1.0: PROGRAM DATA AND RESOURCE REPOSITORY

1.2: QUANTITATIVE AND QUALITATIVE DATA

All programs are provided with the most recent three years of data by the Office of Institutional Effectiveness, Planning, and Research (IR) as wellas three-year budget data provided by the Financial Service Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscalyear.

There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired. (*See Resource A for data set specifics and suggestions for further data collection/evaluation.*)

Narrative:

Evidence:

- DEV Math Assessment Data AY 2017
- Copy of 1177 Math 16-17

DEV Math Assessment Data AY 2017

Number of Faculty:

3 full time (B. Southworth, J. Gross, J. Lowrance)

3 part time (K. Butler, A. Shockley, T. Denson)

Enrollment & Student credit hours by Faculty type:

Full time: 56 total credit hours taught, with 231 total student enrollments

Part time: 20 credit hours taught, 85 total student enrollments

Average Class size:

16.35 students in Face-to-Face classes

19 students in online classes

16.63 students across all DEV Math courses

Completion rates:

97.84% face-to-face

94.74% online

97.47% all DEV Math courses

Pass rates (C or better):

51.47% face-to-face

72.22% online

53.90% all DEV Math courses

INDEPENDENCE COMMUNITY COLLEGE
Math
For the Twelve Months Ending Friday, June 30, 2017

		Published Budget	Operating Budget	Expense	Encumbered	Remaining
	Fund 11					
	Expenses					
Salary:						
11-1177-520-000	Faculty Salaries: Full-Time Faculty			103,672.50		(103,672.50)
11-1177-521-000	Faculty Salaries: Overload			11,550.00		(11,550.00)
11-1177-522-000	Faculty Salaries: Adjunct			25,882.52		(25,882.52)
11-1177-523-000	Faculty Salary: Supplemental Pay			500.00		(500.00)
	Total Salary			141,605.02		(141,605.02)
Fringe Benefits:						
11-1177-591-000	FICA (Social Security, Medicare)			9,645.94		(9,645.94)
11-1177-594-000	Insurance Premiums			24,524.96		(24,524.96)
	Total Fringe Benefits			34,170.90		(34,170.90)
	Total			**175,775.92**		**(175,775.92)**

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.2: SIGNIFICANT ASSESSMENT FINDINGS

In this section the program should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Appendix 2 for ICC SLO's and Resource C- for more information.)*

Narrative:

ICC SLO Findings:
Developmental math assists students in meeting the general education outcome of Quantitative reasoning.

Current Assessment Plans:
New faculty are currently engaged in Program Assessment Training. This training should allow for changes in assessment practices with a move toward assessing student learning during the semester instead of only a cumulative assessment at the end of each semester. For this assessment cycle (16-17), assessment was done at the end of each semester.

4.0: EXTERNAL CONSTITUENCIES AND SIGNIFICANT TRENDS

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (*See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.*) Program Advisory Committee, Specialized Accreditation, etc.

4.1: PROGRAM ADVISORY

Create a form in this section to include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair withan asterisk(*).
Upload meeting minutes from the previous spring and fall semesters.

Narrative:

There is no committee that serves as an advisory to the department.

4.2: SPECIALIZED ACCREDITATION

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

N/A

4.3: OTHER

See Resource B for examples of external constituencies that may apply.

Narrative:

Higher Learning Commission
HLC's Category One: Helping students learn focuses on the design, deployment, and effectiveness of teaching-learning process that underlie the institution's credit and non-credit programs and courses.

ICC Contact: Dan Barwick, President of ICC
Date of Last Visit: September 28-29, 2017
Reaffirmation: On-Notice
Next Visit: March 2019

Evidence:

- Independence Community College PDN 11-2017
- Independence Community College Action Letter 11-14-17

HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

Public Disclosure:
Independence Community College status changed
from "Accredited" to "Accredited – On Notice"
Effective: November 2, 2017

The Higher Learning Commission (HLC) has placed Independence Community College in Independence, Kansas, on Notice.

HLC took this action because it determined that, unless improvements are made, the College is at risk of not meeting HLC's Criteria for Accreditation related to institutional integrity, student and teaching support, quality of educational programs, assessment of student learning, student retention and completion, governance, and institutional planning and performance.

What This Means for Students
Notice is a sanction that indicates an accredited institution is at risk of not meeting one or more of HLC's Criteria for Accreditation. The period of Notice is not more than two years.

While on Notice, the institution remains accredited, and it has the opportunity to remedy the issues that led to the sanction. In most cases, other institutions of higher education will continue to accept the institution's credits in transfer or for admission to a higher degree program. All colleges and universities define their own transfer and admission policies. Students should contact any institution they plan to attend in the future so they are knowledgeable about the admission and transfer policies for that institution.

Noted Criteria for Accreditation
The following Criteria for Accreditation must be addressed by the College:

- Criterion Two, Core Component 2.A, "the institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff"
- Criterion Three, Core Component 3.D, "the institution provides support for student learning and effective teaching"
- Criterion Four, Core Component 4.A, "the institution demonstrates responsibility for the quality of its educational programs"
- Criterion Four, Core Component 4.B, "the institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning"
- Criterion Four, Core Component 4.C, "the institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs"
- Criterion Five, Core Component 5.B, "the institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission"
- Criterion Five, Core Component 5.C, "the institution engages in systematic and integrated planning"
- Criterion Five, Core Component 5.D, "The institution works systematically to improve its performance"

Next Steps
The College is required to provide evidence that it has addressed the issues that led to the Notice sanction by March 1, 2019 in preparation for HLC's on-site evaluation no later than May 2019. In November 2019, the HLC Board of Trustees will determine whether the institution has demonstrated improvement and whether Notice can be removed.

About the Higher Learning Commission
The Higher Learning Commission accredits approximately 1,000 colleges and universities that have a home base in one of 19 states that stretch from West Virginia to Arizona. HLC is a private, nonprofit accrediting agency. It is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. Questions? Contact info@hlcommission.org or call 312.263.0456.

HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

November 14, 2017

VIA CERTIFIED MAIL

Dr. Daniel Barwick, President
Independence Community College
1057 W. College Ave.
Independence, KS 67301

Dear President Barwick:

This letter is formal notification of action taken by the Higher Learning Commission ("HLC" or "the Commission") Board of Trustees ("the Board") concerning Independence Community College ("the College" or "the institution"). During its meeting on November 2-3, 2017, the Board continued the accreditation of the College and placed it on Notice because the College is at risk of being out of compliance with the Criteria for Accreditation and the Core Components identified in the Board's findings as outlined below. This action is effective as of the date the action was taken. In taking this action, the Board considered materials from the most recent comprehensive evaluation, including but not limited to: the Quality Highlights Report the College submitted, the report from the comprehensive quality review team, the report of the Institutional Actions Council ("IAC") Hearing Committee, and the institutional responses to these reports.

The Board required that the College submit a Notice Report no later than March 1, 2019, or at least eight weeks prior to the focused visit, providing evidence that the College is no longer at risk for non-compliance with the Criteria for Accreditation and Core Component identified in this action and that it has ameliorated the issues that led to the Notice sanction. Included in this report should be evidence of the following:

- Development and implementation of an institutional plan for systematic review of data connected with institutional complaints; especially student complaints. The plan should include a process that ensures oversight by knowledgeable persons of the analysis of trends associated with complaints; especially those connected to Title IX compliance and student complaints (Core Component 2.A).
- Development and implementation of a technology plan that aligns with strategic objectives and budgetary plans. The plan must assure that security policies regarding the onboarding and off-boarding of employees is included in policies and procedures and that the process for determining access to secure institutional data and the network is clear and assures that only employees with a need to know and/or input responsibilities have access (Core Component 3.D).
- Development of a long-range institutional plan to fully address deferred maintenance of facilities; inclusive of projected timelines, resources needed, and possible funding. The plan should include prioritization policies and procedures to assure that issues directly connected to impacts on student learning and safety are prioritized (Core Component 3.D).

- The plan for program review has been fully implemented and institutionalized according to the proposed plan. The College should provide evidence that results from program reviews have been incorporated into budget and strategic plans and have been used for improvement of courses, programs, and the larger institution (Core Component 4.A).
- Existence of a culture of using data from student learning in curricular and co-curricular programs, as evidenced by at least one to two years of using data for improvement of programs from program assessment processes and related data, and evidence of using data collected from co-curricular programs to improve student experiences and activities (Core Component 4.B).
- Identification of appropriate comparison benchmarks and institutional targets for persistence, completion, retention, and graduation in all programs and at the overall institutional level, which are appropriate for the College based on its mission, values, and characteristics (Core Component 4.C).
- Development and documentation of decision-making responsibilities and processes across campus constituencies, including students, faculty, and staff. The College should clearly delineate final decision responsibilities above simple participation in input of information (Core Component 5.B).
- Development of a clear, well-documented process for the systematic integration of campus planning, with intentional processes and connections between all planning documents on campus, that is inclusive of the results of assessment of student learning (Core Component 5.C).
- Development of a systematic process of regular review of institutional data with clear processes for collection and review of data, and improvement of considerations based on the results of data review that is in-line with institutional benchmarks and targets. The College should provide evidence of long-range planning with trending data used to project plans and targets for three to five years forward. The College must provide evidence of at least one year of improvements based on this regular review of data analysis (Core Component 5.D).

The College is also required to host a Notice focused visit no later than May 2019, focused on validating the contents of the Notice Report. Following the visit, Commission staff will review the materials from the College and the focused visit and will prepare a staff report on whether the College should be removed from Notice because it has been able to demonstrate that it has remedied the issues identified in this action and is no longer at risk of being out of compliance with the Criteria for Accreditation and Core Components. If the institution has not remedied the issues that led it to be placed on Notice or has not been able to demonstrate that it is no longer at risk of being out of compliance with the Criteria for Accreditation and Core Components, the staff report may recommend Probation or other appropriate action up to and including withdrawal of accreditation. The Board will consider the staff report, institutional materials, and visit materials at its November 2019 meeting and will take action as appropriate.

In addition, the Board placed the College on the Standard Pathway with its next comprehensive evaluation (Year 4) in 2021-22.

The Board based its action on the following findings made with regard to the College:

> The College meets Criterion Two, Core Component 2.A, “the institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and

follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff," but with concerns because:

- The College has historically demonstrated a lack of oversight and proper controls regarding access to, and control of, data; and
- The College may continue to have issues with decision-making and releasing accurate data because of a lack of appropriate staffing to assure the reliability and validity of the data.

The College meets Criterion Three, Core Component 3.D, "the institution provides support for student learning and effective teaching," but with concerns because, while the College intends to address resource issues as monies become available, it lacks a detailed technology plan and has several deferred maintenance issues on campus.

The College meets Criterion Four, Core Component 4.A, "the institution demonstrates responsibility for the quality of its educational programs," but with concerns because:

- The College will need to demonstrate that budgetary and faculty staffing needs are being met in order to implement fully the program review process as explained at the IAC Hearing; and
- It is not clear that the program review process and cycle as explained will be a sustainable model for the College and will provide detailed results leading to effective recommendations for program improvement.

The College meets Criterion Four, Core Component 4.B, "the institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning," but with concerns because:

- There continues to be a lack of evidence of effective measurement in co-curricular programs; and
- A detailed identification of course outcomes, data collection, and a clear alignment between the College's strategic and budget plans is lacking.

The College meets Criterion Four, Core Component 4.C, "the institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs," but with concerns because:

- The College does not effectively analyze nor utilize data related to persistence, retention, and completion, and so it does not determine benchmarks, identify trends, set goals, or identify peer institutions and compare itself to them; and
- It also remains unclear how the College determines and prioritizes short- and long-term academic needs.

The College meets Criterion Five, Core Component 5.B, "the institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission," but with concerns because:

- The College has no formal faculty governance body and no student government organization, the absence of which indicates that the College does not sufficiently engage these stakeholder groups in governance in a systematically collaborative manner; and
- While the Academic Affairs Council has decision-making responsibilities for course changes, program changes, and catalog changes, there is no college-wide document

(e.g. faculty or employee handbook) that clarifies the decision-making responsibilities of faculty and administration.

The College meets Criterion Five, Core Component 5.C, "the institution engages in systematic and integrated planning," but with concerns because:

- While strategic planning has become more inclusive, the planning process is not systematic, intentional and overall forward-looking; and
- There is no assurance that plans for institutional improvement are systematic and coordinated to assure adequate resources for implementation.

The College meets Criterion Five, Core Component 5.D, "the institution works systematically to improve its performance," but with concerns because:

- While the College has begun to address past neglect regarding program review, it is not clear that (regardless of the exact number of programs) the College has sufficient academic personnel to sustain the process as currently planned;
- The College shows no real evidence of a systematic and integrated approach to planning, as data does not appear to be reviewed intentionally with the determination of using it for decision-making;
- While short-term targets are utilized for enrollment management, no long-term plan has been set for upcoming years that would allow the College to monitor both short- and long-term data for shifts and trends; and
- While the College, in its response to the findings of the IAC Hearing Committee provided a list of data sources and some examples of its usage of data, it has not definitively demonstrated that it consistently and systematically uses appropriate and relevant data to inform its short- and long-term planning and that it has identified and acted on areas of improvement based on this activity.

The College has indicated in its response to the IAC Hearing Committee report that it acknowledges many of these deficiencies.

The College has demonstrated that it meets the Criteria for Accreditation, but with concerns and thus is also at risk of non-compliance with the Criteria and should be placed on Notice.

At this time, the Commission will reassign the College from its HLC Staff Liaison, Dr. Linnea Stenson, to Dr. Anthea Sweeney. Please be assured that Dr. Stenson will work with Dr. Sweeney to create a smooth transition.

The Board action resulted in changes to the affiliation of the College. These changes are reflected on the Institutional Status and Requirements Report. Some of the information on that document, such as the dates of the last and next comprehensive evaluation visits, will be posted to the HLC website.

Information about the sanction is provided to members of the public and to other constituents in several ways. Commission Policy INST.G.10.010, Management of Commission Information, anticipates that the Commission will release action letters related to the imposition of a sanction to members of the public. The Commission will do so by posting this action letter on the Commission website. Also, the enclosed Public Disclosure Notice will be posted to the Commission's website not more than 24 hours after this letter is sent to you.

Commission policy INST.E.10.010, Notice, subsection Disclosure of Notice Actions, requires that an institution inform its constituencies, including Board members, administrators, faculty, staff, students, prospective students, and any other constituencies about the sanction and how to contact the Commission for further information. The policy also requires that an institution on Notice disclose this status whenever it refers to its Commission accreditation. The Commission will monitor these disclosures to ensure they are accurate and in keeping with Commission policy. I ask that you copy Dr. Sweeney on emails or other communications with campus constituents regarding the sanction as required and provide her with a link to information on your website and samples of related disclosures.

In addition, Commission policy COMM.A.10.010, Commission Public Notices and Statements, requires that the Commission prepare a summary of actions to be sent to appropriate state and federal agencies and accrediting associations, and published on its website. The summary will include the Commission Board action regarding the College. The Commission will also simultaneously inform the U.S. Department of Education of the sanction by copy of this letter.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation. If you have questions about any of the information in this letter, please contact Dr. Sweeney.

Sincerely,

Barbara Gellman-Danley
President

Enclosure: Public Disclosure Notice

cc: Chair of the Board of Trustees, Independence Community College
Kara Wheeler, Vice President for Academic Affairs, Independence Community College
Evaluation team chair
Institutional Actions Council Hearing Committee chair
Karla Wiscombe, Director of Academic Affairs, Kansas Board of Regents
Linnea A. Stenson, Vice President for Accreditation Relations and Director of the AQIP Pathway, Higher Learning Commission
Anthea Sweeney, Vice President for Accreditation Relations, Higher Learning Commission
Karen Peterson Solinski, Executive Vice President for Legal and Governmental Affairs, Higher Learning Commission
Herman Bounds, Accreditation and State Liaison, Office of Postsecondary Education, U.S. Department of Education

7.0: PROGRAM PLANNING AND DEVELOPMENT FOR STUDENT SUCCESS

7.1: NARRATIVE/REFLECTION ON QUALITATIVE AND QUANTITATIVE DATA AND TRENDS

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning.In this section program faculty should provide a narrative reflection on trends observed in the data from section 1.0. (*See Resource C*)

Narrative:

316 students enrolled in developmental math courses with an overall pass rate of 53.9%. Half of all students are needing to retake a developmental math course upon completion.

Average class size is between 16 (for on-ground) and 19 (online) with completion rates higher in face-to-face classes (98%) than in online sections (95%).

For developmental math, there were two (2) total online courses (both taught by adjuncts) with an average success rate (C or better) of 72%. Face-to-face sections held a fairly constant success rate of 51.47%.

Intermediate Algebra sees a higher success rate (56%) than Elementary Algebra (40%) among full-time faculty and adjuncts. It should be noted that only one (1) full-time faculty from this data set is still employed at ICC (success rate of 54%). Of the two faculty members that left, average success rates range from 30% to 50%.

7.2: ACADEMIC PROGRAM VITALITY REFLECTION, GOALS, AND ACTION PLANS

The program vitality assessment, goals and action planning are documented by completing the ProgramSummative Assessmentform.
Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (*See Resource D for detailed descriptions of the vitality recommendation categories*.)
Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of honors, co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use
S.M.A.R.T. goal setting for this purpose. *(See Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)*

Narrative:

Program Viability
Category 2: Maintain Current levels of support/continuous improvement

Students enrolled in a developmental math course have been placed there due to low ACT/SAT scores or low placement scores on ACCUPLACER. These students enter college with deficiencies in mathematics (negative numbers, factoring, fractions) and would not succeed in college algebra. In order to best serve underprepared students, a developmental math program allows students to obtain the necessary skills to be successful in future courses. The Full-Time Dev Math faculty will participate in meetings and conversations/professional development about changes to ACCUPLACER to better place students.

In AY 2017, 20% of the student population was enrolled in a developmental math course (318 of 1,444). This accounts for 92% of the budget necessary to employ 3 full-time and 3 part-time faculty for the entire 2017 Academic Year.

Goals for AY 18-19
1. By AY 2019, full time faculty will receive training on developmental/accelerated courses and course development to better serve students.
2. By AY 2019, include student success rate in College Algebra after taking a developmental math course into the annual review of this program.

Goals for AY 21-23
1. By AY 2021, increase student success rate of developmental math courses to 60% from current 54% (AY 17).
2. By AY 2023, have the success rate of students who enrolled in college algebra after taking a developmental math course be equal to or greater than the success rate of those who took college algebra without a developmental math course.

8.0: FISCAL RESOURCE REQUESTS/ADJUSTMENTS

8.1: BUDGET REQUESTS/ADJUSTMENTS

Based on program data review, planning and development for student success, programs will complete the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available in October. *(See Resource G for more details on possible items to include.)*

Narrative:

There is currently no budget for Developmental Math.

Current budgetary needs are being met through access to Professional Development funds and Instructional Supplies.

9.0 PROGRAM PLANNING AND DEVELOPMENT PARTICIPATION

9.1: FACULTY AND STAFF

In this section programs will provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

The program of Developmental Math was originally a part of the math department's program review, though not the primary focus of the review. With the hiring of a Full-Time Developmental Math Instructor, the program review has moved to the care of that individual. This may explain discrepancies between AY 16 and 17 if comparing annual program reviews.

Faculty (full and part-time) submitted data at the end of each semester that was collected and processed by Institutional Research and the institution's CFO. This data was sent to the Faculty member in charge of the Annual Review of Developmental Math (Full-Time Dev Instructor).

Currently, full-time faculty is changing the assessment plan of the program due to the recent HLC visit.

9.2: DEAN AND/OR ADMINISTRATIVE DESIGNEE RESPONSE

After review and reflection of the program review, planning and development, the Division Dean will complete Dean's Summative Assessment form. The Dean's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

I agree with the findings in this review. Brian Southworth STEMB Division Chair. 2.15.2018