

Rough Seas: Navigating Your Campus CEP critics



**THE NATIONAL ALLIANCE OF CONCURRENT
ENROLLMENT PARTNERSHIPS**

**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
- Johnson County residents: 34 percent hold bachelors degrees, 17 percent hold masters degrees
- Ninety-three percent of high school students plan to attend a post secondary institution after high school
- Close to 18,000 credit students attended JCCC in fall 2013
- JCCC has 50 degree and certificate programs
- As well as 1,014 full time faculty and staff
- JCCC is a member of The League for Innovation

College Now basics



- Established in 1984
- Service area: one county and a portion of the neighboring county
- Accredited by NACEP in 2006/2013

The numbers

- 3,300 students
- 300 instructors
- 25 partner high schools

Campus CEP critics



- Do you have them too?
- Who are they?
- On what do they base their criticism?

What we will discuss today



- The various forms internal critics can take
- Common critiques of CEP
- Approaches for managing these folks
- How NACEP can help

Who are the internal critics?



- **Individuals**

- Unaffiliated with the program
- Affiliated with the program
- New to working with CEP
- Your boss?!
- A board member or influential community member
- Most common?

- **Departments**

- Have you experienced a CEP departmental (attempted) succession?

Others? Please share!

Common CEP Critiques



- We don't know what “they” are up to
- Lack of oversight
- Lack of rigor
- Lack of control (expectation elevated)
- **The world as we know it will end**

Others? Please share!

Managing critics



- **Managing individual critics**
 - Are they involved with your program? (Do they need to be?)
 - Are they influential on your campus?

Decide if you care

If their opinion of your program matters: *Dig in*

- Determine specific concerns
- Supply data
- Put them on an advisory committee (maybe a very small one so they don't bring down a larger group)
- Ask them to contribute to (or be featured in) a newsletter for CEP instructors, or present at a professional development event on their favorite topic.

Managing individuals (cont.)



Try any/all of these strategies

- What has worked or not worked on your campus?
- Many of these have been successful for us.
- Sometimes, however, we have given up on individuals and (when possible) replaced them in their role within the program.

Managing a group of critics



- A determined group can be a bit of a challenge
 - Is this group influential on campus? (a lone department or faculty senate)
 - Are they involved with the program?

Decide if you care

The majority of critiques of CEP are

- 1) Anecdotal
- 2) Dated

A group of critics (cont.)



If you want to work to change a group's opinion of your program there are some options:

- Meet with their designated authority figures to determine true concerns
- Meet with influential folks in the group to sway opinions
- Supply data (even in the face of data, a determined group can remain determined to ignore it)
- Meet with the entire group (gulp)
- Suggest collaboration on a project that will naturally alleviate concerns (Outcomes Assessment, for example)

Staying the course despite critics



Points to have your critics consider:

- For any dated anecdotal gripe about your CEP, there could be one about any department, division or campus.
- On many campuses we have greater accountability and oversight for CEP instructors than those teaching for us in other capacities.
- We cannot please everyone all the time.
- Other suggestions for ways to respond to critics?

How NACEP can help



- National standards are key to quality
- Highlighting the standards to critics often quiets them: “I had no idea”!
- Bring a campus critic to a NACEP conference and leave with someone committed to making your CEP excellent

More Benefits from NACEP Overall



- ✓ Alignment with national standards
- ✓ External input and review of program
- ✓ Improved tracking of site visits/syllabi
- ✓ Additional research (impact study)
- ✓ Assistance with transferability of credits
- ✓ More “muscle” when dealing with policy change implementation w/ K-12 districts
- ✓ Collegial interaction for support and problem solving via NACEP

Share Your Stories/Suggestions!



Have you ever made CEP campus critics walk the plank?

Are you a converted CEP campus critic?

What is your best advice for winning over a CEP campus critic?

Presenter contact information



Thank you and enjoy the rest of the conference!

Loralee Stevens

lstevens@jccc.edu

913.469.2750