

From the HLC Site Team Report

Criterion 1.C. (pg. 7) - Staff also noted that consistent support of clubs and organizations promoting diversity was an opportunity for improvement.

When the team inquired about diversity in hiring practices of staff and faculty, it was noted that there are not specific initiatives to promote diversity of employees and faculty. This is an area that the College may want to focus on moving forward to mirror the diversity of the student body. As was also noted, the population of the surrounding Johnson County area is limited in diversity; however, the visiting team encourages the College to expand its work in diversity of its employees.

Criterion 2.A (pg. 9) - The Instructional Deans' Council also makes decisions although minutes of this Council are not made available to academics and as a result, there was not a consistent understanding of the role of this Council. During the team's visit, academic leaders and faculty provided varied responses to the processes involved in decision-making and academic governance, with different perspectives about where faculty and administrative decisions resided. During a meeting with the faculty, concerns were raised related to inclusion in the decision-making process as well as communication protocols.

Criterion 3.A (pg. 15) - Distance Education courses include the same course objectives and in many cases, assignments of campus courses. Processes are in place in each of the disciplines to assure this alignment. The visiting team reviewed syllabi, and while there was an opportunity for an improvement in format in some course outlines, objectives and descriptions for online and campus courses were aligned.

Criterion 3.C (pg. 18) - An area of opportunity for the College is consistent oversight of all disciplines with a focus on faculty engagement. An online course was reviewed by the visiting team and evidence of relevant and interesting content as well as instructor and student engagement in the course was evident.

Criterion 4.B (pgs. 23 & 24) - The institution has developed a comprehensive assessment structure with participation at a high level. However, there appears to be an opportunity to enhance program level assessment in some academic (career and technical) programs. Review of documents and discussions with the Assessment Council affirmed that assessment is occurring with a defined process in all programs with the exception of several programs, including business where assessment is occurring intermittently.

Criterion 5.A (pg. 28) - Discussion during the site visit, and review of faculty files confirmed that JCCC adheres to regulations that align with HLC's policies for minimum faculty qualification. Processes for evaluating adjunct faculty appear to be less formal; however, discussion on campus suggests an annual evaluation process for adjunct faculty exists.

Criterion 5.B (pg. 29) - During the team visit, a discussion about math placement scores occurred in a number of interviews including College leadership, academic leadership, and faculty. Central to the discussion was the decision-making processes between administration and faculty as well as external constituents. The visiting team encourages the College to review processes related to setting academic policies (as noted in Criterion 2) and to clearly delineate the role of faculty, staff, and students in this process.

Report due in 1 year (pg. 33) - The team recommends an interim report outlining the academic governance structure including academic leadership, academic and faculty committees and faculty including adjunct faculty due on September 1, 2019. This report should also include communication processes and protocols between the committees, leadership, and faculty. Also included in this interim report, the team recommends the outline of shared governance protocols and communication between faculty, academic leadership and JCCC leadership. This report should include an outline of decision-making protocols as well as communication protocols when decisions are final.