

Seven Years of Innovation and Collaboration



ONE ACCREDITATION CYCLE IN REVIEW

**JOHNSON COUNTY COMMUNITY COLLEGE
COLLEGE NOW**

About Johnson County and JCCC



- JCCC is located in Overland Park, Kansas.
- Johnson County is a suburb of the Kansas City, Missouri, metropolitan area.
- 34 percent of Johnson County residents hold Bachelors degrees; 17 percent hold Masters.
- 93 percent of high school students plan to attend a post secondary institution after high school.
- In the fall of 2012:
 - JCCC had just over 20,000 credit students
 - JCCC had 1,014 full-time faculty and staff.
- The College offers 50 degree and certificate programs.
- JCCC is a member of The League for Innovation.

College Now Basics



- Established in the late 1980's
- Service area: one county and a portion of neighboring county
- Represented at NACEP conventions before organization had accredited members
- Accredited by NACEP in 2006
- The numbers
 - 3,100 students
 - 275 instructors
 - 26 partner high schools

Kansas CEP Policies



- **Limits students to earning 24 hours via CEP**
- **Principal's signature required (no GPA requirement)**
- **Remedial/developmental classes prohibited for CEP**

NACEP and Kansas Board of Regents



JCCC was accredited by NACEP around the same time that KBOR placed more oversight on Kansas CEP programs. While the oversight does not completely align, KBOR also monitors CEP:

- Course review
- Instructor credentials
- Professional Development
- Syllabus collection/review

Benefits to our program because of NACEP



- ✓ Improved tracking of all aspects of program
- ✓ Additional research (impact study)
- ✓ Assistance with transferability of credits
- ✓ More “muscle” when dealing with policy change implementation w/secondary partners
- ✓ New instructors already know the expectations
- ✓ Collegial interaction for support and problem solving
- ✓ Near 100 percent instructor compliance with College Now policies (also thanks to a small stipend implemented along with accreditation).

Seven years of innovation/collaboration



- Professional development energized
- Communication with instructors/high schools enhanced
- High school discipline-specific liaisons added
- Strengthened relationship with HS counselors
- Improved site visit form
- Academic alignment increased

- Plans for the future...

Professional Development



- Our CEP has many long-time instructors.
- Feedback mentioned the need to mix things up.
- Now format continues to include discipline time, but expands into a conference-style format that includes CEP instructors as presenters and co-presenters
- Math and English departments have co-mingled their adjunct professional development with the CEP event.
- We offer three main events each year: Evening events in the fall and spring and one retreat-style event in June.

Communication



- Part of looking at what we could improve in our program was communication with our team of instructors/building counselors/principals.
- Long (mostly unread) letters turned into newsletters that feature faculty and instructors.
- We created a list serve and in fall 2012 with text alerts for instructors (the student option for text alerts was created a few years prior).
 - Syllabus due dates
 - Student registration deadlines.
 - Professional Development Events

Adding High-School liaisons



Prompted by our on-campus reorganization and the notion of a greater faculty voice, we phased in a new role: The high school discipline-specific liaison to work with the college faculty liaison.

- Motivations included:
 - ✦ More collegial interaction from high school partners
 - ✦ Further enhancement of our strongest college liaisons
 - ✦ Pressure for “less vigorous” college liaisons to step it up
- Process
 - ✦ Nominations from others or self
 - ✦ Interviews
 - ✦ Announcement via newsletter and list serves
- Responsibilities vary by discipline

High School Liaison Benefits



Evidence of a new sense of ownership in the College
Now program events: the HS liaisons arrive early to set up, ask what can be done to assist, and present at professional development events.

Examples of true collaboration in academic planning:
Working on the common Calculus final; discussing textbook selection for Economics; co-presenting at NACEP (English, Political Sci); working on the campus Outcomes Assessment project (Spanish).

Mentorship of new CN faculty.

High School Counselor Relationship



- Each partner high school designates a “Building Representative” (typically a counselor).
- This relationship is cultivated carefully and deliberately.
- The Building Representatives helped JCCC get the message out about NACEP and helped bring the instructors on board with the understanding of accreditation.
- They are our “choir” for the program within each high school.

The Building Representative



- They have defined duties (listed on the College Now website along with all of the roles within the program).
- We host a breakfast for them each semester
- They are invited to all of the instructor professional development events
- This group is included in every e-mail and paper mailing that instructors receive
- They are paid a \$500 stipend at the end of each year, if they follow through with the guidelines.

Site Visit Form



- **First site visit forms were basic**
 - Date
 - Purpose
 - Content of lesson
 - Follow-up needed
- **New forms (plus syllabus review) are focused more on alignment**
 - Reference to specific course objectives
 - Examination of depth and rigor
 - Observation of student involvement in the class
 - Examination of instructions for class activities and assignments.

Opportunities for Academic Integration



- Faculty can apply for Sunflower (Sustainability) Grant
- Math faculty participated in 2-day Math Summit
- Political Science faculty participated in outcome assessment workshop
- History students participated in Constitution Day
- Composition faculty and students are involved in Common Read program
- Composition students can submit items for publication in student magazine
- CEP students can participate in Honors Program

Positive Responses from CEP Faculty



- “I like hearing about JCCC programs like Common Read.”
- “Feedback from the syllabus helps instructors make improvements.”
- “I like the email communication and conference-style PD.”
- “Instructors sharing lesson plans at PD.”
- “On-line grades and syllabus going well.”
- “Helpful, patient liaisons.”
- “I LOVE the databases!”
- “Much of the success is about having good instructors in the classes, but a LOT is also about JCCC’s coordination and resources.”

Plans for the Future



The future is bright for College Now.

- The program is growing: new curriculum is being added and the districts continue to build new high schools.
- Next steps include a series of awards for our CEP instructors based on a variety of factors still to be determined, with much input from the CEP instructors.
- We will continue to inch toward serving the “student in the middle” after years of focusing on the honors/transfer student only.

Our Website



www.jccc.edu/collegenow

This is a how-to for anyone wanting to establish roles for instructors, liaisons, building administrators, institutions, and form other policies.

Most of what we do is on our website and if it is not found there we will send it your way.

NACEP has been so beneficial to our program, we want to help other programs as they move forward with their alignment process!

Presenter Contact Information



- **Dr. Lorelee Stevens**
 - Assistant Dean, Community Outreach
 - lstevens@jccc.edu
 - 913-469-2750

- **Prof. Marilyn Senter**
 - Prof., English and CN Composition Liaison
 - msenter@jccc.edu
 - 913-469-8500, x4523