Johnson County Community College

HLC ID 1285

OPEN PATHWAY: Open Pathway Year 4 Assurance Review   Review Date: 5/2/2022

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Context and Nature of Review

Review Date

5/2/2022

Review Type:
Open Pathway Year 4 Assurance Review

Scope of Review

- Assurance Review

- 2021–22 COVID-19 Response Form

Institutional Context

Johnson County Community College (JCCC) was established in March 1967 through a county-wide election. It serves its students and the community of northeast Kansas, driven by its mission to "inspire learning to transform lives and strengthen communities." JCCC is the largest community or technical college in Kansas, serving a credit enrollment of 16,000 students and nearly 17,000 enrollments in more than 2,100 certification, recertification, and licensure workshops, seminars, independent study, computer and technology classes and contract training events.

The College recently went through the processes of hiring a new president and developing a new strategic plan. To smooth the transition and help the college "maintain continuity and vision with intentional focus on key priorities" during the transition, the Board of Trustees developed five presidential Goals:

- Establish a culture of holistic diversity, equity and inclusion
- Increase equitable student success outcomes
- Increase mutually beneficial partnerships with high schools, employers, community organizations
- Increase access/enrollment in Credit and Continuing Education programs
- Re-imagine the future of JCCC

Working with these goals, the President led the campus in the development of the 2021-2025 Strategic Plan which is built around four goals:

- Student Success
- Community Partnerships
- Diversity, Equity, Inclusion
- Employee Engagement

Each of the goals is built on three Strategies and a comprehensive Action Plan, including planning for resources.

Like most higher education institutions, JCCC has been impacted over the last two years by Covid-19. The College responded by "finding innovative ways to provide a continued sense of community" with both its internal and external constituencies. This driving principle can be seen being applied to activities throughout the Argument.

- In the academic realm, contingency plans were developed for all modes of delivery (Online, Online Hybrid, Hybrid, and Face-to-Face). Faculty were offered additional training in online delivery during the two-week spring break when courses were shifting to online. Special accommodations were made for students, including adjusted timelines, a pass/fail option for Spring 2020, and teach-out plans for courses with hands-on components.
- In the performing arts JCCC found ways to share the arts while observing Covid-19 prescriptions. For example, instead of onstage presentation in front of an audience, JCCC filmed four dance works, recorded 15 recitals featuring local jazz and classical performers, and partnered with Mesner Puppet Theatre to create eight 12-minutes episodes for preschool to second graders.
- The Annual Report noted that JCCC received approximately $40 million in Covid Stimulus Funding in grants from federal, state, and county sources. Over one third of the funds spent to date were directed to students in the form of emergency grants, tuition refunds, and balance assistance.

Interactions with Constituencies

President

Executive Director of Institutional Effectiveness, Planning and Research (ALO Contact)

Additional Documents

Additional documents requested by the Review team:

- C1A1-1_2021-10-21_BoT_Minutes.pdf
- C1A1-2_MVV_Surveys-Results.pdf
- C1A2-1_Perform_Arts_Series.pdf
- C1A2-2_Programs_from_Events.pdf
- C1A2-3_Print_Media_for_Mission.pdf
- C1A2-4_Grants.pdf
- C1A3-1_Specific_Groups_Targeted.pdf
- C1A3-2_Community_Involvement_Summary_2022-05.pdf
- C1A5-1_Annual_Report_and_Distribution.pdf
- C1B1-1_JCCC_Market_Penetration_Community__Enrollments.pdf
- C1B2-1a_Summary_of_Educational_Responsibilities.pdf
- C1B2-1b_Annual_Budget_Book_FY2021-22.pdf
- C1B2-1c_Audited_Financial_Statement.pdf
- C1B2-1d_Budget_Workshop_Apr_2022.pdf
- C1B3-1_Foundation_Board_Help_College_Needs.pdf
- C1B3-2_SWOT_Analysis_Foundation_Board_-_VolSTARS.pdf
- C1B3-3_VolSTARS_needs.pdf
- C1B3-4_CE_-_COVID_19_Community_Needs.pdf
- C1B3-5_Advisory_Committee_Advice.pdf
- C1C1-1_Ed_Affairs_Minutes_-_ILO.pdf
- C1C1-2_Course_Syllabi_-_Diversity.pdf
- C1C1-3_CE_Course_Diversity.pdf
- C1C1-4_Student_Club-Org_Diversity.pdf
- C1C1-5_CE-EdTalks.pdf

- C1C1-6_Sustainability_-_Be_The_Change.pdf
- C1C2-1_Student_Stakeholder_Groups.pdf
- C1C2-2_JCAE_Services.pdf
- C1C3_Use_of_MGT_Report.pdf
- C1C3-1a_Strategic_Plan_-_Strategy_Step_Priority.pdf
- C1C3-1b_JCCC_DEI.pdf
- C1C3-1c_JCCC_Staff_Development_Training_Slides_March2022.pdf
- C1C3-1d_JCCC_JEDI_Rep_TrainingBooklet_April2022.pdf
- C1C3-1e_Staff_Development_Training.pdf
- C1C3-1f_Faculty_Development_Training.pdf
- C1C3-1g_Affinity_Graduation_Ceremony_Program.pdf
- C1C3-1h_Budget_Workshop_Apr_2022.pdf
- C1C3-1i_HEERF_MOE_Update_Jan_2022.pdf
- C1C3-1j_SEP_Programs_info_page.pdf
- C1C3-1k_SEP_Summary_Email.pdf
- C1C3-1l_JCDS_Project_Search_Computer_Basics__Fall_2021_2609_(1).pdf
- C1C3-1m_Transition_Coach_Card.pdf
- C1C3-1n_AIM-myAccess.pdf
- C1C3-1o_Equato_req_R0068989.pdf
- C1C3-1p_JCCC__JCMH_11-03-21_MOU.pdf
- C1C3-1q_Read_Write_for_Windows_or_Mac.pdf
- C1C3-1r_ICTA_Audit_Needs.pdf
- C1C3-1s_CotW_4.25.2022.pdf
- C2A2-1_Example_checklists_for_Operational_Integrity.pdf
- C2B1-1_Ethics_Report_Line_Report.pdf
- C2B1-2_Current_JCCC_Tuition_Rates___Johnson_County_Community_College.pdf
- C2C1-1_Board_Workshop_Agendas.pdf
- C2C1-2_Board_Budget_Approval.pdf
- C2C5-1_BoT_Delegate_Management.pdf
- C2C5-2_BoT_Delegate_Academics.pdf
- C2D-1_Expressive_Activity_Policy.pdf
- C2E1-1_Syllabus_Template_and_student_code_of_conduct.pdf
- C2E4-1_Student_Conduct_Incident_Forms.pdf
- C3A2-1_ILO_Faculty_Led_Task_Force.pdf
- C3A2-2a_November_16_2017_Board_Minutes.pdf
- C3A3-1a_Course_Outlines.pdf
- C3A3-2_potential_transfer_crosswalk_Summary.pdf
- C3A3-3_Dual_Credit_Syllabus_FIRE_111_Blue_Valley_High_School.pdf
- C3A3-4_NACEP_Accreditation_Delay_Explanation.pdf
- C3B2-1_Approved_EA_Minutes_2018-02-07.pdf
- C3B4-1_ScholarSpace.pdf
- C3B4-2_KCPDC.pdf
- C3B4-3_Faculty_Development_Newsletters.pdf
- C3C2-1_Student_Faculty_Ratios.pdf
- C3C3-1_Dual_Credit_Instructor_Description_and_Responsibilities.pdf
- C3C3-2_Link_to_New_College_Now_Instructor_Application.pdf
- C4A2-1_Crosswalk_for_Course_Transfer.pdf
- C4A4-1_Course_Outlines.pdf
- C4A4-2_Faculty_Credentials.pdf

- C4A4-3_Dual_Credit_Assessment.pdf
- C4B1-1_Assessment_Plan.pdf
- C4B1-2_Ed_Affairs_and_Assessment_Council.pdf
- C4B2-1_Annual_Report_of_Assessment.pdf
- C4C2-1_Enrollment_Tracking_Report.pdf
- C4C3-1_KBOR_Annual_KPI_Report.pdf
- C5A2-1_Structured_Approach_to_Use_Data.pdf
- C5A2-2_Use_EDW_for_PA.pdf
- C5A2-3_Budget-Enrollment_Reports.pdf
- C5A3-1_Shared_Governance.pdf
- C5A3-2_Community_Involvement.pdf
- C5B1-1_Employee_Training.pdf
- C5B1-2_Staff_Development_Numbers.pdf
- C5C5-1_Env_Scan_Docs.pdf
- C5C5-1_JCCC-SWOT-Report-2021-02-28.pdf

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.

Rating

Met

Rationale

Johnson County Community College (JCCC) makes the review of the College Mission, Vision, and Values statements a regular part of the strategic planning cycle. During the development of the 2021-2025 Strategic Plan, JCCC distributed an online mission/vision/values survey to full- and part-time faculty and staff, currently enrolled students, Board of Trustees members (BOT), and Foundation Board members (over 15,000 surveys). The Report on the survey results developed by the Parker Communications Group indicates 99 Faculty members, 137 Staff, 67 Students, 2 Trustees, 14 Foundation members, and 26 "Other" (345 total) responded. While it is recognized that the response rate is somewhat low, the report recommended that JCCC take under consideration the results, noting, "Because JCCC enjoys widespread (75%) support for its mission statement as a reflection of its purpose and objectives, a wholesale revision of the statement likely is not necessary." As a result, the following mission was retained:

> JCCC inspires learning to transform lives and strengthen communities.

However, the Report pointed out that "[t]he themes that emerged may indicate a need for a significant redrafting" of the Vision and Values. Changes to the Vision and Values were developed using additional survey information. The survey responses demonstrated the commitment of the College to being a national innovative leader in equitable student access, learning, and success with

excellence in education/learning the highest ranked vision concepts among respondents (34%). Besides education/learning, respondents suggested the vision include Inclusivity/accessibility (29%), community (25%), Improve/transform lives (19%), and student success/career preparation (16%). This input and that from a follow-up survey produced the vision: JCCC will be an innovative leader in equitable student access, learning, and success.

Using the results of the survey, the Value statements also were revised, most notably to include ideas about diversity, inclusion, and equity. The Value Statements adopted are headed by the following themes:

- Student Centered
- Teaching and Learning
- Community Engagement
- Innovation
- Belonging
- Integrity.

The Argument pointed out three key specialty areas of the college that help the College fulfill its Mission, work toward its Vision, and contribute to its Values: Workforce Development, Cultural Contribution, and foundation/Grants. Several documents demonstrated the College's emphasis on these areas and those identified in the Value Statements, among them:

- The Midwest Trust Center Series Fall 2021-Spring 2022 brochure, which describes the Center's programming ranging from classical music to Broadway productions, to ballet, to Drum Tao, to special kids' programs
- Shawnee Mission Post articles about JCCC's "next class of essential workers," the College's "unprecedented year" in 2020, and its partnership with the YMCA
- The "Report to Our Community" which documents dispersal of funds with an education focus and Covid stimulus support of students
- Commencement Program for Nursing

As noted earlier, the Mission, Vision, and Values statements were being developed in alignment with the process used to create the Strategic Goals for 2021-2025. As recorded in the October 21, 2021, Board of Trustees meeting minutes, the Mission with its established wording and the revised Vision and Values along with the Strategic Plan with its Goals, Strategies, and Metrics were formally adopted by the BOT.

JCCC sees its intended constituents as coming from a broad spectrum. As a public, not-for-profit, open access community college, JCCC fosters a strong connection through educational experiences, campus and community events, youth programs, an international festival, and arts and cultural events among others. The various schedules and ticket purchase information brochures provided in the Addendum verify the breadth of these offerings. Some specific examples include the 2022 Summer Youth Program, the Heartland Chamber Music Festival, the National Summer Transportation Institutes targeting careers in aviation, trucking, rail, and shipping.

In addition, members of the College's leadership team, faculty, and staff serve in a broad range of professional, economic development, and community organizations locally, regionally, and nationally. The College supports these activities through funding professional organization memberships and travel funds. This engagement by employees with community organizations is documented in a list including college positions, external organizations in which they are involved,

and the role they play in the organization.

Survey results from an Overland Park Chamber of Commerce Foundation confirms JCCC's strong reputation. Ninety-four percent of voters and businesses had a favorable impression of the College. Also, 77 percent indicated that JCCC is "critical for economic development."

JCCC's recent reorganization of student services, provides evidence that JCCC's commitment to "inspire learning" begins before students step into the classroom. The reorganization placed new emphasis on enrollment services and student support services. Enrollment Services focuses on providing access by removing barriers. The goal of Learner Engagement (the student support division) is built around improving "Pathways" for success by connecting students to existing supports. The data provided demonstrate the College considers student goals and needs when creating its offerings.

Eighty-six percent of the over 16,000 students enrolled for credit have indicated their objective is to earn the associate degree or certificate with 31 percent of those students planning to transfer. To meet the needs of these students, the College offers 101 certificates and degrees in 45 programs of study.

In 2021, the College's Workforce Development and Continuing Education branch offered continuing education for almost 14,000 students in more than 1,800 certification, recertification, and re-licensure workshops, seminars, and computer classes as well as in over 3,100 online classes. In addition, 3,280 employees from 86 area companies took contract training courses specifically tailored for them.

JCCC provided the plan and procedure documents for Academic Review and Administrative Program Review. The documents demonstrate that departments take steps to ensure improvement and that their programming is linked to the mission of the College and to its strategic priorities.

Evidence was provided that the Mission, Vision, and Values are published for the public on the campus website. It was also noted that the mission is posted on campus and publicized in print media and publications to the public and that the Mission, Vision, and Values statements are being posted on the walls of the Board Room. Annually, the College publishes an annual report to the community in both print and College website versions. The 2021 Report which can be found in the Addendum, highlights the College's development of its Strategic Plan. It also demonstrates JCCC's commitment to student success and the good of its community. The Mission is highlighted on the cover of the Report.

The President's goals developed by the Board to keep the College moving forward during transition are also published on the College website as "The President's Goals."

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Johnson County Community College was founded in 1969 as a not-for-profit community college. In 2019, the College celebrated its fiftieth year of serving the residents of Johnson County. JCCC is the largest community college in Kansas. The Market Penetration Report for Academic Year 2018-2019 demonstrates that JCCC serves its public. Johnson County population in 2019 was 602,401. Credit enrollment was 20,339 and Continuing Education enrollment was 16,630. Data also show that JCCC engages its constituents through cultural activities (127,276 unduplicated headcount participating) and public meetings (58,738 unduplicated head count attending). The Annual Report of the College and the Annual Budget Book demonstrate that budget and Covid Stimulus Funding are targeted at students and their educational success.

The College is governed by a seven-member Board of Trustees, elected at-large from Johnson County. Kansas Statute 71-201 states that "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. In preparation for the Board's role in budget planning and approval, the Board participates in a Budget Workshop. The Workshop is built on Budget Guidelines which focus on sources of funding and identification of the key budget items: funding for faculty and staff positions and college personnel recommendations built on the Strategic Plan, assessment efforts, Instructional Program Review and Administrative and Service Area Reviews.

The JCCC Foundation Board, 140 members strong, consists of business leaders, taxpayers, and community advocates. Minutes from the Foundation Strategic Planning SWOT session demonstrate the Board's commitment to the College. The 2020-2021 Foundation Review provides evidence that the Foundation uses its resources to support the College's recognized focus on students and learning. The Review reports that 54 percent of Foundation funding goes toward scholarships/student support, 32 percent goes for program, project, and campus support, 10 percent supports the performing and visual arts, and 4 percent provides general support and operation dollars.

JCCC's document requesting renewal of League of Innovation membership reinforces the College's focus on its educational responsibilities and its service to communities even beyond the county and the state. In the application, the College highlights its values of "ongoing creative aspirations, programmatic innovations, ongoing assessments and transformative strategies." In the application JCCC"s Strategic Goals are specifically identified as Student Success, Community Partnerships, Diversity, Equity Inclusion, and Employee Engagement.

Through Vol*Stars, community volunteers provide service to patrons attending performances and act as ambassadors between JCCC and audience members. The College provides training for volunteers based on a survey of their needs. The Vol*Stars Manual helps volunteers understand the purpose of the Midwest Trust Center Series and the role that they play in ensuring the pleasantness and safety of productions.

The Workforce Development and Continuing Education team provided training to help the community recover from the pandemic and to ensure future opportunities. Program brochures and the College website show the breadth of programming, including such specialties as Encountering Innovation, "the Easy Button for Innovators Looking to Commercialize"; and Veteran Commercial Driver's License Class-A Training. The College's 44 Advisory Committees provide expert advice to ensure students are prepared to enter the workforce as productive employees. Minutes from 2021 Accounting, Business Administration, and Respiratory Care Advisory Committee meetings document that business members from the field provide their expertise by answering student questions, updating participants on what is happening in the field, and offering suggestions for curriculum and activity content.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

JCCC's Diversity Equality, Inclusion (DEI) Committee was established to explore options for supporting diversity, equity, and inclusion. The agenda from the first meeting on 21 May 2021 identifies the leadership of the committee as well as providing a discussion of the group's work plan. During later meetings, minutes indicate that the DEI Task Force, using the MGT Consulting Group Report, brainstormed strategies covering climate transformation/organizational culture, faculty/staff experience, and student experience. The minutes are very general in their coverage of these topics.

In the academic realm, one of the general education learning outcomes (SLOs) ("Demonstrate knowledge of the broad diversity of the human experience and the individual's connection to the global society") and one of the institutional learning outcomes (ILOs) ("Social Responsibility: Be prepared to practice community engagement that reflects democratic citizenship, environmental responsibility, diversity, and international awareness") positions DEI as an integral part of student learning.

In addition, all students completing an AA or AS degree are required to complete a course with an approved diversity designation, a designation awarded through curriculum processes and review by the Cultural Diversity subcommittee. The courses, which range across the curriculum, are required to provide a student with awareness of '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." Syllabi from courses with the diversity designation in a breath of disciplines (Anthropology, Art History, History, Political Science, Sociology, and Psychology) demonstrate a commitment to this mission through course descriptions, course objectives, and course activities and assignments.

Other educational opportunities for diverse and inclusive experiences include Study Abroad possibilities in 51 countries, grants that were targeted at developing curricular and faculty development opportunities (State Department grant which involved Sukkur International Business Academy in Pakistan), and partnerships with international educational institutions (Dutch Exchanges

for example).

JCCC also offers diverse non-credit programming for community members, businesses, and employees through Continuing Education. Some of the possibilities include language learning in Japanese, French, Chinese, German, Hebrew, Italian, and Spanish; courses on the ancient world; and Adult Basic Education/GED. Information on Continuing Education language learning can be found on the JCCC website.

Prior to Covid-19 restrictions, JCCC sponsored and hosted many experiences embracing diversity. A document with dates, event titles, host organizations, and program descriptions provides evidence of a wide array of opportunities from a Peacebuilding and Non-violence Conference to an American Indian Cultural Festival to a Dialogue on Women in Military Services.

Student clubs and organizations also offer students opportunities to experience diverse settings and cultures. Club websites and activity brochures from clubs document DEI activities sponsored by student clubs. Examples of clubs with such activities include Amigos sin Fronteras (Spanish Club) (Latinos United Now and Always - Get Involved @ JCCC (campuslabs.com), Black Student Union (JCCC Black Student Union Poetry Slam - Get Involved @ JCCC (campuslabs.com), Model United Nations (United Nations Tour and Sustainability Debrief - Get Involved @ JCCC (campuslabs.com), and Muslim Student Association (Muslim Students Association - Get Involved @ JCCC (campuslabs.com).

JCCC worked to maintain its community connections during Covid-19 restrictions. Some examples include "Explore the World" virtual speaker series, Continuing Education EDTalks (attended by more than 2850 people since April 2020) (https://www.jccc.edu/student-resources/ce-student-resources/ce-ed- talks.html) and Collaborative Online International Learning.

The College also offers a variety of programs or has provided assistance or location for events or projects over the year, many of which show the College's commitment to presenting the work of artists who identify as BIPOC and LBGTQIIAS+. Three notable examples are

- "Be the Change" a virtual concert-style video about climate change and sustainability with raptivist Joey FineRhyme. The sessions are available to classrooms for free thanks to the JCCC's Sustainability Program's sponsorship.
- "Say Her Name," a docuseries featuring a video discussion with black women from Johnson County about how pervasive stereotypes affect their lives. This panel was filmed in Yardley Hall and is a follow-up series which focused on black men's experience (filmed earlier not by JCCC) https://wwwaagjc.org
- The Nerman Museum exhibition *queer abstraction* which featured the work of 20 artists who create abstract art to convey the complexities of sexuality and gender identity in the 21st century. NBC News recognized this exhibit on its list of "16 LGBTQ art shows worth traveling for in early 2020." NBC declared that, "2020 is already shaping up as one of the strongest and most visible years ever for queer creativity at the world's top museums." (16 LGBTQ art shows worth traveling for in early 2020: nbcnews.com)

While the College was developing its 2021-2025 Strategic Plan, the Board of Trustees established goals for the President as noted on the college website. Two of these goals focus on diversity, equity, and inclusion (DEI). The first is centered on creating a culture of DEI, while the second is focused on "eliminating equity gaps relative to student outcomes."

The documents for the strategic plan include priorities, strategies for achieving those priorities, proposed budgets, and an action plan. Goal Three of the Plan is focused on "Diversity, Equity, Inclusion" and includes these three Strategies:

- Strategy 1--Cultivate and communicate institutional access, awareness, and accountability.
- Strategy 2--Develop and support an inclusive environment that empowers students, faculty, and staff to succeed.
- Strategy 3--Implement, reinforce, and sustain institutional structures, practices, processes, and partnerships consistent with diversity, equity, and inclusion principles.

The JCCC recruitment and admission procedures have been developed to identify student stakeholder groups. The process is designed to maintain ongoing communication with students. This results in each student having a personal admission plan. The template of the plan outlines all the steps in the application process, indicates whether the step has been completed, and provides links to resources with further information about each step.

Through the Johnson County Adult Education (JCAE) department, JCCC provides specialized services to student groups, including international and second-language students, veterans, students placed in developmental courses and students needing Americans with Disabilities Act (ADA) classroom accommodations. JCCC also provides opportunities for academic credit for students in secondary schools through its College Now program.

JCAE also offers tuition-free opportunities, including GED and English language instruction for those with limited English language proficiency. Beyond this academic instruction, JCAE offers Transition Coaching and concurrent career and training opportunities in high-demand fields. Websites guide. Prospective candidates targeted for these services are guided to more information about the programming through college websites:

- Adult Basic Education/GED Test Preparation: https://www.jccc.edu/academics/ce/adult-basic-education-ce/
- Adult Education English as a Second Language: https://www.jccc.edu/academics/ce/esl-ce/
- Accelerating Opportunity: Kansas (concurrent career and training opportunities in high-demand fields: https://www.jccc.edu/academics/ce/accelerating-opportunity-kansas-ce

In addition, College brochures make the information about these programs available for potential candidates without easy online access.

The primary information provided to verify the JCCC fosters "a climate of respect" was that, as a result of the Diversity, Equity, and Inclusion (DEI) Task force request for an assessment to inform policies and practices, "the College engaged MGT Consulting Group to assist with this effort." The College indicated that the MGT report, provided in January 2021, included results, actions/strategies, and training modules. However, none of the specifics of the Report were provided.

Fortunately, JCCC submitted several additional pieces of evidence which provide a more informed view of the campus climate and substantiates that efforts are being made to foster diversity, equity, and inclusion. Among these additional documents are several of the examples earlier in this section as well as the following:

- Slide presentation for staff training on "Managing with Inclusive Excellence: Leaning into Dignity & Equity at Work"

- Slide presentation on "EQUITABLE HIRING: STRATEGIES FOR IDENTIFYING, ADDRESSING, & AVOIDING BIAS & DISCRIMINATION WHILE HIRING" Presented to: Justice, Equity, Diversity, & Inclusion (JEDI) Representatives
- A series of training sessions for faculty members in special disciplines such as Theater and Dental Hygiene
- "Supported Education Programs" which serve students with intellectual and developmental disabilities (jccc.edu/clear and www.jccc.edu/CONNECT). Currently, three programs are offered: CLEAR Saturday: Life Enrichment; CLEAR Expansion: College-based post-high school program; and, planned for Fall '22, CONNECT: Inclusive Transition Program
- MOU with Johnson County Mental Health Center
- Read&Write software (a literacy support tool)

The additional materials documenting training on DEI and support services provided students with special needs, a review of earlier examples of campus programming, and an analysis of the Actions proposed in the Strategic Plan document substantiate that JCCC is investing in training, resources, and programming that help to foster a "climate of respect."

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

A wide range of documents attest to public display and operationalization of the mission statement. The Vision, Values, and Strategic Plan are designed to support the Mission and to help actualize the broad ideals of the Mission. JCCC demonstrates a clear commitment to the public good starting with its credit-bearing curriculum and its workforce development and continuing education programming. Beyond courses and training, the College provides its broad public with art, music, and theatrical opportunities. The College extends its impact beyond its campus and Johnson County. It offers study abroad programs and reaches out to educational institutions beyond borders. Its programming and activities foster a climate of respect. The weakness of the Argument for Criterion 1 was the frequent failure to provide substantive evidence/concrete examples to support assertions. Evidence used in the Review often comes from material in the Addendum. The Argument demonstrates that Criterion 1 - Mission is Met.

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.

Rating

Met

Rationale

With the hiring of a new president effective July 2020, a new cycle of strategic planning began in fall of 2020 and was completed in fall of 2021. At the end of the planning process which involved multiple internal and external constituents, the Board of Trustees adopted a four-year strategic plan and mission, vision, and values statements as shown below.

Mission: JCCC inspires learning to transform lives and strengthen communities.

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

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."

Board of Trustees policies outline the College's commitment to operation of the institution with integrity in its financial, academic, human resources, and auxiliary functions. Relevant College

policies include the Code of Conduct Policy 114.01 - Duties and Responsibilities of the Board and the Code of Ethics Policy 114.02 - Duties and Responsibilities of the Board which also applies to the President, Executive Vice-Presidents, Vice-Presidents, Associate Vice-Presidents, Executive Directors, and Directors with significant oversight of purchasing and/or contracting. Other College employees are subject to a different but similar conflict of interest policy - Policy 431.00. All policies are readily available for viewing on the College website.

As a means of ensuring that the institution operates with integrity, the Office of General Counsel was created by the College in 2011. 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. Detailed Standard Operating Procedures for Kansas Open Records Act requests and detailed Standard Operating Procedures for Records Retention Schedules illustrate this operational integrity.

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.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

College Policies are readily available to the public (as well as students and employees) on the JCCC website. 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 of complaints and discipline, conflicts of interest, and student conduct and discipline.

Information is communicated internally through an email system called InfoHub. InfoHub messages are housed in a SharePoint site that is always available to employees. Digital signs on campus provide information about events and deadlines. The College's email system also provides a messaging channel for information going to students and employees.

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.

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.

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 in a manner consistent with similar 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 Committee of the Whole Meetings. Materials from the January 31, 2022, Meeting of the Whole included a detailed annual case summary with statistics on the number of cases received and the case topics beginning with 2013 and extending through 2021.

The primary communications device concerning all aspects of the student experience is the College website. Students and community members 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 makes available a variety of printed materials including marketing materials, the college catalog, and program specific materials which include information of interest to external constituencies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Pursuant to Board Policy 111.01, the Board of Trustees consists of seven members elected at large from Johnson County in accordance with the Community College Election Act (K.S.A. 71-1401 et seq.) as amended. Each Trustee shall be a qualified elector of the county. Terms of service are four years. Meetings of the Board of Trustees are public, and each 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. 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, 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.

New Board members are provided with an introduction to JCCC by College administrators, and as part of the orientation, they meet with key stakeholders within College offices. Retreats and workshops for all Board members throughout the year are sponsored by the administration to familiarize members with the different aspects of College operations. Agendas from Board retreats in May of 2021 and March of 2022 show Board engagement in strategic planning, facilities planning, policy review, and budgeting.

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 policies compliant with state and federal requirements. JCCC demonstrated the Board's role in the budgeting process through the May 13, 2021 Board meeting agenda which included the recommendation of the JCCC administration that the Board approve the FY21-22

Management Budget.

The Board currently uses a Committee of the Whole model whereby all members of the Board meet together prior to Board meetings to discuss topics which might otherwise have been addressed by individual committees. The Board is responsible for evaluating the President's job performance on the basis of overall annual plan performance, approving the College Budget, setting the mill levy, and approving Board policies.

An 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, projects are evaluated relative to the achievement of planned outcomes. Any updates to the plan that occur during the year are reported to the Board of Trustees. Institutional achievements are documented in an annual outcomes report.

Board members are elected from Johnson County in accordance with the Community College Election Act (K.S.A. 71-1401 et seq.) as amended.

JCCC demonstrated that the Board delegates day-to-day management of the institution to the administration by providing the policies for purchasing and contracting. A section of the current President's contract showing this designation was also shared. Grade Reviews and Appeals Operating Procedure 314.08 and Student Attendance Policy 314.01 show faculty oversight of academic matters. The College might consider the creation of a policy that articulates the faculty oversight of the breadth of academic matters.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The College website contains a section which addresses academic freedom and freedom of expression. The office of the College's Chief Academic Officer endorses the American Association of University Professors (AAUP) 1949 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. The three tenets are as follows, and are 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.

JCCC Student Code of Conduct Policy 319.01 provides that "Free and open assembly is permitted in public areas of the College, subject to reasonable time, place and manner restrictions, and is governed by applicable College policies and operating procedures. Use of College space, whether public or non-public, for assembly purposes is available through established facility reservation procedures administered by the Office of Student Life and Leadership Development." Expressive Activity Operating Procedure 217.03 explains freedom of expression rights of students, personnel, and visitors.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Research is not required of faculty members, but the College subscribes to the AAUP principles of academic freedom which include that "[t]eachers 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." 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.

The JCCC Research Participant Protection Program (RPPP) 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.

Faculty have 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 members who teach online are required to complete the College's iTeach training program, which includes information on protecting the integrity of online testing.

Policy 319.01 of the College's Student Code of Conduct contained in the Student Handbook 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.

Violations may be reported pursuant to the Student Disciplinary Action Operating Procedure 319.02 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. Different policies apply where claims are made of discrimination, harassment, and/or retaliation.

The JCCC syllabus template includes a section on academic dishonesty, cheating, and plagiarism.

JCCC faculty and staff members have access to an Incident Report Form which is used to report Student Code of Conduct violations occurring in the classroom, including academic dishonesty.

Students who violate the JCCC 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.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

JCCC has demonstrated that it acts with integrity and in an ethical and responsible fashion. Its Board of Trustees is elected, and information from Board meetings shows their oversight of college operations including mission, vision, values, planning, and budgeting. College policies and procedures demonstrate legal and ethical behavior is required within JCCC. Academic freedom and academic integrity are supported. The College website provides internal and external constituents with a wealth of information 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. The Argument demonstrates that Criterion 2 - Integrity: Ethical and Responsible Conduct is Met.

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).

Rating

Met

Rationale

JCCC's degree programs continue to be appropriate to higher education, as evidenced below:

JCCC ensures that its courses and programs are current through annual program reviews. According to the 2021 Academic Program Review Handbook, the Annual Program Review (APR) incorporates planning, budgeting, curriculum review, and assessment. In addition to the APR, the Educational Affairs Committee provides oversight of the development, assessment, and evaluation of credit-bearing curriculum. The committee faculty members from each of the eleven divisions of the college and recommendations for Board of Trustees Approval are all confirmed in the Educational Affairs Committee Minutes.

JCCC articulates clearly defined Institutional Learning Goals and Institutional Learning Outcomes (ILOs) approved by the Board of Trustees as verified by evidence provided in the Board of Trustees November 17, 2019, Board meeting minutes. Additionally, JCCC also clearly articulates General Education Student Learning Outcomes (SLOs) and, over the last two years, followed a revision process to reduce the SLOs from eight to six as recommended by the Educational Affairs Committee and approved by the faculty.

The learning goals for each program are made available in the Academic Catalog and on the college's website. Course outcomes are listed in each course syllabus. Faculty, chairs, and deans work collaboratively to ensure the course offerings are consistent via multi-modalities, locations and/or dual-credit offerings. The multi-modalities include online, online hybrid, hybrid, and face-to-face courses. JCCC's dual credit is significant and supported through the Early College office. The high

school students enrolled in dual-credit follow the same course syllabus and same assessment methods as students enrolled online and on campus. The dual-credit program's reaccreditation by the National Alliance of Concurrent Enrollment Partnerships (NACEP) has been delayed for one year due to COVID restrictions. Many articulation agreements have been established through the Kansas Board of Regents across public higher education institutions to provide opportunities for faculty to collaborate across the state to align curricula and determine common core competencies.

During Covid-19 Spring 2020, JCCC exercised flexibility by providing students with accommodations to inform a favorable student experience and aid persistence and completion. Additionally, a modified policy was developed for all online faculty to complete self-paced I-Teach training at no cost.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Consistent with the mission of JCCC, its general education program provides well-rounded foundational experiences for students to make ethical and informed decisions, learn and grow, demonstrate professionalism, and collaborate in a complex, diverse, and global community. Additionally, JCCC follows the General Education credit requirements through offering four associate degrees including 15-33 hours of general education and curriculum in communication, humanities, science and mathematics, social sciences and economics, and cultural diversity. The curriculum considered for general education is approved by the Educational Affairs Committee.

JCCC's general education program is undergirded by well-articulated learning outcomes, as published in the 2019 through 2021 Assessment Reports. Learning outcomes demonstrate the requirement for application and integration of knowledge in areas the College identifies as critically important to the success of students in the workplace, i.e., critical thinking, communications/writing, social and natural sciences).

JCCC demonstrates its commitment to preparing students for success in a multi-cultural world and global society through its course design expectations in the Cultural Diversity requirements. For example, in courses, students learn how cultural factors and identities create similarities and differences in the human experience. Also, students develop competencies to equip them for navigation in diverse and global societies as evidenced in sample syllabi from a variety of disciplines. Additionally, JCCC ensures courses are supported by co-curricular activities through the College's Center for Student Involvement, Student Activities and Organizations, and the Honors Program.

Sample activities are discussed in Criterion 1, Sub-Component C.

JCCC provides evidence of its commitment to scholarship and discovery of knowledge through the JCCC Scholar Space. Additionally, the College's library maintains a repository of research. The Office of Faculty Development offers a Scholar Academy which includes faculty across multi-disciplines committed to developing a scholarly research question to unpack/assess teaching and learning practices supported by literature. Also, Faculty-to-Faculty presentations are shared via workshops to share innovative teaching and learning strategies. JCCC provides a myriad of awards to encourage engagement in scholarship, teaching and learning practices, and service learning. These awards include College Scholar's Program, Publications Award, Award for Excellence in Outcomes Assessment, Leadership in Service-Learning Award, and the Open Access Award. To ensure faculty are enhancing teaching and learning practices through professional development, JCCC is a board member of the Kansas City Professional Development Council by which faculty have access to teaching and learning resources at no cost.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

JCCC has sufficient numbers and continuity of staff to carry out the mission of the college and to serve its constituents. According to the Assurance Argument, JCCC has 351 full-time regular positions in the Bargaining Unit as of June 2021. In accordance with the Board Policy 414.01, JCCC recruits to reach a wide array of diverse candidates using online tools like Higher Ed Jobs, Indeed, LinkedIn, Twitter, and the Chronicles of Higher Education. Also, JCCC ensures all participants serving on hiring committees complete the Hiring Committee training within a year prior to serving on a committee. In considering who will serve on the committees, JCCC selects individuals who bring different perspectives and are from under-represented groups, different disciplines, and different levels across the organization.

To establish academic credentials for instructional staff, JCCC's master agreement was approved by the Board of Trustees and Faculty Association in June 2021. This agreement guides the recruitment, hiring, and assignment process of faculty. The institution's compensation model integrates faculty into all aspects of the College by providing them with opportunities to accept assignments that fit their skills and competencies and time constraints. Additionally, the Dean's Instructional Council reviews and makes recommendations to the Executive Vice President for Academic Affairs regarding release time and compensation for special projects that are beneficial to the College.

JCCC offers dual degree programs and requirements which are outlined on the College Now Instructor Guidelines webpage located on JCCC's website. Additionally, JCCC has a credentialing process and a scorecard for reviewing faculty credentials. In addition to the Bargaining Unit Member's participation in the review process, the Dean or his/her designee prepares a written Annual Review of Faculty Performance each year.

There is an affirmation of JCCC's support of professional development of its faculty. The College provides orientation and mentoring programs for new full-time faculty. For example, there is a requirement for new faculty to participate in LENS, a year-long program, which acclimates faculty to the history, culture, procedures, and instructional issues of the College. New adjunct faculty are invited to orientation, but attendance is not mandatory. However, all new adjunct faculty members do have a requirement to attend the following online training: sexual harassment prevention and technology security awareness.

As evidenced by the full-time and adjunct faculty job descriptions, faculty are required to be accessible to students via various vehicles to include email, cell phone, scheduled office hours, and appointments. Faculty engagement with students in their courses is shared via the course syllabus to include office hours and contact information. Additionally, full-time and part-time faculty contact information is posted on the College's website.

Further, JCCC ensures that staff members providing student support services are appropriately qualified, and the College provides ongoing professional development support to staff members in their roles. Supervisors and administrators develop job descriptions in alignment with expectations and accreditation requirements. The job postings all have credentialing requirements and work experience is outlined in the Supervisor Toolbox.

In addition to assuring appropriately qualified support personnel, JCCC's Department of Organizational Development supports JCCC's mission by providing employees with training to enhance organizational effectiveness and student success, using, for example, in-house training and training relevant to industry and/or practice.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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).

Rating

Met

Rationale

JCCC provides ample student support services to meet the needs of its student populations. For example, JCCC offers placement testing in reading, writing, and math, prerequisite and corequisite requirements, the Accuplacer test for placement in English, Reading and Math, and additional resources such as the academic achievement center, learning strategies, and tutoring services.

JCCC has 92 student organizations to support students' interest and needs. Additionally, resources are provided to support transfer students including Transfer Advising Program Guides, Admission and Transfer Equivalency Websites, Advising Appointments with Four-Year Schools, and Scheduled Visits by Four-Year Admission Recruiters. There are also transfer resources for specific programs like Pre-Med, Pre-Law, Pre-Education, and Pre-Business.

As evidenced in the Assurance Argument documents, JCCC has demonstrated the College provides learning support and preparatory instruction to address the academic needs of its students. To illustrate, the College provides two testing centers on campus, one providing administration of placement tests for students, and the other providing testing services to professionals, members of the community, and students in Continuing Education programs.

JCCC provides Disability Services to students who need accommodation under the Americans with Disabilities Act, including captioning for instructional videos, sign language interpreters, and tutors. The College also provides a Career Development Center, Center for Student Development, Counseling, Student Basic Needs Center, Student Wellness, and Veteran and Military Student Resource Center.

JCCC has a Learning Advisory Committee with members from the faculty cadre' and Educational Technology, which focuses on revising definitions of learning modalities. The library was renovated in 2019-20 which includes creation of a "one-stop shop" for free tutoring and assistance for credit

classes. During the pandemic, flexibility was provided to meet student demand and needs, which included, but was not limited to, online services, and safety protocols for face-to-face classes.

The College provides academic advising aligned to its programs and needs of students. JCCC meets the needs of students through its recruitment and admission processes. Personal admission plans are established for each applicant seeking a degree. Additionally, success advocates call applicants to assist with the process of matriculation.

JCCC provides students and instructors with the infrastructure and resources necessary to support effective teaching and learning. The Canvas learning management system is used to provide a robust learning environment for collaboration, discussion board communication exchanges, and video conferencing.

Over the past seven years, the Wylie Hospitality and Culinary Academy (WHCA) was opened and houses JCCC's Hospitality Management program, five culinary labs and an innovation kitchen. JCCC's Foundation received a 10-million-dollar gift from the Sunderland Foundation to work on the largest transformation project in the College's history. The gift supported building the new Career and Technical Education Center. The new center houses the following programs: automotive technology, electrical technology, automation engineer technology/industrial maintenance and heating, ventilation, and air conditioning training. Additionally, the center provides continuing education to meet the industry demands and workforce needs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

JCCC provides high quality education while delivering transfer, career, and technical education to meet industry and workforce needs.

JCCC ensures that its courses and programs are appropriate to higher education through annual program reviews and clear expectations for credit and non-credit courses.

The College demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs through its general education program, and its expectation that each course must address internationalization.

JCCC has a sufficient number of well-qualified faculty, and staff appropriately qualified for their roles. A majority of faculty have industry experience, and the College provides ongoing professional development for faculty and staff.

JCCC provides support for student learning and effective teaching to meet the needs of its student populations through access to student support services, dedicated student success counselors, and necessary technology infrastructure and resources for its diverse student population.

The College provides an enriched educational environment through student organizations and clubs, and various co-curricular programs aligned to the mission and contributing to the student's educational experience.

JCCC's Board of Trustees have made a significant investment in the College's infrastructure to foster an education and learning environment that supports student learning, technology investments, and continuous professional development resources and tools for faculty and staff.

JCCC's Argument for Criterion 3 - Teaching and Learning: Quality, Resources, and Support demonstrates that the Criterion is Met.

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.

Rating

Met

Rationale

JCCC has a schedule for conducting Academic and Administrative program reviews. The Academic review focuses on ensuring academic programs meet community needs, consistency with development of new programs, quality of program offerings, and alignment with the institution's mission. The Administrative review focuses on cost effectiveness of programs, alignment with business processes, reallocation of resources if necessary as well as alignment with the institution's mission. The processes JCCC undertakes to evaluate its programs is thorough and appropriate to ensure responsible practices with its educational offerings.

JCCC has appropriate structures in place for evaluating transfer credit. This process includes opportunities for students to receive credit for experiential learning. The awarding of transfer credit and course substitutions has oversight from the office of the vice president of instruction. The College

offers credit for prior learning that occurs outside of the traditional classroom environment. This is a significant benefit to adult students who are returning to college and want to use prior experiences to earn college credit. The institution has multiple options in place to evaluate these learning experiences.

JCCC students can benefit from the Degree Partnership Program, which helps reverse transfer students who transfer to the University of Kansas (KU) prior to completing a credential at JCCC. This program gives students an opportunity to transfer credits back to JCCC after they have transferred to KU thereby earning their degree from JCCC once all degree requirements have been satisfied.

Students have access to a Crosswalk for Transfer system that provides options for students to review and access requirements for transfer. This tool is available on JCCC's website and accessible by all students.

It is not clear if there is a process in place to ensure quality of credit accepted at the institution beyond the indication that the College only accepts credits in transfer from other Regionally Accredited institutions.

The College exercises diligence in oversight and rigor in course offerings. This is managed through the approval of course outlines that include course objectives, competencies, prerequisites, and corequisites. This process includes collaboration between the dean and the appropriate department chair. As a participant in the state system, many courses are approved through the Kansas Board of Regents articulation process. High school faculty, who teach JCCC courses as dual credit, are required to follow the curricula outlined for courses taught by JCCC faculty. In addition, course outlines are parallel through all learning modalities. Oversight is accomplished through assessment activities to ensure learning is consistent throughout each course. Course outlines provide course objectives, grading criteria and other pertinent course information for students.

JCCC has processes in place to oversee accreditation for specialized programs. Record keeping for this process is managed through annual reports and cyclical self-studies. Programs with specialized accreditation provide status updates through the program review process. JCCC has several specialized accreditation programs that are recognized by the Department of Education of the Council for Higher Education Accreditation.

The College utilizes key performance indicators to benchmark itself with peer institutions. The indicators measure full-time and part-time graduation and transfer rates of first-time degree seeking students as well as persistence, transfer performance, grade point average, student satisfaction, and student performance on general education learning outcomes. The metrics review success rate, retention rate, course success, and employment after graduation. A campus-wide report is produced, which leads to action plans to address areas where improvement is needed.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

JCCC utilized the HLC Academic Quality Improvement Plan process to establish a task force whose charge was to develop a general education assessment plan. The process included the task force working in collaboration with the General Education Subcommittee of the Educational Affairs Committee and the Assessment Council. The result was a comprehensive general education assessment plan and the revision of the General Education Learning Outcomes.

There are multiple mechanisms in place to assess learning outcomes, and the process is managed through the Office of Assessment, Evaluation, and Institutional Outcomes which produces an annual report on the institution's adherence to general education learning outcomes. The report also includes details from the assessment conference, hosted by JCCC, which included professional development workshops around proper assessment techniques and results.

JCCC also utilizes the Noel Levitz Student Success Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE) to supplement its assessment of the student experience. Another tool for assessment is the use of survey data conducted by academic programs to get feedback from advisory boards as well as information on graduation, transfer, and placement rates. The institution collects data on co-curricular activities as part of its program review process.

Minutes from the Educational Affairs Council demonstrates participation from administration, faculty, and staff in the assessment process. The assessment process also includes consistency in assessment with dual credit offerings and use of a common assessment tool across all learning modalities.

JCCC has used results from assessment data to revise their general education student learning outcomes. This was done after a comprehensive review of five years of assessment data. On the departmental level, individual academic areas utilize assessment reports to make changes to curriculum. The annual assessment report provides updates on general education assessment, SLO's, student performance, career and technical and non-general education assessment, CCSSE data,

program review assessment data, and administrative program review. This report provides a comprehensive overview of opportunities for the institution to analyze and improve student learning.

Faculty input is central in the assessment process at JCCC. Faculty determine learning outcomes, identify the instrument to be used in assessment, student benchmarks, and the interventions necessary to improve student performance. Faculty are supported in this process by the office of Assessment, Evaluation, and Institutional Outcomes which provides best practices for data collection, interpretation, and analysis.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.)

Rating

Met

Rationale

JCCC has a comprehensive strategic planning process that provides direction for its institutional goals and data tracking on retention, persistence, and completion. This process is coupled with the institution's key performance indicators (KPIs), which identify metrics for success. These metrics are reviewed by the president's cabinet and that body monitors program completion of the goals.

The institution also uses program review data elements to monitor retention, persistence, and completion rates. The reports provide student success data disaggregated by academic department, and academic departments set program goals based upon analysis of these data. In addition, a vitality assessment is conducted in partnership with faculty and the dean, and this assessment may result in the creation of development strategies or action plans to improve performance.

JCCC tracks information on its student population through an enrollment tracking report. The report provides enrollment data by student characteristics, and this helps provide targeted improvement strategies based on student demographic group. The Institutional Research Office prepares a campus-wide, web-based report that summarizes data on course capacity, course section analysis, course capacity by modality, course metrics, program statistics, and average course size. This report provides a complete overview of course information that can be utilized to make informed decision around offerings. The institution produces an enrollment tracking report each semester that provides a comprehensive overview of the enrollment trends with data disaggregated by demographic group. Nowhere in the report is it clear that there are set goals for any of the trends covered by the report. It is only noted whether there is an increase or decrease in enrollment.

As part of its agreement with the Kansas Board of Regents (KBOR), JCCC is required to provide six goals that align to the KBOR Foresight 2020 initiative for student success. The six goals in the JCCC agreement and the baseline data against which results will be measured are:

1. Increase Student Success Success rate after three years reported for each cohort, 49.2%
2. Increase the Number of Certificates and Degrees Awarded, 2,968
3. Increase the Percent of graduates employed or transferred in Kansas one year after graduation, 51.7%
4. Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population, 53.8%
5. Increase First to second year retention rates of first-time, full-time college ready student population, 64.1%
6. Increase Three-year graduation & transfer rates of first time, full-time, degree-seeking students, 41.2%

The goal setting in this agreement is the vague word "increase." For further documentation requested by the Team, JCCC provided the AY 2021 annual report sent to KBOR. In this report Institution "Results" are provided and are evaluated as "Increase," "Decrease," or "Flat" in comparison with the baselines. The College provides a "Description" of the data and an explanation/analysis of "Result," which focuses on actions/situations which caused the Result and actions being taken to improve.

JCCC asserts that "Goals included for both KPIs and the KBOR performance agreement are designed to be ambitious" and indicates that it aims "to perform in the top quartile of institutions participating in the NCCBP." However, in the Argument, no numerical goals are provided for the KPIs, "increase" is the only evident target for the KBOR goals, and the Enrollment Tracking Report and the Credit Enrollment Report, while illustrating complex data in line graphs and charts, only seems to bring to the fore increase and decrease in numbers. The College might find its reporting more meaningful if clear numerical targets are set perhaps at both the achievable and stretch target level. Without a definite number identified in planning, reporting, and analysis, it can be difficult to determine if what is achieved is simply normal fluctuation or actual meaningful movement forward.

Progress is reviewed by the President's Cabinet and Instructional Deans' Council who have targeted discussions about the institution's progress toward student retention, persistence, and completion data.

The College has a student information system that is utilized as the primary tool for storing data on student retention, persistence, and completion rates. The system efficiently stores data and provides tools for data retrieval and reporting. The extracting of data from the system is monitored by the Institutional Research Office. JCCC also completes an annual Course Performance Report which provides an overview of student success results, credentials awarded, retention rates, transfer information, and graduation rates. These data provide baseline data for measuring progress toward student persistence and success.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rationale

JCCC is diligent in its policies and procedures regarding educational offerings. The programs have resources in place to ensure quality and best practices in service provided to its students. The learning environments across all modalities are appropriate for supporting the institution's student body. The Colleges assessment processes are robust and thorough and support quality in curricula offerings and consistency in classroom experiences. The structures in place provide a strong platform for continuous improvement. The Criterion 4 - Teaching and Learning: Evaluation and Improvement is Met.

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.

Rating

Met

Rationale

The JCCC 2018 HLC Site Visit Team raised governance concerns and recommended an interim report

- "[O]utlining the academic governance structure"
- Providing "the outline of shared governance protocols and governance between faculty, academic leadership, and JCCC leadership"
- Outlining "decision-making protocols as well as communication protocols when decisions are final."

Staff analysis of the interim report submitted in Summer 2019 advised that "The institution is required to submit an additional report on faculty voice within the shared governance system at JCCC."

To address the governance shortcomings, JCCC created two task forces:

- Academic Shared Governance Taskforce which works on matters of appropriate faculty decision-making issues; responsibility for All-Faculty meeting; and communication
- Institutional Shared Governance Taskforce worked on modeling shared governance and created an institutional Philosophy Statement and the Operational Framework.

The Taskforce report was presented to the Board in April 2020. The final report was delivered to the Higher Learning Commission and according to the HLC report dated May 14, 2020, JCCC had made substantive steps to improve faculty and institutional governance.

The College continues its work on sustaining the Shared Governance model through the Staff Council body, the review of current bylaws and procedures, upgrading the intranet to facilitate stronger communication of all committee work, and maintaining a monthly meeting schedule for the College Council.

According to the JCCC Electronic Data Warehouse (EDW) Data Source Integration Plan, JCCC uses a structured approach of collection, retrieval, tool selection, and analysis to use data for decision making. The execution of this Plan is evident from the following:

- JCCC's website shows that JCCC creates a broad range of KPIs to analyze progress toward the College's strategic goals.
- According to sample reports and meeting notes, JCCC uses data in its EDW for predictive analytics.
- According to Board minutes, budgeting and enrollment reports are regularly generated and used for decision-making.

The College works to provide leadership and carry out daily operations "in a manner that supports the principles of shared governance." Guidelines were developed to ensure that accountability and responsibility are shared across campus; decisions are made in an open and participatory structure; regular staff, department, and division meetings are held; committees and task forces function under shared governance best practices; and, the wider community is involved through advisory committees, strategic planning processes, the JCCC Foundation, etc.

Specific documented examples demonstrate that these principles are being carried out:

- According to the Strategic Planning Council minutes, students, faculty, staff, and community members participated in the strategic plan development process.
- According to Board minutes, various committees, such as the faculty association and student senate exist and participate in institutional governance.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

JCCC grounds its hiring of operational staff on the number and kinds of positions needed to achieve the goals of the Strategic Plan and meet state and federal compliance/regulatory requirements. Board Policy 414.01 guides the hiring process and is designed to which strives to reach a wide pool of candidates. The advertising process for hiring is constructed to reach broad markets. The hiring process is designed to ensure appropriate credentialing and qualifications of candidates and to guarantee that hiring committee members are trained.
Board policy requires that employees receive ongoing training; records indicate that employees are receiving this training.

The Campus Services department is the primary provider of management for physical resources. The Capital Infrastructure Inventory provides guidance for planning processes. The Inventory is a complete inventory of the physical infrastructure, an analysis of condition and capacity of each physical detail in every building, and a schedule for replacement of all resources. The Inventory is updated annually and presented to the Board of Trustees.

JCCC has an expansive Technology Infrastructure. The Information Services department is the centralized information technology contact for the campus. Several other service providers support the effective functioning of technology on campus. These include the Network and Data Center, Academic Technology Support, Client Support Services, Enterprise Application Support Information Technology Security, and Project Management Office.

The College budget and the Budget Process Manual suggest that JCCC has available funds and adequate budgeting processes to ensure an appropriate physical and technical infrastructure.
The JCCC mission, vision, and values are reviewed in both the strategic planning and the budgeting processes. This helps ensure that College's mission is consistent with the College's budget and strategic plan.

The annual budget process begins in December when the administration makes recommendations to the Board in order to define budget guidelines for the next budget year's revenues and expenditures. The approved guidelines are used by budget administrators when preparing requests. In April a Board of Trustees public workshop is held in order to conduct an in depth review of the budget. Final budgets are brought to the Board in May for final approval.
To help long-range planning, Financial Services personnel prepare a five-year budget projection annually.

The College's board policy and budget guidelines suggest that the institution has a well-developed process in place for budgeting and for monitoring its finances. This is also supported by JCCC's annual audited financial report.

The College is primarily supported by property taxes, tuition, and fees. The Board also has authority to set the tax levy and tuition and fee rates. According to the most recent audited financial reports, JCCC's financial position is sufficient for operating revenues and expense.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

According to the College's Budget Preparation Manual, "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." Two complementary processes contribute to priority identification for budget allotment: the Academic Program Review and the Administrative Services Area Review. The three-year cycles of both these review processes promote an ongoing cycle of continuous quality improvement. The institution might consider under this subcomponent or subcomponent 1.A.1 addressing the relationship of the theatre and museum programming to the Mission/Vision/Values of JCCC and the budgetary process of the College. The Argument has used examples from both these entities to support assertions, which situates these art and cultural facilities as unique and integral aspects of the College's wider mission.

According to the College's Budget Preparation Manual, all funding requests are prioritized based on strategic priorities. The College also documents that Academic Program Reviews and Administrative and Service Area Reviews are used to inform the budget. In addition, departments, as part of the review processes, are required to show how program and department offerings align with the Mission and Strategic Plan; also, programs should make clear how initiative data align with institution KPIs and student assessment results.

According to the Strategic Planning Council mission and minutes, the College's planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups in developing the College's strategic plan. It accomplishes this breadth of involvement through the Strategic Planning Council and four levels of cross-sectional committees which provide ground-level leadership in the process: Goal Teams, Strategy Teams, Data Strategy

Teams, and Data Liaisons which are assigned to each Goal.

Financial statements show that cash reserves are maintained in accordance with the Board's cash reserve policies. Helping to add further stability of finances is that the College's Board of Trustees has authority to set the levy tax and to set tuition and fee rates. The Instructional Deans Council and the Strategic Enrollment Team guarantee that accessibility and availability of seats in classes is a part of the planning process.

According to Strategic Planning Council documentation, JCCC's 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. Strategic plan development includes an environmental scan and SWOT analysis completed by internal and external constituents.

As evidenced by the Strategy Step Priority document, Strategy Teams focus on developing and implementing Strategy and Action Plans based on the feedback provided by the faculty, staff, community, and Board of Trustees.

The College's 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. Monthly reports are made to the Strategic Planning Council, the Cabinet, and the President; and biennial reports of each Goal are made to the Board's Committee of the Whole.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rationale

The evidence is sufficient to support the recommendation that JCCC meets criterion 5.

The College's policies and procedures show that, through administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

Financial reports and budgets show that the College's resource base supports its educational offerings and its plans for maintaining and strengthening its quality in the future.

The College's policies and processes for strategic planning and budgeting support the assertion that the College engages in systematic and integrated planning and improvement.

Overall, the College has created the appropriate structures, processes, and planning procedures to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	

Review Summary

Conclusion

JCCC's Mission Statement is "JCCC inspires learning to transform lives and strengthen communities." It is interesting to note that in this statement, JCCC has chosen to make plural the "communities" it is working to transform. Beyond the classroom settings, the Argument describes the Theater complex and Museum which form an integral part of the institution. The Argument provides a wide array of theater and music programming and museum exhibits targeting the Johnson County public as one piece of evidence of its commitment to its many communities.

In the section of the Argument dealing with the development of the Strategic Plan, the concept of innovation and national leader was discussed. These ideas did not make their way directly into the Strategic Plan; however, the Argument mentioned in several ways JCCC's relationship with the League of Innovation. The College was one of the founders of the League, and the College is currently in the process of renewing its membership. The application for renewed membership is one of the documents included in the Argument. There is considerable evidence that JCCC is a leader in its online offerings, in its expansive programming in community arts, music, and theater, and in its work on promoting the Community College Benchmark project. It will be interesting to see how the College aligns its renewed membership in the League of Innovation and its Strategic Plan Strategies.

Johnson County Community College was challenged in its inclusion of substantive evidence and goal setting to support the assertions in its argument. This lack was evident throughout the Argument. When the Reviewers asked for evidence, the College was able to provide adequate to superior documentation in almost every case. An outstanding example is Criterion Four assessment of learning section. Without the provided additional evidence, the assessment of learning outcomes argument in Criterion 4 was weak. However, once data and process descriptions were provided, the Argument demonstrated that the JCCC faculty have created a thorough and effective system for assessing learning outcomes and for using those outcomes to improve pedagogy and curriculum in order to enhance student learning. The assessment of learning program and its data might provide a model for future argument writing. Also, the College might find the Higher Learning Commission's "Providing Evidence for the Criteria for Accreditation" helpful in future reporting.

Overall Recommendations

Criteria For Accreditation
Met

Sanctions Recommendation
No Sanction

Pathways Recommendation
Eligible to choose

No Interim Monitoring Recommended.