehensive review each year, with yearly updates on planning activities and progress toward established goals.

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

The reader's report indicated some concern with how the College committee structure informs and drives the decision-making policies of the Board. The description and follow-chart below provides greater clarity to this process.

The Policy and Procedure Committee of the College is charged with reviewing and providing input in the creation, updating, and management of College Policies and Operating Procedures. This committee is chaired by the General Counsel of the College and its membership is a broad representation of JCCC.

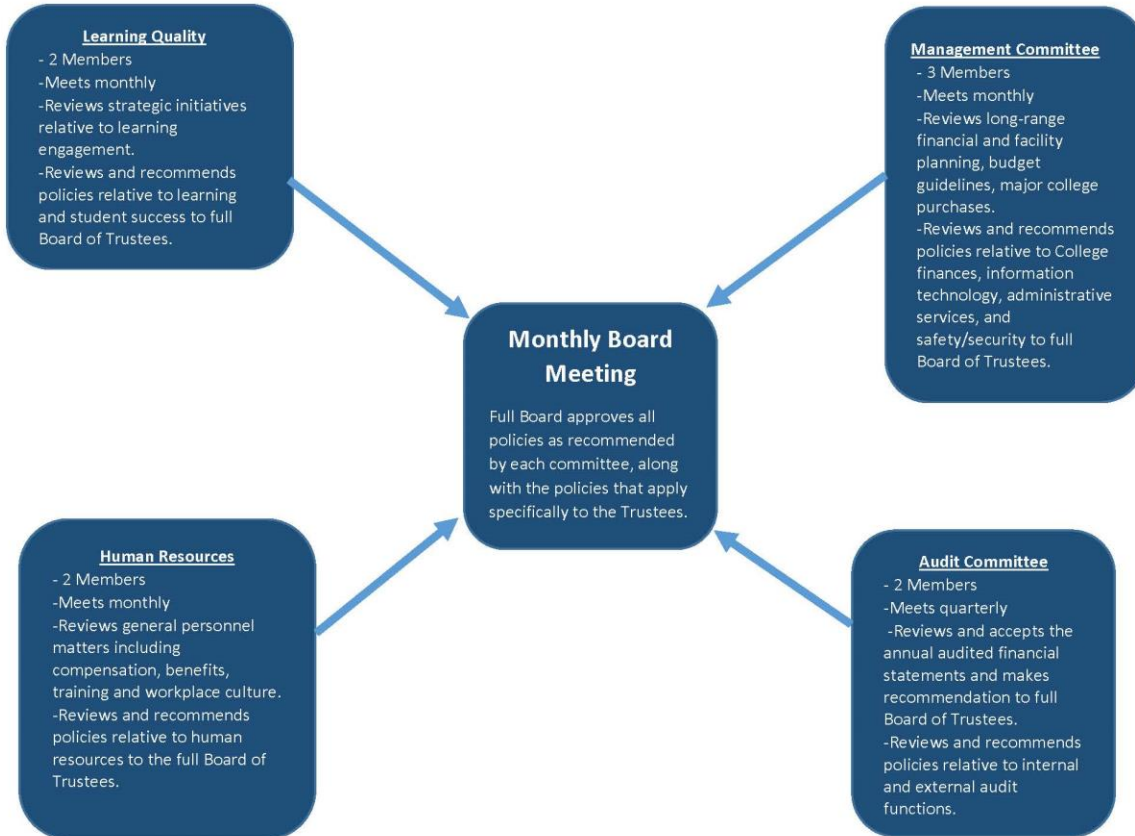
This committee meets bimonthly to review and consider business items. The committee is charged with developing new or revising existing policies and/or operating procedures; review proposed draft language to identify conflicts and overlaps with existing policies and procedures; and provide input and recommendations to improve draft language. The committee is advisory in nature.

Membership Requirement	Appointing Officer	Appointed Member
One (1) Executive Council Representative	President	Tanya Wilson , General Counsel
One (1) Faculty Association Officer appointed plus one (1) Alternate Representative	President	Dennis Arjo , Professor, Faculty Association President
		<i>Alternate: TBD</i>
One (1) Office of General Counsel/Policy & Compliance Representative appointed by the President	President	Mary Nero , Assistant General Counsel
One (1) Discretionary (non-mandatory) Representative	President	<i>Appointment currently not exercised</i>
Three (3) Representatives from Finance and Administrative Services*	EVP Finance and Administrative Services or delegate <ul style="list-style-type: none"> • AVP Finance • AVP Campus Services • AVP Business Services • VP/CIO 	Mitch Borchers , Associate Vice President, Business Services
		Philip Mein , Information Technology Security Officer
		Megan Casey , Assistant Bursar, Financial Services
Five (5) Representatives from Instruction and Operations* <ul style="list-style-type: none"> • One member must be HR Representative (with an alternate) 	EVP Instruction and Operations or delegate <ul style="list-style-type: none"> • VP/CAO • VP Student Success/Engag. • AVP Continuing Ed • AVP Marketing 	Larry Reynolds , Professor/Dean, Communications**
		Debbie Carrier , Professor HPER**
		Casey Buchanan , Counselor**
		Colleen Chandler , Director, Human Resources <ul style="list-style-type: none"> • <i>Alternate: Julie Vivas</i>, Human Resources Manager, Employee Relations
		Teresa Schmitz , Continuing Education & Community Services Registrar**
		Mary Ann Dickerson , Program Director, Testing & Assessment**
One (1) Employee to serve as Liaison to Student Senate	EVP Instruction and Operations or delegate	Anne Turney , Manager, Student Life/Leadership Development

Policies and procedures reviewed by this committee are provided in final draft form and presented by the responsible cabinet member to the President’s Cabinet for review. Policies approved by Cabinet are presented to the appropriate standing committee (Policy 111.03) of the Board of Trustees based on the related content of the policy. *See graphic for more detail.* Once reviewed by the standing committee, the policy is forwarded to the full board meeting for review and approval.

**Johnson County Community College
Board of Trustee Committee Structure**

September 28, 2017



5.C. The institution engages in systematic and integrated planning.

During Academic Year 2016-17, the College began planning for the next strategic plan. In the spirit of quality improvement, the College first evaluated the existing planning process for opportunities for improvement. The College conducted an environmental scan and updated trends for six primary areas: demographics, economics, education, politics, social, and technology. From this scan the college identified ten mega trends that would inform how the College plans for the future in the current Strategic Planning cycle.

- Predicted general population increase between 3-6% and increase in racial and ethnic diversity, specifically Hispanic and black.
- Unemployment rates continue to drop which often signals a decrease in community college enrollment.
- State of Kansas higher education budget likely to decrease.
- Johnson County is the job growth engine for the Kansas City metropolitan area.
- Increasing accountability focus in higher education on student outcomes.
- Federal policy toward for-profits is unknown.

- Decreasing public funding for higher education places more financial burden on students.
- More students living at home and working while in college.
- Digitalization of education changing way students live and learn.
- Continual increase in underprepared students.

Information on these trends, as well as data from Ruffalo-Noel Levitz surveys of students was provided to the campus community. A series of town hall meetings were conducted in the Spring and Fall semesters to garner input from faculty, staff and administration on the College’s mission, vision, and values, as well as identifying the College’s strengths, weaknesses, opportunities and threats. These responses helped identify and inform the next strategic plan.

During a retreat, the Cabinet evaluated the previous strategic planning cycle and implementation through an exercise designed to highlight both successes and shortcomings of the previous plan cycle and make changes for the coming cycle. The feedback from the campus community was used to develop the 2017-2020 plan which contains five institutional priorities with three strategies for each priority. Cabinet identified worked to identify strategies under each priority for implementation and budgeted appropriate resources through the budgeting cycle. The Board of Trustees approved the plan in November 2017.

The College has aligned its accreditation, strategic planning, and program review processes so they inform and support each other. Feedback from this accreditation visit and the future strategy forum will be incorporated into the strategic planning process to inform the development of the next cycle as shown below. Budgets are developed, proposed, and linked to the College’s strategic plan during the annual academic and administrative review processes which integrates the budgeting, planning, and accreditation processes.

Academic Year		AY2017	AY2018	AY2019	AY2020	AY2021	AY2022	AY2023	AY2024
Cycle Year		YR 7	YR 8	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Accreditation	Institutional Activities	Submit Systems Portfolio	Comprehensive Evaluation (w/ visit)	Attend One Strategy Forum		Submit Systems Portfolio	Possible Comprehensive Evaluation (w/ visit)	Attend One Strategy Forum	
	Action Projects	Annual Projects	Annual Projects	Annual Projects	Annual Projects	Annual Projects	Annual Projects	Annual Projects	Annual Projects
	Current Plan	Strategic Plan 2014 - 2017	Strategic Plan 2017-2020			Strategic Plan 2020-2024			
Strategic Plan	Institutional Planning Activities	Update Plan			Update Plan				Update Plan
	Institutional Priorities	Annual Priorities	Annual Priorities	Annual Priorities	Annual Priorities	Annual Priorities	Annual Priorities	Annual Priorities	Annual Priorities
Division, Departmental & Program Reviews	Comprehensive Review (1/3 of departments)	Comprehensive Review (1/3 of departments and programs)				Comprehensive Review (1/3 of departments and programs)			Comprehensive
	Annual Reviews	Annual Reviews	Annual Reviews	Annual Reviews	Annual Reviews	Annual Reviews	Annual Reviews	Annual Reviews	Annual Reviews

5.D. The institution works systematically to improve its performance.

As outlined earlier, the College constructed six active learning classrooms as part of the new facilities master plan to make the learning experience more relevant for students. Focused on

**Table 1
Level of Agreement**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean*	N
CLASSROOM ENVIRONMENT:							
I would like to take more classes in active learning classrooms.	1.4%	1.8%	16.6%	39.6%	40.6%	4.16	505
I would recommend the active learning classroom to other students.	0.4%	2.8%	13.2%	49.0%	34.6%	4.15	506
The technology available in the active learning classroom had a positive impact on my educational experience.	1.4%	2.2%	16.8%	42.8%	36.9%	4.12	507
The furniture in the active learning classroom had a positive impact on my education experience.	1.4%	3.0%	22.1%	45.4%	28.2%	3.96	507
The classroom design increased my interactions with other students.	2.0%	5.3%	23.1%	42.7%	26.9%	3.87	506
Students seemed more engaged in class discussions in the active learning classroom.	0.6%	4.9%	26.4%	43.7%	24.4%	3.86	508
CLASSROOM FACILITIES:							
The classroom lighting was sufficient.	1.0%	0.8%	8.5%	46.7%	43.0%	4.30	507
My instructor seemed knowledgeable on how to use the various forms of technology available in the active learning classroom.	0.8%	5.4%	14.3%	45.5%	34.0%	4.07	503
The whiteboards added value to the learning environment.	1.8%	4.7%	19.6%	37.7%	36.2%	4.02	506
There were a sufficient number of electrical outlets in the active learning classroom.	3.0%	7.7%	22.6%	35.1%	31.5%	3.85	504

*Means are based on a 5 point scale where 1=strongly disagree and 5=strongly agree.

evaluating this change, the College surveyed the faculty and students who used these classrooms during the fall 2017 semester. Overall, the students and faculty agreed the active learning classrooms positively impacted the students' educational experience.

The table shows the results from students who participated in the survey. These results as well as the comments were used to inform and improve the construction of future active learning

classrooms. The College is also evaluating the results of course grades to see if the active learning classrooms provided higher performance.

The College's dining services, maintenance/custodial, and police also use data to inform the decision-making processes. The Institutional Planning and Research department provides an elaborate heat map report which shows daily credit-student traffic by building to these departments. Dining Services uses this data to inform the expected sales for the coffee, food, and vending services located across campus. This affects their staffing levels to meet the needs of their customers. The police department uses this data to determine patrol patterns of officers so they are more visible conducting community policing in the higher traffic areas by time of day across campus. The maintenance/custodial use this report to determine what facilities may need extra services throughout the day and evening.

AQIP Projects

Since the submission of the College's Systems Portfolio, JCCC has closed some projects and launched new AQIP initiatives. The projects that have been completed include:

- Academic Program Review Data – a project designed to provide access to academic program data through the EDW data warehouse to department and program chairs as part of Academic Program Review.
- Institutional Learning Outcomes – a project designed to develop and implement overarching Institutional Learning Outcomes mapped to the general education student learning outcomes.
- Faculty Development Project – is due to be completed in March, 2018 with recommendations to the President's Cabinet on the needs of faculty for professional development and support.

New projects that have been adopted by the campus include:

- Institutional Outcomes Project – based on items identified as part of the portfolio process, the College has modified the structure and responsibilities of the Institutional Effectiveness branch, and the project associated with this restructure will identify models for administrative units to identify and measure improvement strategies as part of Administrative Review.
- Globalization Project – spearheaded by the International Office, this project will work to explore and design a globalization track within the curriculum, much like honors, for students to take as part of their studies for the AA degree.

Two additional projects are currently in the planning stages and will be forwarded to the AQIP Steering Committee in the near future. One of the projects is on sustainability, and the other is concerning policies and practices related to academic dishonesty.

Conclusion

The College has found the work on Systems Portfolio, the readers' feedback report, and the work in preparation for the HLC site visit to be very beneficial to the campus in identifying areas of strength and weaknesses. The College looks forward to the coming site visit and to hear feedback from the Peer Review team.