

BOARD OF TRUSTEES REGULAR MEETING  
 CIE 104 (West Classroom of Center for Innovation and Entrepreneurship) 6:00 p.m.  
 June 13, 2019

AGENDA

- I. ROUTINE
- A. Call to Order
  - B. Approval of Agenda Action
  - C. Welcome Guests
  - D. Pledge of Allegiance
  - E. Mission Statement – Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.
  - F. Vision Statement – To be a community college that provides an exceptional educational experience by cultivating intellect, encouraging creativity and enhancing character in a student and community centered environment.
  - G. Approval of May 1<sup>st</sup>, May 9<sup>th</sup>, and May 21<sup>st</sup> Meeting Minutes Action                      Section 1
- II. INSTITUTIONAL OPERATIONS
- A. Region H Hazard Mitigation Plan – Rick Whitson Presentation/Action      Section 2
  - B. Refinancing of 2009 Series Certificates of Participation Proposal/Action          Section 3
  - C. Higher Learning Commission Focused Visit Report – Dan Barwick Report                      Section 4
  - D. Comprehensive EMS Education Program Review-Sue Manning Action                      Section 5
  - E. Comprehensive Advanced EMS Education Program Review-Sue Manning Action                      Section 6
  - F. Comprehensive Cosmetology Program Review-Tonda Lawrence Action                      Section 7
  - G. Comprehensive English Lang. and Literature Program Review-Heather Mydosh Action                      Section 8
  - H. Appoint Chief Financial Officer as College Treasurer Action                      Section 9
  - I. Cash Management Administrative Rights/Authorized Signor-FirstOak Bank Action                      Section 10
    - MOTION: “I move to nominate Jonathan Sahoo to have Cash Management administrative rights on the FirstOak Bank account and serve as an Authorized Signor.”
  - J. Allow Payables Action                      Section 11
  - K. President’s Update – Dan Barwick Report                      Section 12
    - KBOR Civil Rights Review/Final Letter of Findings
    - June Operational Plans
    - Practice Field Update
    - Food Services Review
    - Dashboard
- III. CONSENT AGENDA Action
- A. Financial Report (acknowledge receipt)
  - B. Personnel Report (acknowledge receipt) Section 13
  - C. Grant Progress Report Section 14
  - D. Acquisition of Payroll Processing Services Section 15
  - E. Renewal of Insurance Brokerage Service Section 16
- IV. EXECUTIVE SESSION – Attorney/Client Privilege.
- I move that we recess for an Executive Session for consultation with the College attorney regarding (*insert subject to be discussed*), pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session will resume at (*insert time*) in CLC 104 of the Cessna Learning Center. Those invited to attend are: (*list attendees*).
- V. EXECUTIVE SESSION –Employer-Employee Negotiations.
- I move that we recess for an executive session for the purpose of discussing (*insert subject to be discussed*), pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session will resume at (*insert time*) in CLC 104 of the Cessna Learning Center. Those invited to attend are: (*list attendees*).

VI. EXECUTIVE SESSION – Non-elected Personnel.

I move that we recess for an executive session for discussion of *(insert subject to be discussed)*, pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. Those invited to attend are: *(list attendees)*.

VII. ADJOURN

Action

# ***PUBLIC PARTICIPATION AT BOARD MEETING***

## Items on the Agenda

Members of the public wishing to appear before the Board concerning an item which is on the agenda must fill out one of the cards provided and present the card to the Board Clerk. There are three opportunities for public comment during regular meetings.

First, the public may comment on any item on the agenda during a period at the beginning of meetings, with a total comment period of ten minutes and individual comments limited to two minutes. This comment period may be extended by Board vote.

Second, prior to each Board vote, the public will be invited to speak directly to the issue being voted upon.

Third, any member of the public may make a lengthier presentation on agenda items, provided that a request for such a presentation is made in writing in advance of the meeting. Permission to make such presentations, and their length, is at the discretion of the Board Chair.

## Information to the Audience

The Board members receive the complete agenda along with background material that they study individually before action is taken at the meeting. Any member of the Board may remove items from the consent agenda at the time of the meeting.

## **Examples of Motions for Executive Session**

*Remember that a motion to move into executive session needs to state the subject, provide justification, and state a time and place for return to open session*

EXECUTIVE SESSION: Non-Elected Personnel

**Sample Subjects:** Employee job performance; employee evaluations; or annual review of probationary employees.

I move that we recess for an executive session for discussion of *(insert subject to be discussed)*, pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. Those invited to attend are: *(list attendees)*.

EXECUTIVE SESSION: Negotiations

**Sample Subject:** Faculty and Board proposals.

I move that we recess for an executive session for the purpose of discussing *(insert subject to be discussed)*, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. Those invited to attend are: *(list attendees)*.

EXECUTIVE SESSION: Possible Acquisition of Real Estate

**Sample Subject:** For future expansion.

I move that we recess for an executive session for discussion of *(insert subject to be discussed)*, pursuant to the preliminary discussion on acquisition of real estate exception, K.S.A. 75-4319(b)(6). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. Those invited to attend are: *(list attendees)*.

EXECUTIVE SESSION: Attorney/Client Privilege.

**Sample Subjects:** Ongoing litigation; a settlement proposal; or a claim made against the College.

I move that we recess for an Executive Session for consultation with the College attorney regarding *(insert subject to be discussed)*, pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. Those invited to attend are: *(list attendees)*.

BOARD OF TRUSTEES SPECIAL MEETING  
STRATEGIC PLANNING WORKSHOP  
CIE 104 (West Classroom of Center for Innovation and Entrepreneurship) 6:00 p.m.  
May 1, 2019

MINUTES

**Members Present**

Val DeFever  
Terry Clark  
Norman Chambers  
Cynthia Sherwood

**Others Present**

Daniel Barwick, President  
Kara Wheeler, Vice-President for Academic Affairs  
Andrew Gutschenritter, Interim Chief Business Officer  
Brittany Thornton, Director of Enrollment/Retention Management  
Beverly Harris, Executive Assistant/Board Clerk  
Tammie Geldenhuys, Vice-President For Student Affairs and Athletics  
Taylor Crawshaw, Associate Dean for Tutoring and Accessibility Services  
Jessica Morgan-Tate, Compliance Officer/Title IX  
John Eubanks, Faculty Senate President  
Eric Montgomery, Director of Information Technology  
Ben Seel, Professor of Political Science  
Anita Chappuie, Director of Institutional Research  
Cordell Jordan, Marketing Director  
Nyssa Crompton, Professor of Chemistry  
Melissa Ashford, Professor of Computer Technology  
Marg Yaroslaski, Associate Professor of Communications

**Guests**

Andy Taylor, Montgomery County Chronicle  
Paul Yaroslaski, Community Member  
Mike Thompson, Strategic Planning Coordinator

**I. ROUTINE**

- A. Call to Order – Val DeFever called the meeting to order at 6:10 p.m.
- B. Approval of Agenda – Norman Chambers moved to approve the agenda. Terry Clark seconded the motion and the motion carried 4-0.
- C. Welcome Guests – Val DeFever welcomed the guests and provided an overview of options for public comment on items pertaining to the agenda.
- D. Pledge of Allegiance – Andy Taylor led the group in recitation of the Pledge of Allegiance.
- E. Mission Statement – Norman Chambers read the College Mission Statement.
- F. Vision Statement – Cynthia Sherwood read the College Vision Statement.

**II. INSTITUTIONAL OPERATIONS**

- A. Draft 2019-2025 Strategic Plan – Mike Thompson, Strategic Planning Coordinator, informed the group that he facilitated discussions over the last three months that lead up to the GAP Analysis Committee's draft Plan. Mr. Thompson stated that the process was extremely well done, in depth, and covered many constituencies; 600 survey responses were received, and six Listening Sessions were held. Mike Thompson informed the Board that this stage of the process gave them the right of authorship, and provided an opportunity for revisions.  
Cynthia Sherwood commended Mr. Thompson and all involved for the tremendous amount of time and effort involved in development of the draft. Dr. Sherwood added that, according to the Higher Learning Commission, the Board of Trustees should provide only the highest level of oversight. Dr. Sherwood

continued that the first seven pages of the draft Plan that included the Mission, Vision, Core Values, Purpose, and the eight Key Initiatives should be discussed and retained; however, the remaining Action Plans and steps were “too deep in the weeds” and should not be part of the Board’s Strategic Plan for the College. Dr. Barwick shared that the GAP reviewed the Mission and Vision and, based upon input received throughout the process, left the statement unchanged. Norman Chambers noted that the College Mission and Vision Statements drove the Strategic Planning process.

Val DeFever read comments submitted by Trustee Shaver. Jana Shaver felt that overall the plan would lead the College in the right direction over the next five years; however, she noted that we should rebrand the College to focus on areas that other community colleges are neglecting. Trustee Shaver supported emphasis on academic offerings, workforce development, and entrepreneurial mindset. Jana Shaver felt that a qualified person in charge of successfully implementing the many strategies associated with workforce development would be necessary. Trustee Shaver also noted that specifically designating an improvement process (page 15-years 2022-2023/Six Sigma) might be a better fit for the Board’s Strategic Plan if changed to a more general statement for improvement that was geared toward an educational facility such as “Research and plan problem solving training for employees and departments to be established in following year.” Val DeFever drew attention to the Marketing initiative on pages 15-16; she shared difficulties encountered with navigation of our website and management system.

John Eubanks had submitted a comment card and acknowledged the time and effort involved in the process. Mr. Eubanks noted that the real plan is the Appendix and the remainder of the document dealt with how the initiatives would be reached; he also reminded the Board that in 2012, he and Debbie Phelps chaired the process utilized in development of a similar Strategic Plan; however, two years later the Board informed them it was more “operational” than strategic and discarded the Plan. Mr. Eubanks recommended the Board not approve the current action plans, but set goals to be reached and let the College faculty and staff who are experts in their respective fields create the actual Operational Plans on how to reach the Board’s Strategic Goals. Dr. Barwick inquired about Mr. Eubanks assessment of the Key Initiatives on page 7 of the draft Strategic Plan; Mr. Eubanks responded that he felt the Appendix was derived from the Key Initiatives. Mr. Eubanks clarified that he was speaking on his own behalf; not as a representative of the Faculty Senate of which he is President.

Anita Chappuie had submitted a comment card and spoke on behalf of the Assessment Committee and gave a shortened version of a written statement the group had provided. The Committee liked the first seven pages of the document (the Strategic Plan portion), but felt the remainder of the document (the action steps) was too operational and specific which might hamstring some initiatives already implemented or being considered for implementation. The Committee recommended the Board not approve the current action plan, but let the highly qualified ICC faculty and staff create a strong, detailed, five-year action plan with measurable benchmarks; they proposed presentation during the November Board of Trustees meeting. Ms. Chappuie ended by stating that the Assessment Committee supported approval of the draft document through page 7 (and possibly the Appendix, as well).

Norman Chambers inserted that faculty and staff were involved with all the committee work involved in development of the draft Plan. Dr. Barwick shared that in the comments he received, everyone liked the key initiatives; however, there were widespread reservations regarding the action steps as they seemed to interfere or supplant the already existing departmental Operational Plans. Dr. Barwick shared additional concerns with the specificity of the action steps.

Jessica Morgan-Tate had submitted a comment card, and read a prepared statement about the numerous employee concerns she received regarding various components of the Plan and which related specifically to the College’s ability to perform many of the items included in the Plan. Ms. Morgan-Tate also shared that employees desired participation in the process which would allow creation of a new action plan that considered the recommendations of the GAP Committee, data collected throughout the entire process, and the expertise and knowledge of the employees of the College. Jessica Morgan-Tate also cautioned the Board against rapid approval of the first seven pages of the draft Plan; she encouraged adequate time for further in-depth discussion of the first seven pages and the Appendix. Ms. Morgan-Tate felt some pieces of the

recommendation submitted by the Cultural and Diversity Excellence Work Group were utilized in the draft; however expectations in the draft Plan appeared more specific than the work group intended.

Ben Seel had submitted a comment card and shared that the draft Plan gave him no sense of what we are and what makes us unique; are we achieving academic excellence for transfer students, or career and technical education? Is economic development through workforce training, or the Fab Lab and innovation? Mr. Seel noted that the Board should prioritize where we want to be in 2024 (the Board's Vision) and provide additional guidance. Mr. Seel stated that in the last five years he'd seen plans for a recital hall in the Fine Arts Building and for a new administration building; however, a new practice facility and expansion of the Fab Lab were undertaken instead. Ben Seel ended by stressing that the Board provide guidance and focus through the Strategic Plan. Val DeFever responded that tightened focus results in less flexibility to adjust when advantageous opportunities arise; a culinary art school was not in the plan until equipment was donated. Chair DeFever concurred that the College brand should be determined and a better definition of "who we are" identified.

Norman Chambers noted that the Strategic Plan was not designed to be set in concrete for five years; the Plan would hopefully be reviewed quarterly or bi-annually for revisions. Mr. Chambers stated disagreement with some of the comments received, as the draft Plan did not tell the College what to do, it merely provided an overarching overview of how the College should be involved in pursuing the concepts.

Marg Yaroslaski had submitted a comment card and noted the Action Plan had very specific steps. Ms. Yaroslaski applauded the: democratic process utilized; amazing amount of data gathered; robust identification of "dreams" for the campus submitted by faculty and staff; and, the optimism and enthusiasm with which the campus and community addressed the Strategic Planning process. Ms. Yaroslaski encouraged the Board to trust campus employees to achieve goals without telling them specifically how to accomplish them; implementation of Six Sigma, revival of Pirate Day, etc. Mr. Chambers reiterated that the Strategic Plan would undergo periodic review for revisions; he added that the draft Plan was just a structure and did not specify implementation steps, measurements, or scheduling requirements.

Anita Chappuie had submitted a comment card and shared that the draft Plan is being perceived campus-wide as a permanent document that could not be revised.

Dr. Sherwood noted that eight initiatives were too many and were "too down in the weeds"; which should not be part of the Strategic Plan that the Board approves. Dr. Sherwood added that the Kansas Association of Community College Trustees says that a Board strategizes and is at the 20,000 foot level where they set goals for the College. Dr. Sherwood recommended utilization of pages 1-7, with a few changes; she singled out the Purpose Statement referring to "college readiness" and said we are a community college, not a preparatory school for a four-year institution. Norman Chambers countered Dr. Sherwood's comments by stressing where and how the information was gathered for creation of the initiatives and action plans.

Kara Wheeler shared that although the Academic Excellence work group specifically did not identify percentages in the Academic Excellence section of the plan, they were included in the draft; work group plans did not align with the key initiatives.

Cordell Jordan shared that surveys, as well as work group and listening session comments, were combined in development of the draft Plan.

Andy Taylor shared that Baker University has three goals; he suggested simplification.

Mike Thompson stated that the previous Strategic Plan was not specific enough. Val DeFever agreed and shared a sense of paranoia since the HLC visit and the fear of additional findings should documentation be insufficient in the future. Mr. Thompson referred to the Plan as ACE<sup>2</sup>; A=academic excellence; C=community engagement; and E<sup>2</sup>=enrollment/endowment. Mr. Thompson noted a concept of the Higher Learning Commission (HLC) of a disconnection between the College and the community; he also referred to a disconnection with the ICC Foundation. Mr. Thompson noted that the College celebrates its 50<sup>th</sup> Anniversary

on this campus in September 2020, and its 100<sup>th</sup> Anniversary of existence in 2025; two perfect opportunities to collaborate with the ICC Foundation on endowment and capital campaign fundraising efforts.

Dr. Barwick suggested that he, Mike Thompson, Cordell Jordan, and Val DeFever revise the draft Plan based upon comments received, distribute the document to the Board of Trustees and campus-wide for additional input, and present the revision to the Board of Trustees at the June meeting. Dr. Barwick also stated his availability for a special Board meeting if required; Val DeFever suggested May 29<sup>th</sup> or 30<sup>th</sup>. It was suggested that a member of faculty and a member of staff join the work group identified by Dr. Barwick.

Trustee Sherwood questioned the section of the Key Initiatives that referred to the safety and security of students; Dr. Barwick responded that the section was specifically included in the Plan as a requirement of the HLC. Mr. Seel stated that the College has many requirements and questioned the focus on that one specific requirement. Daniel Barwick added that HLC stated that the College does not adequately set goals for enrollment, retention, and completion; HLC has the expectation that enrollment, retention, and completion goals are part of all colleges' Strategic Plans. Dr. Barwick shared that HLC is responsible for deciding whether the College receives Federal Financial Aid, and as such, has very specific requirements. Trustee Sherwood stated that she could see such items as: safety and security; enrollment, retention, and completion; and, marketing and recruiting as sections of Operational Plans instead of the Board's Strategic Plan. Dr. Sherwood requested that Dr. Barwick share the sections of the HLC documents that specify what is required in the Strategic Plan.

Val DeFever thanked everyone for their input and Mike Thompson for his hard work; she also recognized Mr. Thompson for being selected ICC's 2019 Outstanding Alumnus. Chair DeFever also welcomed Cordell Jordan in the position of Director of Marketing.

- III. ADJOURN - Norman Chambers moved that the meeting adjourn. Terry Clark seconded the motion and the motion carried 4-0. The meeting adjourned at 7:52 p.m.

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Beverly Harris  
Board Clerk

Independence Community College is committed to a policy of nondiscrimination on the basis of race, sex, national origin, religion, age, and disability in admissions, educational programs or activities, and employment, all as required by applicable laws and regulations under the Title VI Civil Rights Act of 1964, Title IX regulations of 1972, Section 5 of the Social Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990.

BOARD OF TRUSTEES REGULAR MEETING  
CIE 104 (West Classroom of Center for Innovation and Entrepreneurship) 6:00 p.m.  
May 9, 2019

MINUTES

**Members Present**

Val DeFever  
Terry Clark  
Norman Chambers  
Jana Shaver  
Cynthia Sherwood

**Others Present**

Daniel Barwick, President  
Kara Wheeler, Vice-President for Academic Affairs  
Brittany Thornton, Director of Enrollment/Retention Management  
Andrew Gutschenritter, Interim Chief Business Officer  
Jared Wheeler, Director of On-line  
Beverly Harris, Executive Assistant/Board Clerk  
Michelle Kleiber, Interim Director for Human Resources  
Taylor Crawshaw, Associate Dean for Tutoring and Accessibility Services  
Jessica Morgan-Tate, Compliance Officer/Title IX  
John Eubanks, Faculty Senate President  
Eric Montgomery, Director of Information Technology  
Ben Seel, Political Science Instructor  
Kris Wech, Director of Maintenance  
Melissa Ashford, Computer Technology Instructor  
Thomas Weaver, Biology Instructor  
Marg Yaroslaski, Communications Instructor  
Allen Shockley, Developmental Math Instructor  
Cody Westerhold, Head Stunt Team Coach

**Guests**

Susan Scovel, Reporter  
Rachael Klosterman, Great Western Dining Food Service  
Jacob Keplinger, Student  
Karley Bradley, Student

**I. ROUTINE**

- A. Call to Order – Val DeFever called the meeting to order at 6:00 p.m.
- B. Approval of Agenda – Dr. Barwick noted two amendments to the agenda; the Region H Hazard Mitigation Plan was postponed until the June 13<sup>th</sup> Board meeting, and the action portion of the Student Government Association Recognition/Presentation was removed. Jana Shaver moved to approve the amended agenda. Terry Clark seconded the motion and the motion carried 5-0.
- C. Welcome Guests – Val DeFever welcomed the guests and provided an overview of options for public comment on items pertaining to the agenda.
- D. Pledge of Allegiance – Rachael Klosterman led the group in recitation of the Pledge of Allegiance.
- E. Mission Statement – Norman Chambers read the College Mission Statement.
- F. Vision Statement – Jana Shaver read the College Vision Statement.
- G. Approval of April 11, 2019 Meeting Minutes – Terry Clark moved to approve minutes of the April 11<sup>th</sup> meeting. Norman Chambers seconded the motion and the motion carried 5-0.

**II. INSTITUTIONAL OPERATIONS**

- A. Region H Hazard Mitigation Plan-The presentation was postponed until the June 13, 2019 Board of Trustees meeting.



- B. Student Government Association (SGA) representatives, Karley Bradley and Jacob Keplinger, provided an overview of Student Government initiatives. It was noted that SGA representatives regularly attend President's Cabinet meetings; the SGA will present at future Board meetings as well. Dr. Barwick informed the group that the Board doesn't approve By-Laws; therefore, the June Agenda packets will include the SGA By-laws as an informational document only.
- C. On-line Program Update – Jared Wheeler informed the Board that 114 students were enrolled uniquely in on-line courses (no on-ground course enrollments) during the Spring Semester. Jana Shaver questioned how many credit hours were involved in the uniquely on-line enrollments; Jared will research that information and report back. It was noted that the Trustees are interested in regular reports of uniquely on-line enrollments and the relative credit hours involved. Mr. Wheeler shared that 31 students enrolled in the on-line Criminal Justice Program during the Spring semester, and 10-12 students enrolled in the on-line Early Childhood Education Program during the same time period.
- D. Great Western Dining Services Contract – Dr. Barwick provided background information regarding the recommendation to delay the dining hall bidding process until December 2019, and approve the Great Western Dining Services meal pricing structure for the upcoming year. Dr. Barwick shared that the best timeframe for changing food service vendors is at the end of the Spring Semester. Dr. Barwick referenced improvements in the kiosk feedback reports and noted no price increases were included in the food services proposal; he also noted reduced urgency in seeking an alternative food service provider due to improved services from Great Western. Dr. Barwick reminded the Board that Great Western Dining Services has new Directors at the regional and district level; both are working well with ICC administration and have implemented several new and improved options. Val DeFever inquired about the number of participants in the kiosk surveys. Trustee Sherwood voiced frustration by the lack of progress seeking bids from alternative vendors and noted the process was made more difficult than necessary by having the committee travel to other institutions to view their respective dining facilities and eat a meal from the food service line. Tammie Geldenhuys apologized if she misunderstood the Board's directive and shared that the Dining Committee visited Coffeyville Community College-serviced by Chartwells, Allen County Community College-serviced by Great Western, and had yet to visit Neosho Community College-serviced by Great Western. Tammie Geldenhuys also informed the Board that fifteen of the nineteen community colleges utilize Great Western Dining Services as their food service provider. Dr. Sherwood stated that the Board requested alternative food service vendor bids in December following receipt of numerous complaints of quality, service, etc. Dr. Sherwood shared that the Board had been forced to consider approval of continuing the food service contract with Great Western in the same manner the last three years, as the bid process was not undertaken in a timely manner. Val DeFever voiced concerns over the reduction in hours of operation observed on Saturday and Sunday. Jana Shaver reminded the group that alternative meal plan options had been requested. Tammie Geldenhuys shared that reduced meal plan options adversely affect the 19 meal plan with higher pricing. Terry Clark stated: people were paying for services that were not up to par and he was not happy about that; the only leverage one has is money; and, a probationary contract should be considered. Rachael Klosterman stated that she could not undo the unsatisfactory services provided by Great Western in the past, but would hold her head high, as good things have been accomplished since her arrival in January. Following further discussion, Norman Chambers moved to accept the Great Western Dining Services contract as presented with monthly performance reviews of services provided and continued pursuit of the bidding process. Terry Clark seconded the motion and the motion passed 3-1-1 with Cynthia Sherwood voting no, and Jana Shaver abstaining.
- E. Comprehensive Developmental Math Program Review-Allen Shockley provided an overview of the Comprehensive Developmental Math Program and answered questions. Mr. Shockley noted that the Program is a great precursor to College Algebra; however, on-line enrollment is not an option as phones are a good resource for obtaining information and facilitate cheating in this subject. Terry Clark moved to accept the Comprehensive Developmental Math Program Review as presented. Norman Chambers seconded the motion and the motion carried 5-0.
- F. Comprehensive AS Biology Program Review-Thomas Weaver provided an overview of the Comprehensive AS Biology Program and answered questions. Dr. Weaver shared that in the future all assessment information will be complete. It was noted that dual credit instructors at the High School level teach toward the same outcomes as instructors at the community college level. Respiratory Therapy, Nursing, and Chiropractic Programs are being developed. Kara Wheeler and Dr. Weaver are also researching development of an Agriculture Program. Zoology and Botany Programs will be reintroduced in the Fall. Jana Shaver moved to accept the Comprehensive AS Biology Program Review as presented. Norman Chambers seconded the motion and the motion carried 5-0.
- G. Comprehensive AS Accounting Program Review-John Eubanks and Melissa Ashford provided an overview of the Comprehensive AS Accounting Program and answered questions. Melissa Ashford shared that technology fees have been included in her department budget to provide financial assistance to students taking the Certified Professional

Accounting exam. Cynthia Sherwood moved to accept the Comprehensive AS Accounting Program Review as presented. Terry Clark seconded the motion and the motion carried 5-0.

H. Allow Payables – Terry Clark moved to allow payables. Norman Chambers seconded the motion and the motion carried 5-0.

I. President's Update – Dan Barwick

- HLC Site Visit Update – Dr. Barwick shared that a few additional documents were requested, and we are waiting for the Higher Learning Commission Site Team's response.
- Board Open Positions/Filing Deadline June 3<sup>rd</sup> – Dr. Barwick shared the open Board positions and filing deadline.

Dr. Barwick noted that three finalists for the Director of Human Resources position had on-campus interviews; he will accept the Search Committee's recommendation. Two finalists for the Chief Financial Officer position had on-campus interviews, as well; an offer will be made upon the Search Committee's recommendation. The Director of Marketing position has been filled by Cordell Jordan. Everyone was encouraged to attend Commencement Exercises on Saturday at Memorial Hall, followed by the Veterinary Technology Pinning Ceremony at ICC West. In answer to Dr. Sherwood's inquiry regarding an update of the practice field, Dr. Barwick stated there had been no additional progress on fundraising efforts.

Dr. Barwick informed the group that the Strategic Plan working group met Monday night with excellent outcomes; a smaller group will hold Listening Sessions on campus for additional input. The next meeting is scheduled Monday, May 13<sup>th</sup>, 6:00 p.m. at ICC West.

Daniel Barwick noted that the Legislature has restored community college funding to the level of the Governor's original plan.

- Dashboard – Andrew Gutschenritter provided an overview of the dashboard; Dr. Barwick drew attention to the dollar amount estimated for December 2019 and noted this will be the best balance in the month of December that the College has had in the past five years. Norman Chambers questioned why the College has only seen 57% of the expected revenue increases; Andrew Gutschenritter will check the accuracy of the information and report back. Cynthia Sherwood questioned the Kansas Debt Set-off Program; Mr. Gutschenritter shared that accounts cannot be sent to collection if they are in the Set-off Program.

III. CONSENT AGENDA – Norman Chambers moved to approve the Consent Agenda which included receipt of the Financial, Personnel, and Grant Progress Reports. The Personnel Report included employment of: Bill Morosco in the position of Head Men's Basketball Coach at an annualized salary of \$55,900 plus College support toward employee participation in ICC's group health insurance plan; Justin Mann in the position of Assistant Men's Basketball Coach at an annualized salary of \$35,900 plus College support toward employee participation in ICC's group health insurance plan; Tavion Franklin in the position of Custodian at an hourly wage of \$11.50 plus College support toward employee participation in ICC's group health insurance plan; Haden Wenino in the position of Custodian at an hourly wage of \$11.50 plus College support toward employee participation in ICC's group health insurance plan; and Cordell Jordan (with a hire date of July 1, 2019) in the Director of Marketing position at an annualized salary of \$65,000 plus College support toward employee participation in IC's group health insurance plan. The Personnel Report also included employment separations of: James Cole from the position of Assistant Men's Basketball Coach; Eric Colbert from the Assistant Men's Basketball Coach position; Michelle Kleiber from the position of HR Generalist III/Interim Director of Human Resources; Andrew Gutschenritter from the position of Director of Business Services/Interim Chief Finance Officer; and, Erick Wolfe from the position of Theatre Arts Instructor. Terry Clark seconded the motion and the motion carried 5-0.

IV. EXECUTIVE SESSION – Attorney/Client Privilege. This Executive Session was not needed.

V. EXECUTIVE SESSION –Employer-Employee Negotiations. This Executive Session was not needed.

VI. EXECUTIVE SESSION – Non-elected Personnel. Cynthia Sherwood moved that the Board recess for an Executive Session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 7:50 p.m. in CIE 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick and Jessica Morgan-Tate. It was noted there would be no action following Executive Session. Terry Clark seconded the motion and the motion carried 5-0. The Board entered Executive Session at 7:40 p.m. The Board returned to Open Session at 7:50 p.m. Cynthia Sherwood moved that the Board recess for an Executive Session for an additional five

minutes for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 7:55 p.m. in CIE 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick and Jessica Morgan-Tate. Terry Clark seconded the motion and the motion carried 5-0. The Board entered Executive Session at 7:50 p.m. The Board returned to Open Session at 7:55 p.m.

VII. EXECUTIVE SESSION – Non-elected Personnel. Jana Shaver moved that the Board recess for an Executive Session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 8:30 p.m. in CIE 104 of the Cessna Learning Center. Michelle Kleiber was invited to attend. Cynthia Sherwood seconded the motion and the motion carried 5-0. The Board entered Executive Session at 8:00 p.m. The Board returned to Open Session at 8:30 p.m. Cynthia Sherwood moved that the Board recess for an additional thirty minutes for an Executive Session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 9:00 p.m. in CIE 104 of the Cessna Learning Center. Michelle Kleiber was invited to attend. Terry Clark seconded the motion and the motion carried 5-0. The Board entered Executive Session at 8:30 p.m. The Board returned to Open Session at 9:00 p.m. Cynthia Sherwood moved that the Board recess for an additional fifteen minutes for an Executive Session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 9:15 p.m. in CIE 104 of the Cessna Learning Center. Michelle Kleiber was invited to attend. Terry Clark seconded the motion and the motion carried 5-0. The Board entered Executive Session at 9:00 p.m. The Board returned to Open Session at 9:15 p.m.

VIII. ADJOURN – Norman Chambers moved that the meeting adjourn. Terry Clark seconded the motion and the motion carried 5-0. The meeting adjourned at 9:15 p.m.

---

Beverly Harris  
Board Clerk

Independence Community College is committed to a policy of nondiscrimination on the basis of race, sex, national origin, religion, age, and disability in admissions, educational programs or activities, and employment, all as required by applicable laws and regulations under the Title VI Civil Rights Act of 1964, Title IX regulations of 1972, Section 5 of the Social Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990.

BOARD OF TRUSTEES SPECIAL MEETING  
Center For Innovation and Entrepreneurship  
Entrepreneur's Bull Pen 7:00 p.m.  
May 21, 2019

MINUTES

**Members Present**

Val DeFever  
Terry Clark  
Norman Chambers  
Mike Wood  
Jana Shaver  
Cynthia Sherwood

**Others Present**

Daniel Barwick, President  
Kara Wheeler, Vice-President for Academic Affairs  
Brittany Thornton, Director of Enrollment/Retention Management  
Beverly Harris, Executive Assistant/Board Clerk  
Taylor Crawshaw, Associate Dean for Tutoring and Accessibility Services  
Jessica Morgan-Tate, Compliance Officer/Title IX  
John Eubanks, Faculty Senate President  
Eric Montgomery, Director of Information Technology  
Ben Seel, Political Science Instructor  
Anita Chappuie, Director of Institutional Research

**Guests**

Andy Taylor, Montgomery County Chronicle  
Mike Thompson, Strategic Planning Coordinator  
Mike O'Malley, Community Member/GAP Analysis Committee  
Bill Juby, Community Member

I. ROUTINE

- A. Call to Order - Val DeFever called the meeting to order at 7:00 p.m.
- B. Approval of Agenda – Terry Clark moved to approve the agenda as presented. Norman Chambers seconded the motion and the motion carried 6-0.
- C. Welcome Guests – Val DeFever welcomed the guests and provided an overview of options for public comment on items pertaining to the agenda.

II. INSTITUTIONAL OPERATIONS

- A. 2019-2025 Strategic Plan - Dr. Barwick thanked everyone for participation in the Strategic Planning process and shared that the public version of the document will be nicely formatted by the new Marketing Director, Cordell Jordan. Val DeFever thanked those who served on the sub-committee which met twice and worked hard gathering additional input from faculty and staff for consideration. Chair DeFever also thanked Mike Thompson, Mike O'Malley, Anita Chappuie, Laura Allison, Melissa Ashford, Marg Yaroslaski,, and Andy McClelland for their continued efforts. Mike Thompson acknowledged everyone who helped with creation of the draft plan and drew attention to two significant fundraising opportunities included in the Plan; ICC's 50<sup>th</sup> (Golden) Anniversary which should be in place by September, and the 100<sup>th</sup> (Centennial) Anniversary Celebration in 2025. Mr. Thompson urged the Board of Trustees to meet with the College Foundation Board concerning these two initiatives and enlist alumni to assist with fundraising efforts. Mr. Thompson also noted that Pages 8 and 9 could be utilized to create a dashboard for quarterly reports instead of the 93-page Operational Plan document currently being used for quarterly updates. Ben Seel sought clarification of the Board's actual goal; monetary, or reaching additional students? Val DeFever responded that those two goals

have a ripple effect and a combination of both is optimal. Following further discussion of various areas of the draft plan, Cynthia Sherwood moved to approve the Strategic Plan as presented. Mike Wood seconded the motion and the motion carried 6-0. Dr. Barwick noted that the final step will re-engage the community for dissemination and implementation.

Mike Thompson invited everyone to the Independence Country Club Wednesday evening at 5:30 p.m., as he and his wife host a meet and greet for the new Coach and Athletic Director at KU.

- III. ADJOURN– Norman Chambers moved that the meeting adjourn. Terry Clark seconded the motion and the motion carried 5-0. The meeting adjourned at 8:40 p.m.

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Beverly Harris  
Board Clerk

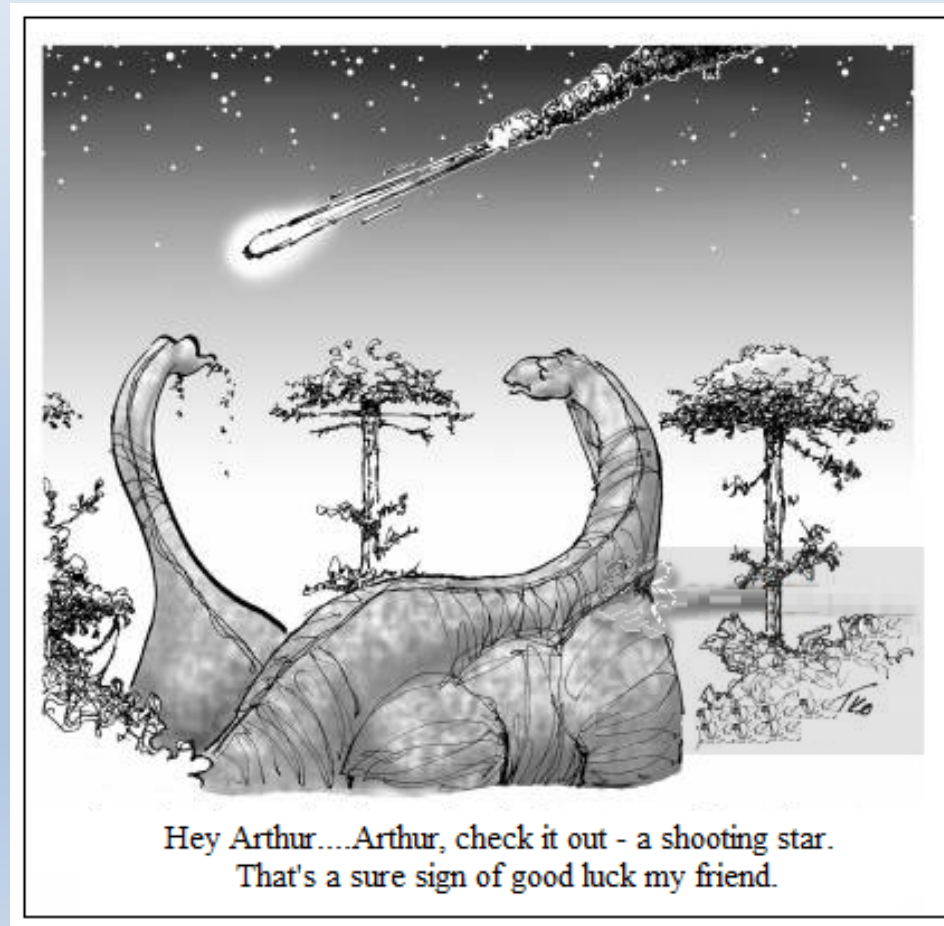
Independence Community College is committed to a policy of nondiscrimination on the basis of race, sex, national origin, religion, age, and disability in admissions, educational programs or activities, and employment, all as required by applicable laws and regulations under the Title VI Civil Rights Act of 1964, Title IX regulations of 1972, Section 5 of the Social Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990.

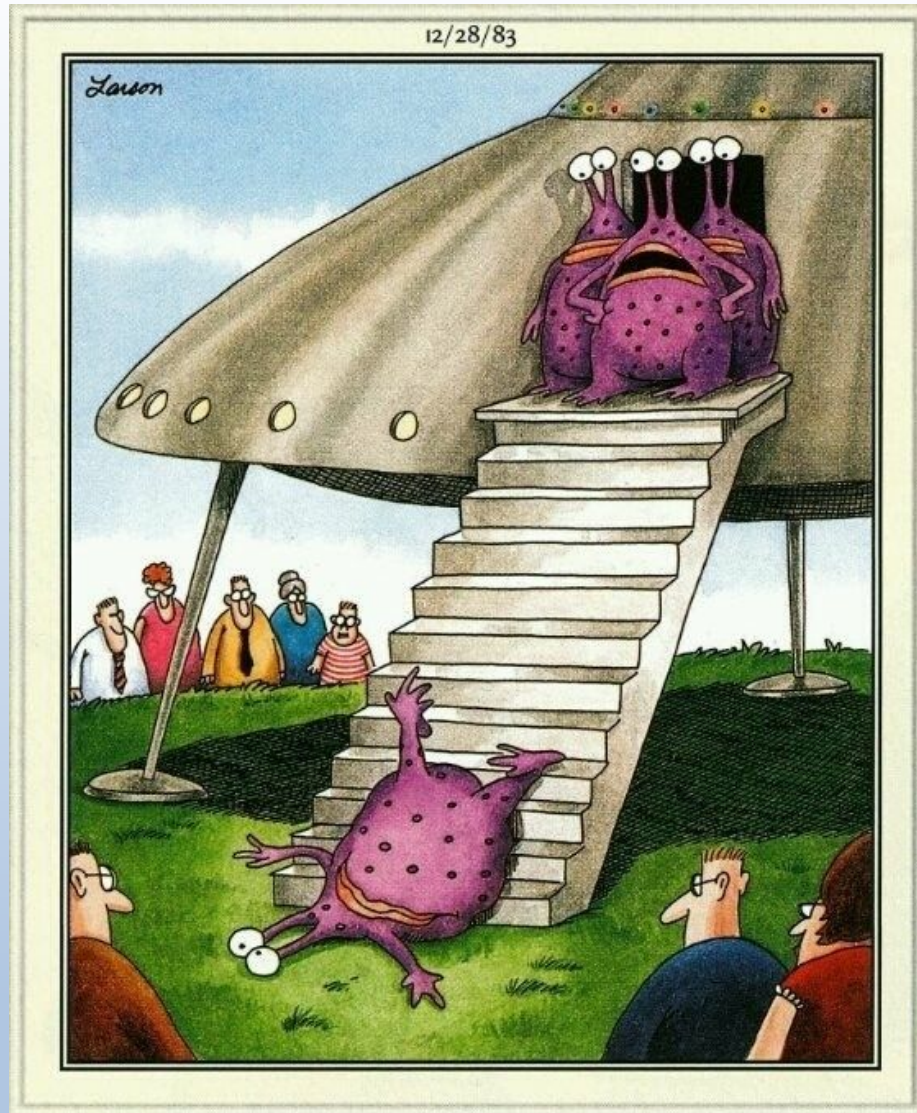


# Kansas Region H

## 2018 Hazard Mitigation Plan Update

### October 2018 Kickoff Meeting





# Who Are You

“Wonderful! Just wonderful! ... So much for instilling them with a sense of awe.”



What are  
We Going to  
Cover Today





# Agenda

Who do you think you are

Why

Watch you Language

How

Those guys

Hurtful things

What we want from you

How long is this going to take

Could you clear a few thing up



Trouble brewing

Why are we  
Doing this  
Again



Hazard mitigation is any sustained action taken to reduce or eliminate long-term risk to people and property from natural hazards and their effects.





Under the Robert T. Stafford Disaster Relief and Emergency Assistance Act governments are required to develop a hazard mitigation plan as a condition for receiving **certain types of non-emergency disaster assistance, including funding for mitigation projects.**



In other words:

\$



# Pre-Disaster Mitigation Grants

Competitive

Before an event

Requires a match from entity (25%)



# Hazard Mitigation Grant Program

Prevent or reduce future loss of lives and property  
through cost-effective mitigation measures

Minimize the costs of future disaster response and  
recovery

Requires a match from entity (25%)





# Flood Mitigation Assistance Grant Program

Long term risk of flood damage to structures

Program management costs

Requires a match from entity (25%)

Repetitive Loss (90%)

Severe Repetitive Loss (100%)



# Hazard Mitigation Grant Program Post Fire

After a Presidential Declaration for Wildland Fire

Must Initially go for Fire Related Projects

Requires a match from entity (25%)



# Money Received From Having a Plan

County	Approved Projects	Money Received
Allen	2 Sirens	\$26,000
Bourbon	1 Safe Room, 6 Sirens	\$149,000
Chautauqua	-	\$0
Cherokee	1 Acquisition, 3 Safe Rooms, 12 Sirens	\$1,933,000
Crawford	2 Safe Rooms, 4 Sirens	\$572,000
Elk	-	\$0
Greenwood	Did Not Participate	\$0
Labette	6 Safe Rooms, 4 Sirens	\$75,500
Montgomery	2 Safe Rooms	\$1,300,000
Neosho	3 Sirens	\$24,000
Wilson	-	\$0
Woodson	4 Sirens	\$80,000
<b>Regional Total</b>	<b>1 Acquisition, 14 safe rooms, 35 Sirens</b>	<b>\$6,872,000</b>



# Mitigation

# Language



# Definition of Terms

<b>Term</b>	<b>Definition</b>
Hazard	A potential source of injury, death or damage
Vulnerability	Susceptibility to injury, death or damage
Exposure	People and property within the area the potential hazard could affect
<b>Risk</b>	Function of potential hazard, vulnerability and exposure, it is the likelihood of a hazard event resulting in injury, death or damage
Risk Mitigation	A systematic reduction in the exposure and vulnerability to a potential hazard



# Risk Defined

**FEMA:** The likelihood that a threat will harm an asset with some severity or consequence.

A **risk** is the **chance** that any **hazard** will actually cause somebody harm.



# Problems with Determining Risk

**Precedence:** Happened before, will happen again.

**Control:** The more we feel we can control the outcome of a hazard, we are less afraid of the risk.

**Personification:** When we know a “real” person or victim of the risk the more frightening it becomes.



# Problems with Determining Risk

- **Novelty:** Risks that we have not encountered before cause us to spend more time thinking about them and may well seem more risky.
- **Publicity:** If a risk has a lot of public attention the risk is likely to be assessed as being more significant than it actually is.





# How We Determine Risk

**Data:** Sources such as National Oceanic and Atmospheric Administration National Climatic Data Center (NCDC), United State Department of Agriculture Risk Management Agency, Census Bureau, FEMA, **YOU**.

**Previous Occurrences and Impacts:** Past occurrence is no guarantee of future occurrence, but a good guide



# How We Determine Risk

**Vulnerability:** Data to determine exposure to a possible event, including population, structure and infrastructure information.

**Common Sense:** Is the risk credible



How are  
We Doing This?



# Together

KDEM has hired a contractor to facilitate the remaining meetings, and write the plans.

A multi-jurisdictional hazard mitigation plan is a plan jointly prepared by more than one jurisdiction. The term “jurisdiction” means “local government.”

Kansas has been broken into 12 regions for planning purposes. Those regions fall within the Homeland Security Regions.

Sufficient funding was not available to fund individual plan updates. Significant savings are realized with the regional process.

Improves coordination and communication among local governments and districts

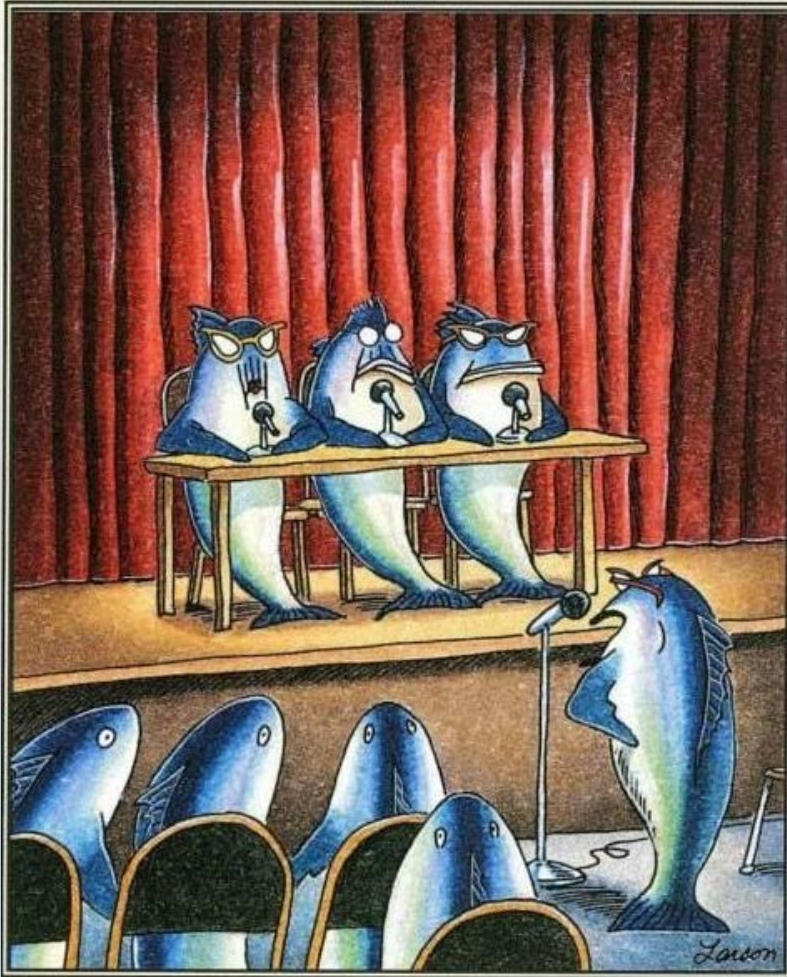


# Because Together Worked Last Time

Successful FEMA Approval

Regional Coverage

Ease of Effort



Mitigation  
Planning  
Committee



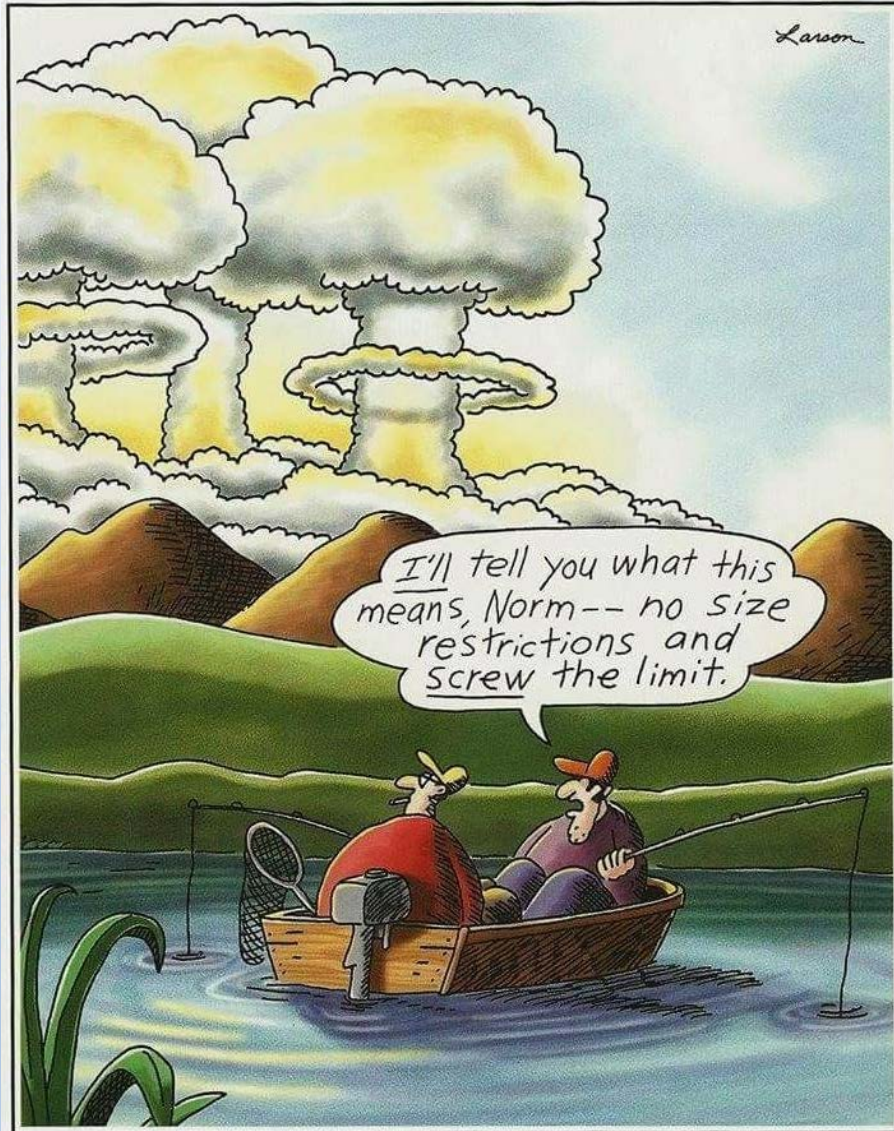
# The MPC

Emergency Manager from each county

Will oversee planning effort for each county

An excellent, local source of information

Please copy your MPC member on everything (they are needed)



# Identified Hazards





# Your Identified Natural Hazards

Identified Natural Hazard	Reason for Inclusion
Agricultural Infestation	Risk Still Relevant
Dam and Levee Failure	Risk Still Relevant
Drought	Risk Still Relevant
Earthquake	Risk Still Relevant
Expansive Soils	<i>Risk Still Relevant, Or Is It?</i>
Extreme Temperature	Risk Still Relevant
Flood	Risk Still Relevant
Hailstorm	Risk Still Relevant
Land Subsidence	<i>Risk Still Relevant, Or Is It?</i>
Landslide	<i>Risk Still Relevant, Or Is It?</i>
Lightning	<i>Risk Still Relevant, Or Is It?</i>
Soil Erosion & Dust	Risk Still Relevant
Tornado	Risk Still Relevant
Wildfire	Risk Still Relevant
Windstorm	Risk Still Relevant
Winter Storm	Risk Still Relevant



# Your Identified Man Made Hazards

<b>Identified Man-Made Hazard</b>	<b>Reason for Inclusion</b>
Civil Disorder	<i>Risk Still Relevant, Or Is It?</i>
Hazardous Materials	Risk Still Relevant
Major Disease Outbreak	Risk Still Relevant
Radiological	<i>Risk Still Relevant, Or Is It?</i>
Terrorism, Agri-Terrorism	<i>Risk Still Relevant, Or Is It?</i>
Utility / Infrastructure Failure	Risk Still Relevant



# Planning Significance (CPRI)

Calculated Priority Risk Index (CPRI):

- Probability
- Magnitude
- Warning Time
- Duration

Formula for Prioritizing Hazards

$$\begin{aligned} & (\text{Probability} \times .45) + (\text{Magnitude} \times .30) \\ & + (\text{Warning Time} \times .15) + (\text{Duration} \times .10) = \text{CPRI} \end{aligned}$$



# CPRI Rating Numbers

	Best			Worst
Category	1	2	3	4
Probability	Unlikley	Possible	Likley	Highly Likely
Magnitude	Negligible	Limited	Critical	Catastrophic
Warning Time	24+ Hours	12 - 24 Hours	6 - 12 Hours	< 6 Hours
Duration	< 6 Hours	< 1 Day	< 1 Week	> 1 week

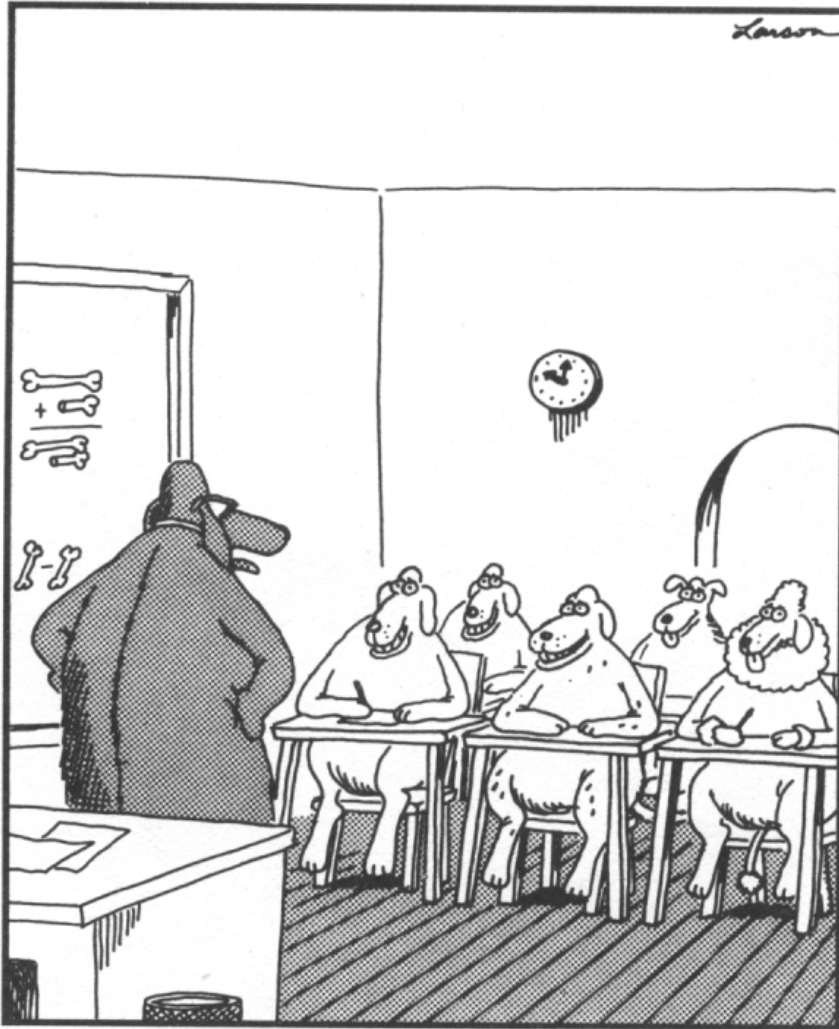
# Planning Significance of those Hazards

Hazard	Probability	Magnitude/ Severity	Warning Time	Duration	CPRI
Agricultural Infestation	2.00	2.00	1.00	4.00	<b>2.05</b>
Dam and Levee Failure	1.58	2.33	2.25	2.67	<b>2.02</b>
Drought	2.75	2.25	1.00	4.00	<b>2.46</b>
Earthquake	1.08	1.42	3.50	1.00	<b>1.54</b>
Expansive Soils	1.67	1.08	1.00	4.00	<b>1.63</b>
Extreme Temperature	2.75	1.92	1.17	3.08	<b>2.30</b>
Flood	3.25	2.92	2.17	3.00	<b>2.96</b>
Hailstorm	3.75	1.50	2.83	1.00	<b>2.66</b>
Land Subsidence	2.17	1.08	2.08	4.00	<b>2.01</b>
Landslide	1.17	1.75	3.75	1.00	<b>1.71</b>
Lightning	2.50	1.25	2.83	1.00	<b>2.03</b>
Soil Erosion & Dust	1.83	1.17	1.00	4.00	<b>1.73</b>
Tornado	3.25	3.42	4.00	1.00	<b>3.19</b>
Wildfire	3.17	1.67	4.00	2.08	<b>2.73</b>
Windstorm	3.58	1.83	2.92	2.00	<b>2.80</b>
Winter Storm	3.92	2.25	2.00	3.25	<b>3.06</b>



# Planning Significance of those Hazards

Hazard	Probability	Magnitude/ Severity	Warning Time	Duration	CPRI
Hazardous Materials Event	1.42	2.00	4.00	1.92	<b>2.03</b>
Major Disease Outbreak	1.25	3.08	1.00	4.00	<b>2.04</b>
Radiological Event	1.00	1.00	4.00	4.00	<b>1.75</b>
Terrorism, Agri-Terrorism	1.17	2.00	3.67	1.17	<b>1.79</b>
Utility / Infrastructure Failure	2.83	2.17	3.67	2.92	<b>2.77</b>



“Well, here we go again. ... Did anyone here *not* eat his or her homework on the way to school?”

# What We Would Like From You



# How Have You Changed

Review your information and tell us if anything has changed (capability assessment)





# What Knocked You Down

- Tell us about any hazards that have struck, and what they did (hazard, date, location, damage to people and things)



# What Are You Going to Do About It?

Review all of your previous actions in the plan. Tell us:

- Which ones to keep
- For the ones you kept, why weren't they completed (usually money)
- Which ones you want to get rid of (maybe they are outdated, not possible, or not really an action item)
  - If you have any new actions, use the form we gave you



# Be SMART About It

When reviewing your mitigation actions, they should be:

**Specific** – Details exactly what needs to be done

**Measurable** – Achievement or progress can be measured

**Attainable** – Accepted by those responsible for achieving it

**Relevant** – Substantively addresses the problem

**Time-bound** – Time period for achievement is clearly stated



# Not SMART

If your action contain any of the following words they may not be SMART:

Consider

Encourage

Promote

On-going

Continuous



# What Do I Do When I'm Done

All mitigation forms should be directed to:

**Jeanne Bunting, KDEM Mitigation Planner**

Email: [jeanne.l.bunting.nfg@mail.mil](mailto:jeanne.l.bunting.nfg@mail.mil)

Fax: (785) 646-1426

Phone: (785) 646-3024

But don't forget to let your Emergency Manager know what you've done!

**Or, what the heck, do them now and hand to us in person!**



# Spread the News

Please get everyone you can, especially members of the general public, to:

**Complete the survey on SurveyMonkey**

Review the drafts of the new plan

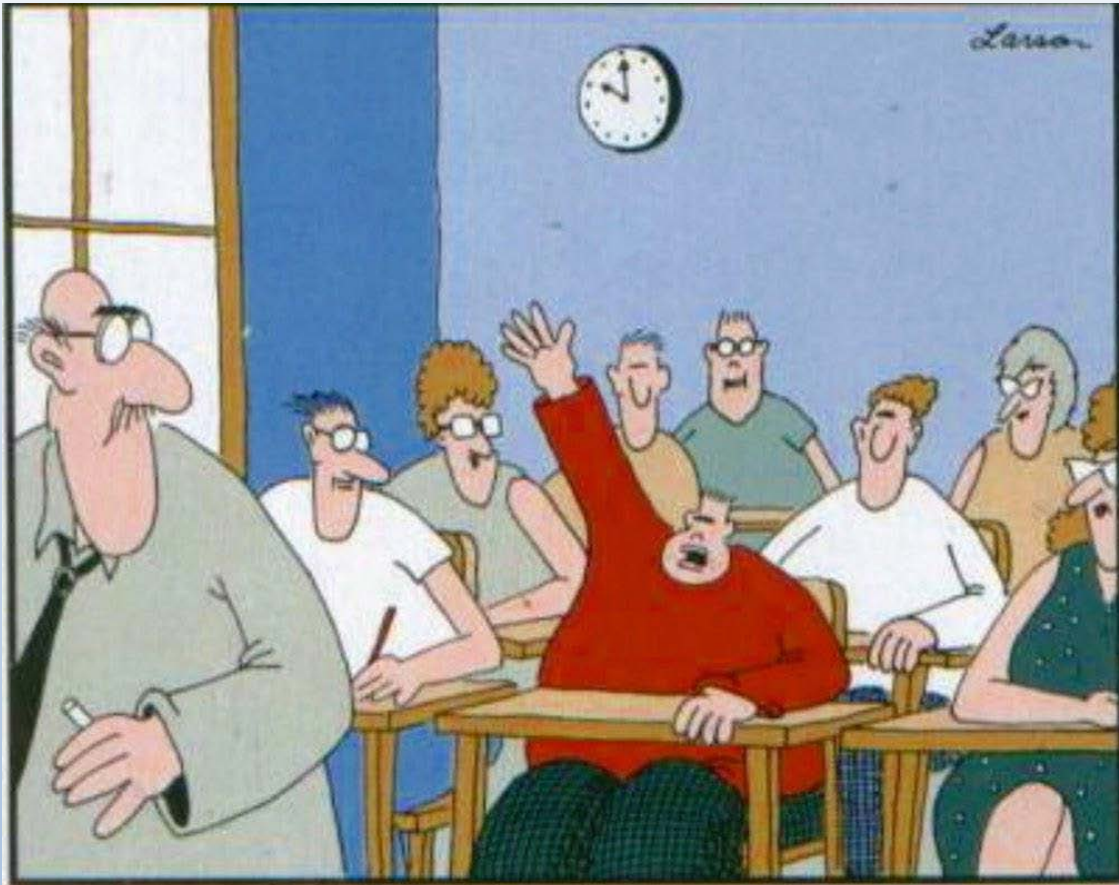
Attend meetings

Ask questions



# Adopt the Plan!

County	Possible Adopting Jurisdictions	Number Adopting Jurisdictions
Allen	12	10
Bourbon	10	9
Chautauqua	6	3
Cherokee	13	2
Crawford	22	22
Elk	7	7
Greenwood	0	0
Labette	13	4
Montgomery	15	8
Neosho	11	11
Wilson	11	11
Woodson	4	4



**"Mr. Osborne, may I be excused?  
My brain is full."**

# Ok, I'm In. What's Next





# Timeline

**Kickoff Meeting: You Are In It!**

**Your Review Feedback: November 16, 2018**

**Meeting #2: December KEMA**

**Meeting #3: March, 2019**

**Submit Plan: March, 2019**



"All this time you've been able to go home whenever you desired—just click your heels together and repeat after me ..."

Great Talk.  
But I Have a  
Few Questions.



# Thank You

**To all of you for being a part of this  
planning effort.**

<b>Jurisdiction:</b>	
<b>County:</b>	
<b>Prepared by:</b>	
<b>Title:</b>	
<b>Contact Email</b>	
<b>Contact Phone:</b>	

**Please return worksheets by mail, email, or fax by**

**DATE**

**to:**

Jeanne Bunting  
 Kansas Division of Emergency Management  
 2800 SW Topeka Boulevard  
 Topeka, KS 66611  
 Email: [jeanne.l.bunting.nfg@mail.mil](mailto:jeanne.l.bunting.nfg@mail.mil)  
 Fax: (785) 646-1426  
 Phone: (785) 646-3024

## CAPABILITY ASSESSMENT

The purpose of this section is to collect information to document existing capabilities, which may have changed since the previous mitigation plan. Please indicate yes or no if your jurisdiction has the following, OR review the separate completed capability assessment document and note any changes.

<b>Plans</b>	
District Master Plan	
Capital Improvement Plan	
School Emergency and Evacuation Plan	
Active Shooter Plan	
<b>Staffing or Departments</b>	
Emergency Manager	
School Safety or Resource Officers or Dedicated Law Enforcement	
<b>Financial Capabilities</b>	
Access to Local, Regional and State Funding	
Complete Projects through Capital Improvements Funding	
Issue bonds	

## FACILITIES

The purpose of this section is to collect information on your facilities, staff and students. Please note that you only have to complete the section related to your school type (Schools or Universities).

<b>Facilities for Schools</b>	
Numbers of Schools within Jurisdiction	
Total Number of Buildings within Jurisdiction	
Total Value of all Buildings and Contents for Jurisdiction	
Total Number of Staff for Jurisdiction	
Total Number of Students for Jurisdiction	

<b>Facilities for Colleges and Universities</b>	
Numbers of Campuses within System	
Total Number of Buildings within System	
Total Value of all Buildings and Contents for System	
Total Number of Staff for System	
Total Number of Students for System	

## GRANT AWARDS

Have you been awarded any hazard mitigation grants in the past five years? If yes, please provide details.

**Grant Award Summary, 2013-2018**

Year	Disaster	Grant Source	Project	Federal Share	Local Share

## HISTORIC HAZARD EVENTS

Please use this page to detail and hazard events your jurisdiction has experienced in the last five years. **Make as many copies as necessary to record all events** and complete with as much detail as possible.

### Hazard Event Summary

Jurisdiction and County	
Event Type	
Location	
Date of event	
Injuries or deaths	
Property damage	
Infrastructure damage	
Crop damage	
Road/school/other closures	
Federal/state disaster funding received	
Any other information	

# Memo

To: Independence Community College Board of Trustees

From: Jonathan D. Sadhoo, M.Ed.  
Chief Financial Officer

Date: June 13, 2019

Re: Recommendation for the Refund of the 2009 Series Certificates of Purchase

---

Recommendation to contract with **Ranson Financial Group LLC (Wichita, KS)** to refinance the existing debt for the Series 2009 Certificates of Participation (COP). ICC's existing 2009 Series COP obligation places the total repayment, including principal and interest, at **\$1,930,440.00**. By refinancing the 2009 series COPs, the new estimated total obligation, including principal and interest, will be **\$1,871,969.44**. This will achieve a total estimated savings of **\$58,470.56** without any term extension, over the remaining four years of the Certificates.



## Independence Community College

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\$1,705,000

Series 2019, Refunding COP (Ref 09) - RJ

June 6, 2019

## Table of Contents

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### Report

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Existing Debt Service (Series 2009 COP)	1
Sources & Uses	2
Estimated New Debt Service (Series 2019 COP)	3
Debt Service Comparison	4

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## Independence Community College

\$1,745,000

Series 2009, Refunding COP

May 1, 2019

### Existing Debt Service (Series 2009 COP)

Date	Principal	Coupon	Interest	Total P+i
11/01/2019	-	-	36,022.50	36,022.50
05/01/2020	410,000.00	4.000%	36,022.50	446,022.50
11/01/2020	-	-	27,822.50	27,822.50
05/01/2021	425,000.00	4.100%	27,822.50	452,822.50
11/01/2021	-	-	19,110.00	19,110.00
05/01/2022	445,000.00	4.200%	19,110.00	464,110.00
11/01/2022	-	-	9,765.00	9,765.00
05/01/2023	465,000.00	4.200%	9,765.00	474,765.00
<b>Total</b>	<b>\$1,745,000.00</b>	<b>-</b>	<b>\$185,440.00</b>	<b>\$1,930,440.00</b>

## Independence Community College

\$1,705,000

Series 2019, Refunding COP (Ref 09) - RJ

June 6, 2019

## Sources & Uses

Dated 06/06/2019 | Delivered 06/06/2019

### Sources Of Funds

Par Amount of Bonds	\$1,705,000.00
Reoffering Premium	84,171.15

**Total Sources** **\$1,789,171.15**

### Uses Of Funds

Total Underwriter's Discount (1.000%)	17,050.00
Costs of Issuance	17,050.00
Deposit to Current Refunding Fund	1,752,004.38
Rounding Amount	3,066.77

**Total Uses** **\$1,789,171.15**

## Independence Community College

\$1,705,000

Series 2019, Refunding COP (Ref 09) - RJ

June 6, 2019

### Estimated New Debt Service (Series 2019 COP)

Date	Principal	Coupon	Interest	Total P+i
11/01/2019	-	-	27,469.44	27,469.44
05/01/2020	405,000.00	4.000%	34,100.00	439,100.00
11/01/2020	-	-	26,000.00	26,000.00
05/01/2021	415,000.00	4.000%	26,000.00	441,000.00
11/01/2021	-	-	17,700.00	17,700.00
05/01/2022	435,000.00	4.000%	17,700.00	452,700.00
11/01/2022	-	-	9,000.00	9,000.00
05/01/2023	450,000.00	4.000%	9,000.00	459,000.00
<b>Total</b>	<b>\$1,705,000.00</b>	<b>-</b>	<b>\$166,969.44</b>	<b>\$1,871,969.44</b>

#### Yield Statistics

Bond Year Dollars	\$4,174.24
Average Life	2.448 Years
Average Coupon	3.9999999%
Net Interest Cost (NIC)	2.3920135%
True Interest Cost (TIC)	2.3275716%
Bond Yield for Arbitrage Purposes	1.9169242%
All Inclusive Cost (AIC)	2.7439587%

#### IRS Form 8038

Net Interest Cost	1.8736089%
Weighted Average Maturity	2.470 Years

## Independence Community College

\$1,705,000

Series 2019, Refunding COP (Ref 09) - RJ

June 6, 2019

## Debt Service Comparison

Date	Total P+I	Net New D/S	Old Net D/S	Savings
05/01/2020	466,569.44	466,569.44	482,045.00	15,475.56
05/01/2021	467,000.00	467,000.00	480,645.00	13,645.00
05/01/2022	470,400.00	470,400.00	483,220.00	12,820.00
05/01/2023	468,000.00	468,000.00	484,530.00	16,530.00
<b>Total</b>	<b>\$1,871,969.44</b>	<b>\$1,871,969.44</b>	<b>\$1,930,440.00</b>	<b>\$58,470.56</b>

### PV Analysis Summary (Net to Net)

Gross PV Debt Service Savings	54,927.44
Net PV Cashflow Savings @ 2.744%(AIC)	54,927.44
Contingency or Rounding Amount	3,066.77
Net Present Value Benefit	\$57,994.21
Net PV Benefit / \$1,745,000 Refunded Principal	3.323%
Net PV Benefit / \$1,705,000 Refunding Principal	3.401%

### Refunding Bond Information

Refunding Dated Date	6/06/2019
Refunding Delivery Date	6/06/2019

4-Jun-19

Independence Community College  
Refinancing of Series 2009 Certificates  
Time Table of Events

Regular Meetings: 2nd Thursday  
(Also meet Last Thursday of June & July)

	<u>Date</u>
Documents distributed to college for agenda packets	5-Jun-19
<b>Board of Trustees Considers Resolution approving the Refinancing</b> (Authorizing proposals to be solicited by placement agent; minimum PV savings of 2.5% ?)	<b>13-Jun-19</b>
Proposals due	24-Jun-19
<b>Board of Trustees considers Resolution authorizing Issuance of Debt</b>	<b>27-Jun-19</b>
Closing - Funds Delivered	16-Jul-19

**EXCERPT OF MINUTES OF A MEETING  
OF THE GOVERNING BODY OF  
INDEPENDENCE COMMUNITY COLLEGE, INDEPENDENCE, KANSAS  
HELD ON JUNE 13, 2019**

The Governing Body met in regular session at the usual meeting place at 6:00 p.m., the following members being present and participating, to-wit:

Absent:

The Chairperson declared that a quorum was present and called the meeting to order.

\* \* \* \* \*

(Other Proceedings)

The matter of authorizing the sale of approximately \$1,790,000 of "Refunding Certificates of Participation, Series 2019, Evidencing a Proportionate Interest In and Rights to Receive Payments to be Made by Independence Community College Pursuant to a Lease Purchase Agreement" came on for consideration and was discussed.

Trustee \_\_\_\_\_ presented and moved for the adoption of a Resolution entitled:

**RESOLUTION AUTHORIZING THE OFFERING FOR SALE OF LEASE PURCHASE AGREEMENT REFUNDING CERTIFICATES OF PARTICIPATION, SERIES 2019, OF INDEPENDENCE COMMUNITY COLLEGE, INDEPENDENCE, KANSAS.**

Trustee \_\_\_\_\_ seconded the motion to adopt the Resolution. Thereupon, the Resolution was read and considered, and the question put to a roll call vote, the vote thereon was as follows:

Aye: \_\_\_\_\_.

Nay: \_\_\_\_\_.

The Chairperson declared said Resolution duly adopted. The Resolution was then duly numbered Resolution No. \_\_\_\_\_, and was signed by the Chairperson and attested by the Secretary.

\* \* \* \* \*

(Other Proceedings)

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**CERTIFICATE**

I hereby certify that the foregoing Excerpt of Minutes is a true and correct excerpt of the proceedings of the governing body of Independence Community College, Independence, Kansas, held on the date stated therein, and that the official minutes of such proceedings are on file in my office.

(SEAL)

\_\_\_\_\_  
Board Clerk



**RESOLUTION NO. \_\_\_\_\_**

**RESOLUTION AUTHORIZING THE OFFERING FOR SALE OF LEASE PURCHASE AGREEMENT REFUNDING CERTIFICATES OF PARTICIPATION, SERIES 2019, OF INDEPENDENCE COMMUNITY COLLEGE, INDEPENDENCE, KANSAS.**

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**WHEREAS**, Independence Community College, Independence, Kansas (the “College”) has heretofore entered into a certain Supplemental Lease Purchase Agreement dated as of October 29, 2009 (the “Lease”) and there have been issued and there are outstanding certificates of participation evidencing proportionate interests in and rights to receive payments under the lease (the “2009 Certificates”); and

**WHEREAS**, due to the current interest rate environment, there is an opportunity to issue refunding certificates of participation, or, in the alternative, simply enter a lease, in order to achieve an interest cost savings on the obligations represented by the 2009 Certificates described as follows (the “Refunded Certificates”):

<i>Series</i>	<i>Dated Date</i>	<i>Years</i>	<i>Amount</i>	<i>Redemption Date</i>
2009	October 29, 2009	2020 - 2023	\$1,745,000	July 19, 2019

**WHEREAS**, the College has selected the firm of Raymond James & Associates, Inc., Kansas City Missouri (the “Placement Agent”), as placement agent, and the firm of Ranson Financial Group, LLC, Wichita, Kansas, as financial advisor (the “Financial Advisor”), for one or more series of certificates of participation in the Lease, or, in the alternative, simply a lease (as defined herein, the “2019 Certificates”), issued or entered into to provide funds to refund the Refunded Certificates; and

**WHEREAS**, the College desires to authorize the Financial Advisor and Placement Agent to proceed with taking proposals for, and negotiating the sale of, said 2019 Certificates and related activities, and to authorize the Financial Advisor and Placement Agent, in conjunction with the Chairperson, Secretary, Chief Financial Officer and Gilmore & Bell, P.C. (“Special Tax Counsel” to the College) to proceed with all preliminary action necessary to sell the 2019 Certificates.

**BE IT RESOLVED BY THE GOVERNING BODY OF INDEPENDENCE COMMUNITY COLLEGE, INDEPENDENCE, KANSAS, AS FOLLOWS:**

**Section 1.** The Financial Advisor and Placement Agent are hereby authorized to proceed with negotiating the sale of the 2019 Certificates to a purchaser thereof (the “Purchaser”). The confirmation of the sale of the 2019 Certificates shall be subject to the execution of a purchase agreement or term sheet between the Purchaser and the College (the “Purchase Agreement”) in a form approved by Special Tax Counsel, the adoption of a resolution by the governing body of the College, authorizing the 2019 Certificates and the execution of various documents necessary to deliver the 2019 Certificates.

**Section 2.** The Chairperson, President, Chief Financial Officer, other officers and representatives of the College, Financial Advisor, Placement Agent and Special Tax Counsel are hereby authorized and directed to take such other action as may be necessary to carry out the sale of the 2019 Certificates.

**Section 3.** The College approves that the President and Secretary may sign the Purchase Agreement with a minimum savings of not less than \$50,000.

**Section 4.** This Resolution shall be in full force and effect from and after its adoption.

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**ADOPTED** by the Governing Body of the College on June 13, 2019.

(SEAL)

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Chairperson

ATTEST:

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Secretary

# Independence Community College Accreditation Update



# Background

- Placed on-notice in November of 2017
- Report to HLC submitted March 1, 2019
- Site visit 4/29-4/30 2019

# Process

- Visitation team writes draft of findings
- Campus corrects factual errors
- Final draft issued
- HLC Board votes

## Requirement

“Development and implementation of an institutional plan for systematic review of data connected with institutional complaints; especially student complaints.”

**Result: Highest rating. *“ICC has made great strides to address the requirement of developing and implementing a plan for systematic review of data connected with institutional complaints, especially student complaints.”***

## Recommendations for future:

- Safety Committee become a standing committee
- Title IX investigators and the Judicial Conduct Committee needs diversification to include members that have no affiliation with the athletics department or housing.
- Adequate Title IX training
- Better social media monitoring



# Requirement

“Development and implementation of a technology plan that aligns with strategic objectives and budgetary plans.”

**Result: Highest rating. *“The team applauds ICCs development and implementation to develop a technology plan that aligns with strategic objectives and budgetary plans.”***

Recommendations for future:

- Improve Wi-Fi stability

# Requirement

“Development of a long-range institutional plan to fully address deferred maintenance of facilities; inclusive of projected timelines, resources needed, and possible funding.”

**Result: Highest rating. *“The team applauds the progress made on the development of a long-range institutional plan addressing deferred maintenance of facilities, and policies and procedures to assure that issues directly connected to impacts on student learning and safety are prioritized.”***

Recommendations for future: None

# Requirement

“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.”

**Result: Highest rating. *“The team applauds the progress made on the program review process and encourages the Program Review Committee to continue to refine and share their review process with the committee.”***

***“ICC demonstrated it has a culture of using data from student learning in curricular and co-curricular programs, as evidenced by the use of data for improvement of programs from program assessment processes and data.”***

***“ICC demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning by collecting detailed identification of course outcomes, data collection and creating a clear alignment between strategic and budget planning and assessment.”***

Recommendations for future: “ICC is encouraged to consider the importance of including funding for improvements identified in the Program Review as an essential part of the next budget cycle.”

# Requirement

“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.”

**Result: Highest rating. *“The team applauds the work done on appropriate comparison benchmarks and institutional targets for persistence, completion, retention, and graduation in all programs and at the overall institutional level.”***

Recommendations for future: None

## Requirement

“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.”

**Result: Highest rating. *“It is obvious that the College has worked diligently to clarify decision making processes and to improve documentation (e.g., policies, procedures) and communication between stakeholders.”***

Recommendations for future: “The creation of a Faculty Senate, efforts to rejuvenate the SGA, the creation of clear by-laws for college committees, having an up-to-date Board Policy and Procedure manual, and having open President Cabinet meetings should help provide more opportunities for students, staff and faculty to have a voice in the decision making processes, and therefore, increase transparency. Conducting regular communication across multiple channels about how and what decisions are being made will continue to be paramount to creating a more trusting environment.”



# Requirement

“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.”

**Result: Highest rating. *“ICC is conducting planning at a multitude of levels....The College has worked diligently to comply with the requests of this report by developing an integrated planning system that revolves around the strategic plan. The integration lies with the operational planning mechanism; operational plans by their nature are intimately connected to the strategic plan.”***

Recommendations for future: “in order to make planning sustainable, the College needs to designate an individual or department to oversee the planning process as a whole to ensure that planning continues as is currently happening and remains integrated.”

# Requirement

“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.”

continued

***Result: Highest rating. “ICC has a multitude of plans (e.g., program review, academic assessment, student complaint and survey data, and operational plans) to intentionally collect data that is used for decision making. ICC faculty, staff, and Board members are using this data to inform decision making, including budgetary decisions, at the College.... the Team is convinced that the Program Review process is fully integrated into the planning system of the College and has sufficient personnel to sustain the process... The Team is satisfied with the current progress that the College has toward using relevant data to consistently and systematically inform short- and long-term planning efforts.”***

continued

Recommendations for future: “One concern identified by the Team was a clear lack of a college “identity” that allows ICC to differentiate itself from its three nearby community college competitors. It is vital that the College continues to create programs, aggressively engage its community, and create an identity that is unique to the region to draw students from a shrinking population base. The new planning documents should help the College stay focused on identifiable, realistic goals moving forward.”

“The Team applauds the obvious effort the College has placed toward conducting effective planning. However, the Team is concerned about the College having enough resources (e.g., financial and human) to be able to sustain these initiatives long-term. This is balanced by the fact that the Team is hopeful that the new planning processes will create opportunity for the College moving forward. The College needs to approve and follow a new strategic plan that will help develop a “college identity,” create stronger local relationships, and build enrollment.”

Continued

“Additionally, the College must create a long-range financial planning document that provides predictions on annual revenue and expenses based on a set of assumptions (e.g., enrollment, insurance costs, and employee reductions). This document should be used to educate the Board of Trustees and employees during budget discussions. Improving revenue streams and having transparent budgeting processes are essential for ICC moving forward.”

# Out of context

***ICC has made great strides***

***In interviews with students, they indicated improvements have been made not only in the dining hall but also in the residence halls***

***ICC demonstrated it has a culture of using data from student learning***

***ICC demonstrates a commitment to educational achievement and improvement***

***ICC's completion rates are among the highest, and are occasionally the highest, in the state.***

***The team applauds the work done on appropriate comparison benchmarks and institutional targets***



Thank you!



## Focused Visit Report

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After the team reaches a consensus, the team chair completes this form to summarize and document the team's view. Notes and evidence should be essential and concise.

Submit the completed draft report to the institution's HLC staff liaison. When the report is final, send it as a single PDF file to [finalreports@hlcommission.org](mailto:finalreports@hlcommission.org).

Institution: Independence Community College

City, State: Independence, Kansas

Visit Date: 04/29-30/2019

**Names of Peer Reviewers** (List the names, titles and affiliations of each peer reviewer. The team chair should note that designation in parenthesis.)

Dr. Lesley Frederick, Vice President-Student Services, Lincoln Land Community College; Dr. Steve Nunez, Vice President of Research, Planning, and Information Affairs, Sauk Valley Community College; Dr. Rick Edgington, Associate Vice President for Enrollment Management, Northern Oklahoma College, Dr. Renee Aitken, Director of Assessment and Accreditation, Colorado State University-Global Campus(Team Chair).

### Part A: Context and Nature of Visit

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#### 1. Purpose of the Visit

Notice visit to review ICC's progress since a March 2016 comprehensive visit that cited nine areas of concern focused on core components 2.A, 5.A, and 5.C.

#### 2. Accreditation Status

Accredited on Notice

### 3. Organizational Context

Located 1.5 miles south of the city of Independence, Kansas, the College serves a rural community with a population of approximately 9,000 people. An overwhelming majority of the city's residents (84%) identify as white, whereas only 6.5% of the city's population identify as African American, 1.6% as Native American, 0.9% as Asian, 2.3% as other races, and 4.5% as two or more races. Only 6.5% of the city's population identify as Hispanic or Latino. About one-third of the households in Independence, Kansas include children under the age of 18 and the median age in the city is approximately 38 years. The gender makeup of the city is 48.4% male and 51.6% female. Independence, Kansas is located in Montgomery County, with a population of approximately 35,000 people, with nine incorporated cities and 12 townships. The cities of Caney, Cherryvale, Coffeyville and Independence are the largest. Countywide the median income for a household is \$30,997, and the median income for a family is \$38,516. The per capita income for the county is \$16,421. About 9.20% of families and 12.60% of the population live below the poverty line, including 16.80% of those under the age of 18 and 10.90% of those age 65 or over. The population of both Independence and Montgomery County has shrunk for every census since 1980, and the population of Montgomery County has shrunk by 31% overall since 1930.

### 4. Unique Aspects of Visit

In 2010, a former large retail space was donated at a location next to the local Wal-Mart. The College renovated the new West Campus, increasing the College's visibility in the community and adding much-needed space for technical programs. A capital campaign was conducted, raising \$760,00 for renovation of the facility. The College has also contributed approximately \$350,000 to the renovation of that building. This campus is located on the west side of Independence and is home to Allied Health, Cosmetology, Veterinary Technology, and Culinary. ICC also maintains a presence downtown through the ICC Foundation office, which is a separate organization from the College.

Over the past two years, ICC has participated in a Netflix documentary, entitled "Last Chance U," that focused on their football team, its coaches, and some faculty, staff and administration (including the President). Initially, Last Chance U was only mentioned in some Board minutes and surveys provided in this on-notice report. While it was not a focus of this on-notice visit, the controversy surrounding the football team in general and the documentary, more specifically, often permeated into discussions with faculty and staff when discussions were about planning, communication, and transparency.

### 5. Areas of Focus (Complete the following A and B sections for each area of focus.)

#### A1. Statement of Focus:

The HLC Board required ICC to submit evidence that they are making progress in one area in Core 2.A, specifically:

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.

Note relevant Criterion, Core Component(s) or Assumed Practice(s):

Core Component 2.A.

**B1. Statements of Evidence (check one below):**

- Evidence demonstrates adequate progress in the area of focus.
- Evidence demonstrates that further organizational attention is required in the area of focus.
- Evidence demonstrates that further organizational attention and HLC follow-up are required.
- Evidence is insufficient and demonstrates that HLC sanction is warranted.

Evidence:

ICC has made great strides to address the requirement of developing and implementing a plan for systematic review of data connected with institutional complaints, especially student complaints. The college has purchased and implemented use of Maxient, a software solution that allows for various methods of complaint reporting (student conduct, behavioral intervention, title IX, general complaints, etc.) as well as providing case management, workflow and tracking solutions. The Maxient system allows for anonymous reporting. The college provided a document for the 2018-19 academic year. The report indicated 657 reports have been submitted; the report identified the type of incident, the person to whom the report was assigned, the type of complaint, the incident location, the report date, the date of the incident, and the complaint referral source (e.g. anonymous, student, etc.).

During an interview with the Dining Services Committee members, it was reported that Maxient has provided strong evidence of concerns about food service/quality at the campus dining facility. This collection of complaints provided impetus to further investigate the issue by implementing point of service surveys to collect more specific information about dining hall experience. Samples of point of service survey data was reviewed by the Review Team. In interviews with students, they indicated improvements have been made not only in the dining hall but also in the residence halls as a result of filing complaints through the new Maxient system and through the point of service system in the dining hall.

The ad hoc Safety Committee also reported positively about the implementation of Maxient. For example, the committee shared some complaints were submitted through Maxient regarding exterior/outdoor lighting on campus. The committee reported that having centralized complaint data that pointed to a problem on campus provided them the necessary impetus to improve lighting in the areas identified in the complaints. The Student Satisfaction and Complaints Review Committee indicated during interviews with the Review Team that prior to the implementation of the Maxient solution, complaints were handled in various ways that did not allow for trend identification. As this is the first academic year for use of Maxient, trend data was not available. During interviews with the Review Team, the Student Satisfaction & Complaints Review Committee along with the Safety Committee and Dining Services Committee all expressed concrete ways the trend data will be analyzed in future years, including plans to work collaboratively with the Student Government Association and Student Life Office.

Further, the college has created a Compliance Officer position which oversees the Maxient solution. The Compliance Officer serves as the college's Title IX Coordinator and serves on the

Student Satisfaction and Complaints Review Committee in addition to other duties outlined in the position description (which was reviewed by the Review Team). The Compliance Officer indicated that every effort is made to ensure Investigators have no conflict of interest when assigned to investigate a case. A Conflict of Interest Statement has been added to the revised Title IX procedure. The revised Title IX procedure/policy and Title IX Investigation Packet were reviewed by the Peer Review Team. The Compliance Officer indicated some training for herself and the Title IX investigators has been made available, including training by Husch Blackwell (a law firm based in Kansas City). Information about the Title IX reporting process is distributed through various methods. The Review Team reviewed the Residence Hall Procedure & Policy Handbook as well as the student handbook which outlines Student Code of Conduct, Safety & Security, Student Grievance, and Sexual Misconduct processes. These handbooks are distributed in various ways (e.g. hard copy, electronically through LMS, online, etc.) to students at the beginning of year. The Review Team also reviewed the newsletter provided in bathroom stalls that contained information about reporting Title IX violations.

The Review Team also interviewed the Judicial Conduct Committee, which is a new committee within the last year. The Vice President – Student Affairs (VPSA) appoints members to this committee. This committee exists to serve as a hearing panel for adjudication of formal student conduct issues as well as appeals related to academic integrity. According to the bylaws, the VPSA has final adjudication authority for appeals related to decisions of the Judicial Conduct Committee. Bylaws for the Judicial Conduct Committee were reviewed by the Review Team. The bylaws contain no Conflict of Interest Statement. The Review Team is concerned about the make-up of the Judicial Conduct Committee and the appearance of conflict of interest – all members are formally or informally associated with the athletic department and/or campus housing. Additionally, the final adjudicator in the conduct process, the VPSA, has formal oversight of the athletics department as well as informal oversight of campus housing. The construction of the process as outlined by the Bylaws does not provide clear objectivity as the majority of current members are stakeholders in departments/units (e.g. athletics/campus housing) closely affiliated with students who violate campus behavioral standards. Additionally, during the Review Team interview with the Judicial Conduct Committee, the committee members indicated they had not undergone any formal training to fulfill their role as student conduct adjudicators.

#### Recommendations:

The College has made a good faith effort to comply with Requirement 1. Processes for complaint collection and review have been developed and implemented. Knowledgeable staff have been hired to fill the newly created role of Compliance Coordinator. Additional training could be provided to other college staff intimately involved in complaint and conduct processes to ensure they are knowledgeable about the processes for which they are responsible. A comprehensive software solution, Maxient, has been purchased and implemented to streamline complaint submission, including identification of complaint trend data.

The team suggest that the ad hoc Safety Committee become a standing committee on campus as there is nothing “ad hoc” about safety.

The Title IX investigators all seem to have ties in one way or another to the athletic department and/or housing. The appearance of Conflict of Interest can create a chilling effect on reporting. The Review Team strongly encourages ICC to identify and train a corps of Title IX investigators that have no affiliation (formal or informal) with athletics and/or housing. Further, the Review Team strongly suggests that support for regular, ongoing training be made available to the Title IX coordinator and investigators. Significant legal liability exists with Title IX investigations and most legal cases have centered on ill-trained investigators and hearing bodies.

To mitigate concerns about conflict of interest, the Judicial Conduct Committee needs diversification to include members that have no affiliation with the athletics department or housing. The newly hired Compliance Officer should have an official role with this committee, appointing membership and perhaps even as the final appeals body, to ensure there are no conflicts of interest during adjudication. The bylaws should be updated to include a conflict of interest statement. Further, the Review Team strongly suggests the Judicial Conduct Committee be required to undergo at least annual training related to their role as student conduct adjudicators (suggested topics could include using standards of evidence, investigatory protocols, due process, formal hearing protocols, the law and student conduct, etc.). Without regular and intentional training, the college is at-risk for violation of student rights during the student conduct investigative and hearing processes.

The next generation of student complaints will likely originate in social media. The Student Satisfaction and Complaints Review Committee should determine if/how they could monitor social media for student complaints and incorporate that information into their complaint resolution process. This recommendation is germane to this “on-notice” visit given the circumstances that led to the head football coach’s departure from the college. Complaints regarding the coach’s conduct surfaced through social media. Monitoring social media will be challenging but as proven in the case of the ICC football coach situation, a relevant source of complaint data.

## A2. Statement of Focus:

The HLC Board required ICC to submit evidence that they are making progress in these 2 areas in Core 3.D, specifically:

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 offboarding 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.

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.

Note relevant Criterion, Core Component(s) or Assumed Practice(s):

Core Component 3.D

## B2. Statements of Evidence (check one below):

- Evidence demonstrates adequate progress in the area of focus.
- Evidence demonstrates that further organizational attention is required in the area of focus.
- Evidence demonstrates that further organizational attention and HLC follow-up are required.
- Evidence is insufficient and demonstrates that HLC sanction is warranted.

## Evidence:

The institution was asked to develop and implement a technology plan that would align with strategic objectives and budgetary plans. The plan was to assure that security policies regarding the onboarding and off boarding of employees be included in policies and procedures. The institution was assured that the process for determining access to secure institutional data and the network was clear and that only employees with need to know and/or input responsibilities have access.

The team met with the President's Cabinet, the Technology Committee, and then individually with the Chief Information Officer and Chief Business Officer. The purpose of these meetings was to ascertain the progress made by the institution concerning the requests made by the prior visiting team.

In conversation with the President's Cabinet, it was reported that the institution had embarked a zero-modified based budget. The Cabinet reported that the approach had sparked "much better conversations" in setting priorities. They reported they were waiting for the new strategic plan to be released and to determine the priorities set by the Board of Trustees. The newly established priorities would inform the new technology plan and its strategic objectives.

The conversation with the Technology Committee confirmed the anticipation of the new strategic plan. The Committee did report that they had developed a technology plan. The principle focus of the plan was to increase Wi-Fi across campus. There were numerous complaints from various constituencies regarding the lack of stable Wi-Fi. The Committee saw these complaints as a major priority to address.

In the prior year, the institution was forced to address a severe cash flow. The Technology Committee, in consultation with the Chief Information Officer, recommended \$65,000 in deferred contracts. The Committee reported that the deferred contracts had no impact on services to students, faculty, and staff. The institution anticipates the need to continue the practice for one or two more years. The Committee assured the visiting team that services to students was paramount and would not be compromised.

The Technology Committee prepared a technology plan that sets as a priority a \$1.7 million-dollar infrastructure upgrade. In conversations with the Review Team, the Committee indicated they are pursuing a variety of options to secure the funding and saw the plan as a multi-year implementation. To that end, they developed, in consultation with the Chief Information Officer, what they termed as a "standard replacement plan." The plan reviewed the standard longevity of various hardware and determined when and what needed to be replaced and what that timeline would be. The Committee solicited input from the various entities each member represented.

The meeting with the Technology Committee confirmed the Technology Plan provided by the institution to the visiting team. The Plan is realistic, and the Committee confirmed that faculty and staff had input in its formulation.

**Recommendation:** The team applauds ICCs development and implementation to develop a technology plan that aligns with strategic objectives and budgetary plans. ICC and the Technology Committee are encouraged to continue their commitment.

The second concern of the prior visiting team was the need for policies to address a more structured access to sensitive data. The Technology Committee, working with HR, developed a plan to determine when an employee was given access to the system and what level of access

was given to that employee. It was determined that HR would notify IT when the institution no longer employed an employee. IT would then terminate access. The process is standard and should resolve any concerns.

The prior team expressed concern that 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.” To ascertain the progress made on deferred maintenance, the team met with the Director of Facilities. The Director has been employed in the current position for two years. The Director has worked for the college in other capacities and so was quite familiar with the challenges of deferred maintenance. She reported that a committee was established, and a plan was established. The plan is a five-year rotation of projects. Some projects are of a simple nature, e.g. a facilities painting schedule. Other projects include determining the age of heat and air units to prepare for the need to schedule routine maintenance or to set aside monies to purchase new units.

The college has shown evidence of operational planning in alignment with the prior strategic plan. The strategic plan relies on individual plans, e.g. the Technology Plan and the Facilities Plan, to elicit feedback from individual areas and committees to establish priorities and objectives. The Committees and individuals interviewed confirmed that was the established process.

The college has just completed a five-year strategic plan. The college engaged a respected community leader to guide them through the planning for the next strategic plan. That plan was to be revealed to the college community and to receive Board of Trustee approval on the Wednesday following the conclusion of the team visit. It is important to note that all members of the college community interviewed were very happy with the planning process and were looking forward to implementing the new plan.

Recommendation: The team applauds the progress made on the development of a long-range institutional plan addressing deferred maintenance of facilities, and policies and procedures to assure that issues directly connected to impacts on student learning and safety are prioritized. ICC is encouraged to continue this progress in other areas as they have done in assuring there is no access to college data by employees who are no longer employed by the college.

### **A3. Statement of Focus:**

The HLC Board required ICC to submit evidence that they are making progress in three areas in Core Components 4.A, 4.B, and 4.C, specifically:

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)

Note relevant Criterion, Core Component(s) or Assumed Practice(s):

Core Components 4.A, 4.B and 4.C

**B3. Statements of Evidence (check one below):**

- Evidence demonstrates adequate progress in the area of focus.
- Evidence demonstrates that further organizational attention is required in the area of focus.
- Evidence demonstrates that further organizational attention and HLC follow-up are required.
- Evidence is insufficient and demonstrates that HLC sanction is warranted.

Evidence:

The College meets Core Component 4.A because they have a plan for program review that has been fully implemented and institutionalized according to the proposed plan, demonstrated that program reviews have been incorporated into budget and strategic plans, and have been used for improvement of courses, programs, and the larger institution.

Evidence for 4.A

The program review process was documented and implemented in 2017-2018 in the Program Review Handbook. The results and recommendations after the program reviews were completed were presented to the administration. The Program Review Committee meets monthly to discuss the Program Review process and the persons involve include faculty representatives, the AVP, and Director of Student Services and Athletics, the Director of the Library, and the Director of Institutional Research. These diverse members support the program review process and provide insight and data as needed to help build a strong process.

While the Program Review Committee felt that the process worked well, they decided to tweak it for this year's review to support areas where the process was not clear. This included updating the rubric used to evaluate the program reviews. The committee is revising the rubric for the program review to better assist in the needs and viability of individual academic programs through the addition of more databased criteria. The Committee reported that the new program review process will go into effect in Fall 2019. The program review team shared the draft.

The documentation from the Notice report provided information indicating the Program Review recommendations from the 2017-2018 review cycle were summarily cut from the budget as the institution came to terms with a shortfall. In the discussion with the committee, the team was told that everyone understood that these measures were impacting all areas of the institution, that the measures were temporary, and that the new zero-based budgeting process includes targeted funds specifically for program review. Unfortunately, the team was not given a copy of the proposed budget to verify.

In addition, Curriculum Committee posted their Program Review results to their website to support transparency with their results. These were reviewed by the team and appear to be similar to many other institutional program review policies. The Program Review Committee also provided copies in the notice report. The program review process has two distinct processes: annual program reviews and comprehensive program reviews. The annual review does not include in-depth information but provides an opportunity to build an operational plan for the following year. The Comprehensive Academic Program Review is completed by programs every three years. During the intervening years, on an annual basis, programs will complete the Annual Program Review, which is an abbreviated version of the Comprehensive Academic Program Review with the focus on student success and program innovation.

Finally, several constituents, including the Board Members, mentioned the program review process as a necessary data collection activity to support key initiatives as the institution moves forward. According to one member of the community, "Without the data provided by the program reviews, some of the proposed Strategic Plan will not move forward."

Recommendation: The team applauds the progress made on the program review process and encourages the Program Review Committee to continue to refine and share their review process with the committee.

The College meets Core Component 4.B because they have demonstrated the existence of a culture of using data from student learning in curricular and co-curricular programs, with one year of using data for improvement of programs from program assessment processes and related data.

#### Evidence for 4.B

The data provided by the Program Review team and the Assessment Committee demonstrated that ICC meets this requirement. The institution shared operational plans for co-curricular programs that are being completed now. Examples of the impact of curricular changes, as a result of the first set of program reviews included changes several programs highlighted in the report and were verified in the Program Review Committee meeting. They include:

- As a result of the comprehensive program review, the social sciences faculty recognized the need for several program changes including: 1) creating course articulation agreements for classes taught under program faculty's purview; 2) developing courses that already fall under the KBOR matrix during the next three academic years and 3) ensuring consistency across the social sciences curriculum by remaining actively involved in the professional development of, communication with and oversight of their respective adjunct and concurrent instructors during the next three academic years.
- The cosmetology certification program review faculty concluded that a plan was needed to increase enrollment, completion and pass rates in the program. As a result of the review, goals were established for the program, including recruiting strategies, establishing targeted cosmetology scholarships, increasing salon service sales for a true salon experience for students and considering the future addition of certificate programs to accompany cosmetology coursework such as massage therapy and barbering, with an accompanying update to the salon area facilities. These goals were transferred to an operational plan currently being implemented.
- After a comprehensive review, the athletic training curriculum was completely revised to address the changing curriculum standards set by the Commission on Accreditation of

Athletic Training Education (CAATE) as well as specific course standards set by accredited programs within the State of Kansas. The new curriculum was approved by Academic Council in February 2018 and is effective for the 2018-2019 academic year.

The academic program review has also affected the larger institution. The annual program review of the liberal studies program indicated there was no diversity-related learning outcome, sparking a conversation about adding a diversity outcome. As a result of that conversation, a diversity outcome was added to the general education outcomes, first for liberal and general studies, that eventually resulted in a requirement that all programs include a cultural studies elective.

ICC demonstrated it has a culture of using data from student learning in curricular and co-curricular programs, as evidenced by the use of data for improvement of programs from program assessment processes and data. The Assessment Committee revised the assessment plan so that the assessment process now includes providing assessment related training to employees across campus, including departments outside of academics. ICC took a reflection year to examine their assessment process, surveying all ICC employees with a 63% response rate. Using the survey results, ICC documented goals for implementing curricular and co-curricular programs in the 2018-19 academic year, and created a format for faculty to use to gather course assessment data.

In addition to setting goals, each department outside of academics has created an operational plan based on data collected from several surveys, committees, and other sources to align with the Strategic Plan and effectively measures assessment in co-curricular programs from “data collected from co-curricular programs to improve student experiences and activities.

Student survey data and reports from several sources were shared with the team to demonstrate the need to improve enrollment, retention, persistence, and graduation. The data demonstrated that the student athletes were at the highest risk of not sustaining their ICC academic careers. The areas in the athletic operational plan included improving athletic practice and game facilities, student travel, student leadership skills, and increasing the number of student athletes to committed to continuing their educations at the four-year level.

ICC demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning by collecting detailed identification of course outcomes, data collection and creating a clear alignment between strategic and budget planning and assessment. The budgeting process now occurs after the strategic plan and its sub-components have been finalized.

Recommendation: ICC is encouraged to consider the importance of including funding for improvements identified in the Program Review as an essential part of the next budget cycle. Constituents who do not see action from their work in the program review process will soon abandon the process. Although most constituents understood the budget crisis that eliminated all program changes from the last program review, it is important for ICC to recognize that quality programs result from regular program reviews and an institution without quality programs will not attract new students.

The College meets Core Component 4.C because they identified appropriate comparison benchmarks and institutional targets for persistence, completion, retention, and graduation in all programs and at the overall institutional level.

Evidence for 4.C

As confirmed in discussions with the Program Review Committee, the VPAA, and the Recruiting and Retention Plan, ICC primarily measures retention, although many of the initiatives have a connection to persistence. Reports provided to the team regarding the use of data in building institutional benchmarks and targets, in building the strategic plan, and in the annual program review demonstrated how ICC uses each of these benchmarks. The data used by the institution included both external and internal benchmarks such as full- and part-time retention rates for undergraduate, high school, degree-seeking students, and IPEDS cohort retention information. These analyses allow the Admission and Retention Department, the area of the college responsible for retention goal setting and reporting, to set retention goals and create initiatives to meet those goals. ICC also uses data to determine obstacles to retention for specific student groups.

In many discussions, the constituents pointed to the Navigator program developed in response to a decrease in retention. ICC created the Navigator positions to take over the advising duties previously part of faculty positions. The Navigators work with students from the time they apply for admission to the College through graduation. The Director of Retention and Enrollment Management pulls student grade reports every 5, 8, and 12 weeks. Each navigator contacts students that are struggling and tracks the reasons why students have dropped or withdrawn from their classes or why they are performing poorly in their courses. The data supporting this decision included the Noel-Levitz and CCSE data where student dissatisfaction with availability of faculty advisors was expressed. Additional information about this type of program was gained from peer schools similar to ICC. This program was well received during discussions with the students, faculty, and staff. An essential part of this process is the Student Semester Tracking Report which details each student's progress. In fall 2018, ICC's goal of increasing retention rate to 31% for Fall 2017 to Fall 2018 was exceeded, with retention increasing to 37.84%.

After analyzing data obtained from Noel Levitz and CCSE, other initiatives implemented in operational plans include:

- Living Room Conversations provided by the Tutoring Center. The Tutoring Center hosted 14 Living Room Conversations, with the average Living Room Conversation having 5 student participants and reaching 72 students total.
- The complete overhaul of the College's dining services, including personnel, processes, and availability.
- Implementation of Late-Night Tutoring in response to the poor results from the CCSE survey question "Are tutoring services readily available?"

As demonstrated in the documentation and confirmed by a check of the data from the State of Kansas, ICC's completion rates are among the highest, and are occasionally the highest, in the state. ICC analyzes data related to completion annually. Comparison data was provided to the team demonstrating this. According to interviews with the Board, Administration, and several committees, the college includes these analyses in the strategic planning annual review, the strategic plan, and program review process.

The Director of Enrollment and Retention Management provided data reports and internal documents demonstrating the use of internal and external benchmarks for persistence, completion, retention, and graduation. The documents are shared with the administration, the board, and the program review committee. Evidence of these data can be found in many of the documents shared with the team where the data was appropriate.

Recommendation: The team applauds the work done on appropriate comparison benchmarks and institutional targets for persistence, completion, retention, and graduation in all programs and

at the overall institutional level. These elements are essential for analysis to assure the health of the institution.

#### A4. Statement of Focus:

The HLC Board required ICC to submit evidence that they are making progress in three areas in Core Components 5.B, 5.C, and 5.D, specifically:

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).

Note relevant Criterion, Core Component(s) or Assumed Practice(s):

Core Components 5.B, 5.C, 5.D

#### B4. Statements of Evidence (check one below):

- Evidence demonstrates adequate progress in the area of focus.
- Evidence demonstrates that further organizational attention is required in the area of focus.
- Evidence demonstrates that further organizational attention and HLC follow-up are required.
- Evidence is insufficient and demonstrates that HLC sanction is warranted.

Evidence:

The College meets 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.

#### Evidence for 5.B

It is obvious that the College has worked diligently to clarify decision making processes and to improve documentation (e.g., policies, procedures) and communication between stakeholders. Discussions with President's Cabinet, Board of Trustees members, faculty and staff and the review of multiple documents (e.g., Student Handbook, Board of Trustees Policy and Procedure manual including committee by-laws embedded within the document, and decision-making flowcharts) indicate that ICC has shown adequate evidence to support this assertion.

In order to more effectively engage stakeholders in the decision-making processes of the College, ICC has developed a Faculty Senate and has begun to more formally engage students in the governance of the institution. Discussions with the President, members of the President's Cabinet, and faculty have confirmed that the Faculty Senate not only exists as a college standing committee but has been integrated into the decision-making structure of the College. A review of the Faculty Senate bylaws, approved by the Board of Trustees, describes the mission, powers, membership, and election of officers. The bylaws, President Cabinet and Board of Trustees minutes, and discussions with the Faculty Senate President confirm that the Faculty Senate President serves as a member of the President's Cabinet and attends College Board of Trustees meetings as a faculty representative.

In order to more effectively engage students in shared governance, ICC has developed a formalized Student Government Association/Student Senate. A review of the SGA bylaws, conversations with student leaders and with the College President confirmed the existence of the new SGA that will be fully implemented in the fall semester, 2019. According to the 2018-2019 ICC Student Handbook, "SGA serves as the official representative body for students, acting as a liaison between students and administration." All students are eligible for membership into SGA. Members of SGA are asked to serve on the Student Satisfaction and Student Complaints Committee (SSSCC bylaws) and on President's Cabinet. ICC freely admits that it continues to be difficult to recruit students to participate in SGA. In order to increase participation in SGA, but also to develop leadership skills in the student population, the College developed a three-credit Introduction to Leadership class that will help create a sustainable source of new students interested in participating in shared governance, specifically SGA. Discussions with student leaders indicate that the College has, in good faith, been working to incorporate students more frequently into its shared governance structure.

It is obvious that ICC has been working diligently to create transparent and equitable decision-making processes throughout the College. However, after discussions with faculty and staff and reading through the notes of the Strategic Planning Listening Sessions, there is still some distrust and angst about the lack of transparent decision making, equitable and fair decision making, and just understanding how decisions are being made (e.g., who makes the decisions) at the College. The creation of a Faculty Senate, efforts to rejuvenate the SGA, the creation of clear by-laws for college committees, having an up-to-date Board Policy and Procedure manual, and having open President Cabinet meetings should help provide more opportunities for students, staff and faculty to have a voice in the decision making processes, and therefore, increase transparency. Conducting regular communication across multiple channels about how and what decisions are being made will continue to be paramount to creating a more trusting environment.

The College meets 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.

#### Evidence for 5.C

ICC is conducting planning at a multitude of levels. The Team reviewed the 2016-2019 Strategic Plan, the Annual Review of the Strategic Plan (2017-2018), Recruiting and Retention Plan, Facilities Master Plan, Maintenance Plan, Technology Plan, Assessment Plan, Program Review handbook, several examples completed program review documents, Academic Assessment Plan, Accessibility Report and Plan, and several examples of operational plans from across the College. Additionally, the team had discussions with the Compliance Officer, members of President's Cabinet, and members from several planning committees (e.g., Program Review, Safety Committee, and Strategic Planning). While completeness of the plans varies, it is obvious to the Team that there is a good faith effort to institutionalize planning and continuous improvement across the campus. Based on conversations with Board members and Board minutes reviewed by the Team, the Board of Trustees is also heavily invested in approving, developing, improving, and monitoring the progress of many plans.

The current 2016-2018 Strategic Planning is expiring, and the campus, with leadership from the College President, the Board of Trustees, an outside strategic planning facilitator, and members of two strategic planning committees have led efforts to develop a new strategic plan. Discussions with the strategic planning facilitator, the President and members of the Board of Trustees and strategic planning committees have indicated that the development stage is nearly complete; a new plan should be approved by the Board shortly. According to survey and listening session documents reviewed by the Team and after having conversations with the Strategic Planning Process and Strategic Planning Gap Committees, the Team believes that the creation of this plan has been open and inclusive to all stakeholders including all employees, students, and community members. The draft Strategic Plan (i.e., Pirates Lead: Preparing Independence Community College for Its Second Century) document provided to the Team during the visit indicates that the Strategic Planning Gap Analysis Committee has identified eight critical initiatives for the College to focus their efforts moving forward. This plan, if adhered to, will help the college create more of an identity to distinguish itself from local competitors, develop a stronger recruiting presence in the region, and help focus limited resources on the identified initiatives/goals of the plan.

The Team is concerned that the College may regularly try to update/revise the Strategic Plan once it has been approved by the Board of Trustees. According to Board minutes reviewed by the Team, the current iteration of the Colleges' Strategic Plan (2016-2019) has evolved several times since its inception. For example, the Board has added additional strategic planning goals and action steps on an annual basis. Even the draft strategic plan iteration makes note that the Strategic Plan is "a living document." While the Team applauds the development of a new Strategic Plan that suits ICC, the plan, once approved, should have consistent, long range (three-five years) strategic goals/initiatives in order for the College to develop tactical and strategic momentum toward those initiatives; College personnel should not have to shoot at a constantly moving target.

The College has worked diligently to comply with the requests of this report by developing an integrated planning system that revolves around the strategic plan. The integration lies with the operational planning mechanism; operational plans by their nature are intimately connected to the strategic plan. Operational planning documents are created by all areas of the College including College committees that are also responsible for creating specific planning documents (e.g., Academic Assessment Plan and Technology Plan). Each specific plan has identified

budget priorities. Additionally, the College has adopted zero-based budgeting which should help the college control expenses and prioritize budget requests. These budget priorities are rolled up and discussed at President's Cabinet for funding.

Two documents in particular provide good evidence that systematic planning is occurring at the College: The Annual Review of the Strategic Plan (ARSP) and the Operational Plan Quarterly Review. The ARSP provides an update on the progress toward attaining strategic goals, including enrollment and retention goals, while the OPQR document provides excellent evidence that individual departments are conducting and evaluating progress toward the strategic goals. Discussions with members of the Strategic Planning Gap Analysis Committee and other employees indicate that both qualitative and quantitative data are being collected from Operational Plans.

Recommendation: Comprehensive planning is occurring on ICC's campus. However, in order to make planning sustainable, the College needs to designate an individual or department to oversee the planning process as a whole to ensure that planning continues as is currently happening and remains integrated.

The College meets 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.

#### Evidence for 5.D

As also mentioned in Requirement 8, ICC has a multitude of plans (e.g., program review, academic assessment, student complaint and survey data, and operational plans) to intentionally collect data that is used for decision making. ICC faculty, staff, and Board members are using this data to inform decision making, including budgetary decisions, at the College. Several key pieces of evidence include the following:

- After reviewing the Program Review Handbook and several program reviews and having discussions with faculty and members of the Program Review Committee, the Team is convinced that the Program Review process is fully integrated into the planning system of the College and has sufficient personnel to sustain the process. The program reviews provide actionable data and recommendations including a list of prioritized budget items.
- Operational plans are being reviewed quarterly and provide excellent summaries of actions already taken and reminders of which recommendations need to be completed.



- The Board of Trustees minutes indicate that they are heavily involved in reviewing the results of many planning documents including the Strategic Plan and all annual Program Review documents.
- Several planning documents (e.g., Program Review and Maintenance Plans) indicate that resource requests have been prioritized. Moving to zero-based budgeting will allow for more ownership and transparency in the budget decision making process.

A review of the draft strategic planning document, the new Recruiting and Retention Plan, and discussions with members of both Strategic Planning Committees has convinced the Team that ICC recognizes the importance of having a strategic plan that is tightly connected to future recruiting and retention efforts. One concern identified by the Team was a clear lack of a college “identity” that allows ICC to differentiate itself from its three nearby community college competitors. It is vital that the College continues to create programs, aggressively engage its community, and create an identity that is unique to the region to draw students from a shrinking population base. The new planning documents should help the College stay focused on identifiable, realistic goals moving forward.

The Team is satisfied with the current progress that the College has toward using relevant data to consistently and systematically inform short- and long-term planning efforts. Several examples were given on how the College is using data to drive decisions at various levels of the organization including at the instructional, Cabinet, and Board level. Discussions with faculty and staff confirmed that a cultural change was necessary in the way decisions were being made, but they are now hopeful that these new transparent, data-driven processes will provide clearer direction moving forward.

With a decrease enrollment, ICC has had “cash flow” issues (as described by faculty, staff and in Board minutes). For example, while the Program Review process identified several new items that could be purchased to support programs last fiscal year, those items were not purchased due large-scale budget cuts (over \$1 million). However, discussions with College employees (faculty and staff) indicate that they fully recognize the importance of planning and are convinced that the planning they have conducted is necessary and will bear future fruit. The Team is hopeful that the transparency in planning and budgeting will allow for collaborative budgetary decisions to be made to make those hard choices moving forward to secure the future of the College.

**Recommendation:** The Team applauds the obvious effort the College has placed toward conducting effective planning. However, the Team is concerned about the College having enough resources (e.g., financial and human) to be able to sustain these initiatives long-term. This is balanced by the fact that the Team is hopeful that the new planning processes will create opportunity for the College moving forward. The College needs to approve and follow a new strategic plan that will help develop a “college identity,” create stronger local relationships, and build enrollment. Additionally, the College must create a long-range financial planning document that provides predictions on annual revenue and expenses based on a set of assumptions (e.g., enrollment, insurance costs, and employee reductions). This document should be used to educate the Board of Trustees and employees during budget discussions. Improving revenue streams and having transparent budgeting processes are essential for ICC moving forward.

## A5. Statement of Focus:

Note relevant Criterion, Core Component(s) or Assumed Practice(s):

**B5. Statements of Evidence (check one below):**

- Evidence demonstrates adequate progress in the area of focus.
- Evidence demonstrates that further organizational attention is required in the area of focus.
- Evidence demonstrates that further organizational attention and HLC follow-up are required.
- Evidence is insufficient and demonstrates that HLC sanction is warranted.

Evidence:

**6. Other Accreditation Issues** (If applicable, list evidence of other accreditation issues.)

## Part B: Recommendation and Rationale

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**Recommendation:**

- Evidence sufficiently demonstrated. No HLC follow-up recommended.
- Evidence demonstrated. HLC follow-up recommended.
- Evidence insufficient. HLC sanction warranted.

**Rationale for the Team's Recommendation**

ICC was put on Notice with nine specific challenges where change was necessary to meet HLC accreditation requirements. These nine requirements impacted almost every part of the institution and required a change in thinking and a change in culture. ICC should be applauded for their work in meeting these requirements. The team saw that ICC was on the right path but recognized that there is still work to be done. ICC is encouraged to keep up the excellent work they have undertaken. The team saw significant progress and does not see the need for HLC follow up. However, the team recommends that the institution carefully review this report and consider the embedded recommendations.

**Stipulations or Limitations on Future Accreditation Relationships**

If recommending a change in the institution's level for review of future changes (locations, programs, delivery, etc.), state both the old and new level and provide a brief rationale for the recommended

change. Check the Institutional Status and Requirement (ISR) Report for the current wording. (Note: After the focused visit, the institution's stipulations should be reviewed in consultation with the institution's staff liaison.)

### **Monitoring**

The team may call for a follow-up interim monitoring report. If the team concurs that a report is necessary, indicate the topic (including the relevant Criteria, Core Components or Assumed Practices), timeline and expectations for that report. (Note: The team should consider embedding such a report as an emphasis in an upcoming comprehensive evaluation in consultation with the institution's staff liaison.)

The team may call for a follow-up visit. If the team concurs that a visit is necessary, indicate the type of visit, topic (including the relevant Criteria, Core Components or Assumed Practices), timeline and expectations for that visit. (Note: The team should consider embedding such a visit as an emphasis in an upcoming comprehensive evaluation in consultation with the institution's staff liaison.)

### **Interactions With Institutional Constituencies and Materials Reviewed**

List the titles or positions, but not names, of individuals with whom the team interacted during the review and the principal documents, materials and web pages reviewed.

#### **Institutional Constituencies**

Administrative Assistant from West Campus  
Assistant Dean for Tutoring and Accessibility  
Assistant Director of Enrollment and Retention  
Assistant Football Coach and Instructor  
Associate Dean for Tutoring and Accessibility  
Athletic Navigator (adviser)  
Board Members (3)  
Board of Trustees (Chair and two members)  
Chair of Academic Council  
Community Members (2)  
Compliance Officer  
Director of Enrollment and Retention  
Director of Information Technology  
Director of Institutional Research  
Director of Maintenance Facilities  
Director of Online Learning  
Director of Upward Bound  
Executive Assistant to President and Board Clerk  
Fab Lab Manager  
Financial Aid Director  
Fine Arts Technical Director  
Great Western Dining Manager  
Instructor (11)

Interim Chief Business Officer  
Library Director  
President  
President of Faculty Senate  
Process Committee Member  
Professor/Division Chair (5)  
Student Life Director and Head Start Coach  
Student Support Services Administrative Assistant  
Students (9)  
Vice President of Academic Affairs  
Vice President of Student Affairs and Athletics

**Committees** (committees held different combinations of the above persons)

Council of Chairs (6)  
Judicial Conduct Committee (3)  
Student Satisfaction and Complaints Review Committee (9)  
Safety Committee (9)  
Program Review Committee (9)  
Assessment Committee (7)  
Strategic Planning Committee (9)  
Dining Hall Services (7)  
Technology Committee (8)  
President's Cabinet (10)  
Faculty Senate (7)

**Materials**

1284 20170612 Reaffirmation Review AQIP - Team Report  
1284 20170612 Reaffirmation Review AQIP - Team Report  
1284 20170822 Reaffirmation Review AQIP - Hearing Committee Report  
1284 20170822 Reaffirmation Review AQIP - Hearing Committee Report  
1284 20170920 Reaffirmation Review AQIP - Hearing Committee Institutional Response  
1284 20170920 Reaffirmation Review AQIP - Hearing Committee Institutional Response  
1284 20171114 Reaffirmation Review AQIP - Action Letter  
284 20171114 Reaffirmation Review AQIP - Action Letter ICC Student Handbook January 2018  
Complaints Log from Maxient  
Evaluation Summary Sheet  
Evaluation Summary Sheet  
HLC Cover Memo  
HLC Cover Memo  
HLC Project Progress Updates  
ICC Notice Report 2018  
ICC Visit Schedule - HLC Visit 4.29.19 v5 (1)  
ICC Web pages <https://www.indycc.edu/>  
Independence CC ESS  
Independence Community College 2019-2024 Strategic Plan Draft  
Independence Community College Recruiting & Retention Plan 2018-2019  
Institution Status and Requirements  
Institution Status and Requirements  
Institutional Update - 2017  
Institutional Update - 2017  
Institutional Update - 2018

Institutional Update - 2018  
Navi Grads Survey - December 2018  
Noel Levitz Report 2018 Low Performance Benchmark  
Operational Plans for Various 2018 Strategic Plan Areas: Excellence  
Retention Reports 2015-2018  
SGA bylaws  
Spring 2019 Navi Grads Survey  
Student Satisfaction and Complaints Review Committee Minutes 10-11-2018  
Student Satisfaction and Complaints Review Committee Minutes 1-08-2019  
Student Satisfaction and Complaints Review Committee Minutes 12-15-2017  
Student Satisfaction and Complaints Review Committee Minutes 4-04-2018  
Student Satisfaction and Complaints Review Committee Minutes 4-09-2019  
Student Satisfaction and Complaints Review Committee Minutes 7-12-2018  
Student Tracking Report Spring 2018

Comprehensive  
Program  
Of  
EMS Education  
For  
2018-2019

Prepared by  
Susan Manning

12-14-2018



**Independence**  
COMMUNITY COLLEGE

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## 1.0 Program Data and Resource Repository

### 1.1 Program Summary

The program should provide a descriptive summary of the program.

This program is intended to train the student in caring for the individual who is sick or injured and requires emergency treatment. The program includes not only the medical care required but also the affective objectives of emotional and compassionate care of the patient.

Certificate requirements include the 13 credit hour EMT course and the 3 hour Medical Terminology course.

### 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

Narrative:

**EMS Education Assessment Data AY 2017-2018**

**Number of Faculty:**

1 full time (Manning)

0 part time

**Enrollment & Student credit hours by Faculty type:**

Full time: 35 total credit hours taught, with 41 total students enrolled

Part time: 0 credit hours taught, 0 total students enrolled

**Average Class size:**

6.83 students in Face-to-Face classes

0 students in online classes

6.83 students across all courses

**Completion rates:**

97.56% face-to-face

0% online

97.56% all courses

**Pass ('D' or better) rates:**

92.50% face-to-face

0% online

92.50% all courses

**Pass ('C' or better) rates:**

87.50% face-to-face

0% online

87.50% all courses

**Number of Majors:** 2 (plus 3 EMT Basic) (1 returned in Fall 2018)

**Degrees Awarded:** 0

YEAR	TERM	ID	SECTION	NAME	CREDITS	ADDS	ID	Instructor	Completions	Passed D or better	Passed C or better
2017	FALL	HEA1106	HS01	EMT PART 1	6	4	P000101345	S. Manning	4	4	4
YEAR	TERM	ID	SECTION	NAME	CREDITS	ADDS	ID	Instructor	Completions	Passed D or better	Passed C or better
2017	FALL	HEA1106	HS01	EMT PART 1	6	4	P000101345	S. Manning	4	4	4
2018	SPRING	HEA1113	0001	EMT	13	7	P000101345	S. Manning	6	5	5
2018	SPRING	HEA1127	HS01	EMT PART 2	7	4	P000101345	S. Manning	4	4	2
2017	FALL	HEA1143	0001	MEDICAL TERMINOLOGY	3	5	P000101345	S. Manning	5	5	5
2017	FALL	HEA1143	HS01	MEDICAL TERMINOLOGY	3	11	P000101345	S. Manning	11	10	10
2018	SPRING	HEA1143	HS01	MEDICAL TERMINOLOGY	3	10	P000101345	S. Manning	10	9	9
						41			40	37	35

### EMS Assessment Data AY2016 2017

Number of Faculty:

1 full time (S. Manning)

2 part time (J. Reed, K. Ori)

Enrollment & Student credit hours by Faculty type:

Full time: 51 total credit hours taught, with 72 total student enrollments

Part time: 42 credit hours taught, 48 total student enrollments

Average Class size:

7.58 students in Face-to-Face classes

9.67 students in online classes

8 students across all EMS program courses

Completion rates:

93.41% face-to-face

100% online

95% all EMS program courses

Pass rates (D or better):

85.88% face-to-face

55.17% online

78.07% all EMS program courses

Number of Majors: 25

Degrees Awarded: 0

	CRED	ADD	PERSON	CODE	ID	Completed	Passed
2016 FALL FULL 04HEA1003 9214 PHLEBOTOMY	3	6	S. Manning	6	6		
2016 FALL FULL 04HEA1113 9211 EMT	13	8	S. Manning	7	7		
2016 FALL FULL 04HEA1113 9212 EMT	13	5	J. Reed	5	4		
2016 FALL FULL 04HEA1113 9218 EMT	13	13	S. Manning	11	8		
2016 FALL FULL 04HEA1143 9216 MED TERM	3	9	S. Manning	9	9		
2016 FALL FULL 04HEA1143 9217 MED TERM	3	7	S. Manning	6	3		
2016 FALL FULL 04HEA1167 9213 AEMT	7	8	S. Manning	8	8		
2016 FALL SECOND 04HEA1013 9215 PHLEBOTOMY/CLIN	3	6	S. Manning	6	5		
2017 SPRING FULL 04HEA1113 0001 EMT	13	8	J. Reed & S. Manning	7	5		
2017 SPRING FULL 04HEA1143 0001 MED TERM	3	4	S. Manning	4	3		
2017 SPRING FULL 04HEA1143 HS01 MED TERM	3	11	S. Manning	11	10		
2017 SPRING FULL 04HEA1167 0001 AEMT	7	6	J. Reed	5	5		
Online	84	91	85	73			
2016 FALL FULL 03COM1233 6511 INTERPERSON COM	3	10	K. Ori	10	7		
2016 FALL SECOND 03COM1233 6512 INTERPERSON COM	3	13	K. Ori	13	5		
2017 SPRING FULL 03COM1233 6762 INTERPERSON COM	3	6	K. Ori	6	4		
	9	29	29	16			

## 2.0 Student Success

### 2.1 Define Student Success

The program faculty should provide a definition of how student success is defined by the program. *(See Section 2.1 in the Program Review Handbook for more information.)*

The department defines student success as that of acquiring a set of skills and competencies to produce work that exhibits the ability to recognize, assess and treat those having a medical or traumatic emergency.

### 2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success. *(See Section 2.2 in the Program Review Handbook for more information.)*

The department promotes student success through a series of real life scenario situations in which the student must be able to recognize, assess and treat the patient. During these skill practices the student will have ample time to practice and gain proficiency on his practical skills and decision making. The students will have opportunity to help each other by watching and critiquing skills. During the course there will be corrective and positive feedback as to the continuing condition of the patient.

The student is required to participate in community activities such as blood pressure checks at community events and to help out with other EMS Education classes as patients or observers.

The student is required to attend 20 hours of clinical practice in the emergency room and 24 hours of hands on training with an ambulance service.

## 3.0 Assessment of Student Learning Outcomes

### 3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

### Assessment Report for *Course Name EMT HEA 1113* Term: Fall 2018

#### Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Demonstrate the care and assessment of the pre-hospital medical and trauma patient	Met by 100 % of students	The plan is working
2. Demonstrate a knowledge of human anatomy and physiology		Will be assessed Spring 2019
3. Demonstrate the administration and calculation of EMT level medications		Will be assessed Fall 2019
4. Apply legal and ethical principles pertaining to emergency medical technology, ambulance operations and basic triage in a variety of settings		Will be assessed Spring 2020

Learning Outcome #1: Upon completion of this course, students will be able to demonstrate the care and assessment of the pre-hospital medical and trauma patient.

Measure #1

Measure 1 Description	This is measured by the student passing the practical portion on the state ems exam
Measure 1 Type	<p>Instructions: <i>Choose direct if you are collecting data from work the students have done and turned in (ex- test questions, homework assignments) and select indirect if this comes from your observations of students (ex- participation in class discussions)</i></p> <p> <input checked="" type="checkbox"/> Direct  <input type="checkbox"/> Indirect         </p>
Measure 1 Target Goal	<i>The target goal is to have 100% of the students pass the state practical exam</i>

Measure #2

Measure 2 Description	<i>This outcome is measured by the students passing the Anatomy and Physiology test which is associated with the Anatomy and Physiology module</i>
Measure 2 Type	<p> <input checked="" type="checkbox"/> Direct  <input type="checkbox"/> Indirect         </p>
Measure 2 Target Goal	<i>100 % of the students must pass this test with a 75% or better</i>
Measure 2 Results	100% of the students passed with a 75% or better

Summary of Learning Outcome #1:

This outcome was:	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially <input type="checkbox"/> Met <input type="checkbox"/> Not Met
Findings	<i>I found that although the format of the state practical exam has changed, the program has changed as well and we are able to instruct the student adequately to pass the test</i>
Further Action	<input type="checkbox"/> Further Action Planned <input checked="" type="checkbox"/> Further Action <input type="checkbox"/> Unnecessary  If further action is planned, provide details here:
Strengths?	The adjunct instructor, Jesse Reed, who taught the EMT HEA 1113 class fall semester 2018, did a great job of teaching his students about patient assessment and anatomy.

The final assessment of the program will be at the state and national level. The state of Kansas requires the students successfully complete a practical exam and also a cognitive exam at the national level.



For the past 2 years the program has had 100% pass rate for the **practical level of examination.**

For the past 2 years the program has had a 90% pass rate for those who challenged the National cognitive exam.

## **EMT**

Fall 2016 there were 22 students enrolled

- 6 students dropped out

- 22 students passed their practical exam

- 8 students passed their national exam (8 IHS students did not take the test)

- 5 students are currently working in a related field

Spring 2017 there were 9 students enrolled

- 2 students dropped out

- 7 students passed their practical exam

- 5 students passed their national exam

- 5 students are currently working in a related field

Fall 2017 there were 4 students enrolled (there was an IHS class only)

- 4 students passed their practical exam

- 3 students passed their national exam

- 4 students are continuing their education

Spring 2018 there were 7 students enrolled

- 1 student dropped out

- 1 student took an incomplete

- 5 students passed their practical exam

- 4 students passed their national exam

- 4 students are working in a related field

## **AEMT**

Fall 2016 there were 9 students enrolled

- 1 student dropped out

- 8 students passed their practical exam

- 8 students passed their national exam

- 8 students are working in a related field

Spring 2017 there were 6 students enrolled

- 1 dropped out

- 5 students passed their practical exam

- 5 students passed their national exam

- 5 students are working in a related field

There were no AEMT classes in the fall of 2017 or the spring of 2018

### 3.2 Significant Assessment Findings

The program faculty 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 Section 3.2 in the Program Review Handbook for more information.)*

The students enrolled in the EMS Education Program must be able to communicate effectively with their patients, partners and other health care providers. The student receives many opportunities to practice and perfect this skill during many scenarios.

The student must also be able to make ethical decisions concerning patient care. There are many discussions on these decisions such as confidentiality, dealing with criminals and drug users and cultural differences.

Critical thinking is a major portion of the course curriculum. Assessing the situation and condition of the patient, making a plan of care and carrying it out often has to be done in a matter of minutes. The student also uses critical thinking to decide if the plan of care is working and if not decide the next step.

These outcomes are assessed by cognitive exams and also by observing the student in the scenario situation. Each student must also complete many skills during their clinical and field internship hours both in the ER and EMS. A precept paper is completed each time a student completes a rotation at these facilities detailing how the student functioned in the various situations they encounter.

The use of many more real life scenarios has greatly enhanced the student's performance during their clinical experience.

### 3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

The program will continue to focus on the actual aspect of patient care through many more scenario situations. The Kansas practical certification exam is now focused on patient assessment with the new practical exam being a trauma or medical assessment only.

## 4.0 External Constituency 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.

### 4.1: Program Advisory Committee:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

#### Narrative:

\*Sue Manning-AEMT, Kansas Board of EMS Instructor Coordinator, Kansas State Certified EMS Examiner, Faculty ICC full time 11 years, total 23 years

Jason McAfee-Independence High School principal, 2 years

Shawn Bennett- AEMT, Fredonia EMS, 5 years

Ann Swink- Community member 6 years

Jess Reed-Paramedic, Kansas Board of EMS Instructor Coordinator, Chief of Fire and EMS in Cherryvale, 6 years

Keith Copithke-AEMT, Kansas Board of EMS Instructor Coordinator, Independence Fire and EMS, 8 years

Pat Pomeroy-Paramedic, Kansas Board of EMS Instructor Coordinator, Independence Fire and EMS, 4 years

Bill Knight-Community member 8 years

David Cowen-Paramedic, City of Independence Safety and Health Task Force Administrator, 8 years

Sam Carnes-High School Counselor, Independence High School 2 years

Shawn Wallis-EMT, Chief of Fire and EMS, Independence EMS, 3 years

Becky Mitchell-RN, Director of Nursing and the Emergency Room in Independence, Labette Health, 2 years

Dr. Melinda Allen-Director of the ER in Independence, Labette Health 1 year

Advisory Board Minutes

Independence Community College

EMS Education Program

March 28, 2018

The meeting convened at 1800.

The members include:

Jason McAfee, Shawn Bennet, Jesse Reed Pat Pomeroy, Bill Knight, David Cowen, Shawn Wallis, Becky Mitchell, Ann Swink, Dr. Empson and Nathaneal Day

Old Business: several recruiting events have been held including a fair at IHS, Zoolloween, and a college event at Cherryvale

New Business: Both classes are doing well although enrollment is down. Our recruiter has stated that it looks good for the fall. The plan is to have students bused to ICC West in the fall for a 3 hour class time frame. Hopefully the area schools will agree to this, we are waiting to find out so schedules can be finalized.

The meeting was adjourned at 1915

#### 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:

At this time ICC is not required to be accredited with the Kansas Board of EMS to teach the EMT or AEMT courses.

#### 4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

This program helps fulfill the following HLC criterion by: Helping students learn with smaller class sizes and one on one applications. Providing skills that will allow students to gain employment and enhance community life.

Narrative:

The institution has the faculty and staff needed for effective, high quality programs.

All the instructors are Kansas Board of EMS certified and must submit the required continuing education hours and training to the board to continue to be able to instruct.

The institution provides support for student learning.

The program has agreements with area Emergency Rooms and Emergency Medical Services in order for the student to complete the required field internship hours and skills.

The institution demonstrates responsibility for the quality of its educational programs.

The institution maintains and exercises authority over the pre-requisites for courses, rigor of the courses, expectations for student learning, access to learning resources and faculty qualifications for all its programs, including dual credit programs. It assures 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.

The EMS Education courses that are taught both on campus and at the high school are required to have the curriculum approved by the Kansas Board of EMS and so will have the same content.

## 5.0 Curriculum Reflection

### 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

#### Narrative:

The curriculum of the EMS Education program is required to contain information that the Kansas Board of EMS deems appropriate and necessary.

The jobs that students can get after being successful in the EMS Education program are many. They include but are not limited to: emergency dispatch, security at colleges or casinos, fire departments, hospitals-emergency rooms and other patient care, cruise ships, national parks, Dr. offices, summer camps, industry medical teams, missions in foreign countries, TV show medics, Amusement parks. According to the Bureau of Labor and statistics, the top EMS jobs would be in government with the top salary being in Hawaii.

### 5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

#### Narrative:

The EMS Education degree is offered to students who complete the EMT program as well as 3 credit hours obtained from a Medical Terminology course. The AEMT certificate is offered to students who complete the AEMT program as well as Phlebotomy and either Interpersonal Communications or Public Speaking. To further the student's education as a Paramedic the student must complete an associate degree.

## 6.0 Faculty Success

### 6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

#### Narrative:

The EMS Education program has one of the highest pass rates in the state. The program is known for its success in having students hired both locally and out of state. The program is known locally for its participation in such events as the community Halloween event at the zoo, participation in the Christmas parade and helping with the community benefit for under privileged families at thanksgiving time at a local church.

### 6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

#### Narrative:

Sue Manning is a certified state examiner. She has served on the Kansas Emergency Services Association Education Society board. Sue is a member of the National Association of EMS Educators as well as the Kansas Emergency Services Association. She has also taught a successful Kansas EMS instructor/ coordinator class.

### 6.3 Innovative Research, Teaching and Community Service

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

#### Narrative:

The field of EMS education is always changing. In order for successful instruction, the faculty must continuously read EMS articles in journals and information on evolving patient care in EMS. The program has a policy of accepting any community need for CPR and First Aid training. This includes the Boy and Girl scouts and many child day cares in the community.



## 7.0 Program Planning & Development for Student Success

### 7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data. *(See Section 7.1 in the Program Review Handbook examples.)*

#### Narrative:

There is a good trend toward employment from the EMS Education Program at ICC. Students usually have, by the end of the course, decided if this is a career choice they would want. Most employers will want their employees to further their training and this would increase the number of students enrolled in the AEMT course.

This year there were 3 instructors which is 2 more than in the past. This meant that more classes could be taught, greater use of the facility and most important good technicians could be turned out into the streets to care for those in need.

Average class size was 8 students. This class size works best with the amount of skills and didactic work required in the EMS education classes. The Board of EMS requires a 1/6 ratio so an assistant is required in each class.

### 7.2 Academic Program Vitality Reflection, Goals and Action Plans

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

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 Section 7.2 in the Program Review Handbook for more information.)*

#### Narrative:

The student credit hour requirement of 13 credit hours indicates a full time student which greatly helps with the student headcount overall. There are many career choices available for successful completion of the courses and therefore the opportunity to impact community involvement increases.

There are many agreements with facilities including Labette Health, Neosho Regional Medical Center, Fredonia Medical Center, Cherryvale EMS, and Independence EMS.

The successful pass rate of the EMS Education courses indicates that the curriculum coincides with the training expected by the Kansas Board of EMS.

During meetings with the advisory committee, there have been many comments made about how well the EMS Education has trained the students to perform on the job. Students have been hired as far away as Burlington, Iowa, Winfield and even Korea.

EMS Education classes have been very successful in enrollment. Although there is routinely some drop outs, as some students find the course too difficult or time consuming, the completion numbers are very good.

The vitality category description would be “Maintain Current Levels of Support/Continuous Improvement”

The fact that the success rate is above average indicates that the course is meeting the needs with adequate resources.

### 7.3 Academic Program Goals and Action Plans

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 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 Section 7.3 in the Program Review Handbook for more information.*)

#### Narrative:

The short term goals for the EMS Education program would be to:

1. Increase faculty awareness of new trends in EMS education
  - a. Faculty should attend at least 2 workshops per year
  - b. This would increase the knowledge of the trends of other EMS education facilities
  - c. This should be done each year
  - d. This could be accomplished in one year with the appropriate funds for professional development-due date 09/2021
2. Increase the realism of the scenarios
  - a. The use of moulage can be used to increase realism
  - b. Removable clothing will also help in actual patient care. This can be accomplished by using Velcro on scrubs with the patient in shorts and t shirt underneath
  - c. This can be done during the next classes
  - d. The practical exam is now being given in this format-due date fall 2019
3. Increase the research aspect of the courses.
  - a. The students currently research and review 2 articles and present them to the class
  - b. This would increase the student knowledge of current trends and also help with the role of leadership
  - c. There are many articles published by journals such as the “KEMSA Chronicle” and “JEMS”

- d. This could be accomplished in the spring classes-due date fall 2019

The long term goals for the EMS Education would be to:

1. Increase the program to include Paramedic
  - a. This would retain students
  - b. It would be possible if the college would get accreditation through the Kansas Board of EMS
  - c. This would take someone who could dedicate the time to completing this very complicated goal
  - d. Students would need to have their associate degree and so it would increase FTE
  - e. This goal would take several years to accomplish-due date fall 2022
2. Acquire some Sims equipment for more realistic training
  - a. This goal can only be accomplished by increasing the budget for the program or getting a grant
  - b. Many of the larger institutions such as Hutchinson and Johnson County have these manikins and use them to better train their students
  - c. This goal will depend on the enrollment increasing and the budget allotment to the program
  - d. This goal could be accomplished in one year if a grant could be obtained, or enough funds were raised-due date fall 2022
3. Develop a ride along program for the high school students before their required field internship hours.
  - a. This would help the younger student decide if EMS was a career path they really would like to pursue.
  - b. It would be measured by the acceptance of this program by several EMS agencies.
  - c. I do not know of any other programs but I think it would be very beneficial to the high school student enrolled in the program who is not sure what it will involve.
  - d. This could be accomplished in 2 years after the Board of Kansas EMS approves and the local facilities approve-due date fall 2021

#### 7.4 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

Narrative:

The very nature of this program lends itself to academic excellence. There is no room for mistakes in caring for life threatening situations. For this reason we hold our students to a very high standard in the classroom. Independence Community College EMS Education Program creates an environment for learning, with an emphasis on the application, expression and expansion of the care of the sick and injured person and applying these principles of emergency education to improve the quality of our student's lives and the lives of others.

This program incorporates community service projects such as helping with health fairs at churches and industries, along with demonstrations at local schools on the dangers of drinking or texting and driving.

Upon successful completion of the Kansas and National exams, this program contributes to the workforce with people highly qualified in life saving techniques. These techniques can be useful in many job opportunities.

The student will have many opportunities to care for people of many cultural diversities during their class, field internship and clinical hours. This training will help them develop an empathy and tolerance for the world in which they live and work.

## 8.0 Fiscal Resource Requests/Adjustments

### 8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
  
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
  
- Other, as applicable
  
- Accreditation Fee Request
  
- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

#### Narrative:

The budget projection for the EMS Education Program:

Educational development: workshops, conferences	.....\$1000.00
Operational costs (equipment)	.....\$1000.00
Membership fees	.....\$ 300.00

The operational costs would be for student use items such as IVs, needles and catheters etc.

INDEPENDENCE COMMUNITY COLLEGE

EMT

For the Twelve Months Ending Saturday, June 30, 2018

		<u>Expense</u>	<u>Remaining</u>
12-510:550	Salary	\$63,164.54	(\$63,164.54)
12-591:598	Fringe Benefits	14,279.97	(14,279.97)
12-601	Travel		
12-602	Food and Meals	7.48	(7.48)
12-606	Student Travel		
12-607	Rentals		
12-611	Postage & Shipping		
12-613	Printing		
12-615	Advertising		
12-616	Promotions		
12-617	Recruiting		
12-619	Animal Food		
	Conference		
12-626	Fees/Registration		
12-631	Telephone		
	Lease/Rental/Lease		
12-641	Purchase		
12-646	Service Agreements		
12-647	Fuel/Gas		
12-649	Repairs		
12-661	Contract Services		
12-662	Legal Services		
12-663	Consultants		
12-681	Dues/Memberships/Fees		
12-682	Subscriptions		
12-699	Uniforms		
	Instructional		
12-700-000	Supplies	1,340.13	(1,340.13)
	Instructional		
	Supplies (Innovation		
12-700-001	Fee)	170.00	(170.00)
12-701	Office Supplies	125.72	(125.72)
12-702	Paper Supplies		
12-703	Books		
12-704	Periodicals		
	Media (Videos,		
12-705	DVD)		
	Professional		
12-717	Development		
12-719	Misc. Expenses		
	Equipment- Non-		
12-850	Capital >\$5,000		
12-852	Software & Licenses		
	<b>Total</b>	<b>79,087.84</b>	<b>(79,087.84)</b>

INDEPENDENCE COMMUNITY COLLEGE  
EMT  
For the Twelve Months Ending Saturday, June 30, 2018

		Expense	Remaining
Salary:			
12-1287-520-000	Faculty Salaries: Full-Time Faculty	55,250.04	(55,250.04)
12-1287-521-000	Faculty Salaries: Overload	7,150.00	(7,150.00)
12-1287-530-000	Clerical/Staff Salaries: Non-Exempt	764.50	(764.50)
12-1287-531-000	Clerical/Staff Salaries: Exempt		
	Total Salary	63,164.54	(63,164.54)
Fringe Benefits:			
12-1287-591-000	FICA (Social Security, Medicare)	4,568.49	(4,568.49)
12-1287-594-000	Insurance Premiums	9,711.48	(9,711.48)
12-601	Total Fringe Benefits Travel	14,279.97	(14,279.97)
Food and Meals:			
12-1287-602-000	Food and Meals	7.48	(7.48)
	Total Food and Meals	7.48	(7.48)
12-606	Student Travel		
12-607	Rentals		
12-611	Postage & Shipping		
12-613	Printing		
12-615	Advertising		
12-616	Promotions		
12-617	Recruiting		
12-619	Animal Food		
	Conference		
12-626	Fees/Registration		
12-631	Telephone		
	Lease/Rental/Lease		
12-641	Purchase		
12-646	Service Agreements		
12-647	Fuel/Gas		
12-649	Repairs		
12-661	Contract Services		
12-662	Legal Services		
12-663	Consultants		
12-681	Dues/Memberships/Fees		
12-682	Subscriptions		
12-699	Uniforms		

Instructional Supplies:

12-1287-700-000	Instructional Supplies	1,340.13	(1,340.13)
	Total Instructional Supplies	1,340.13	(1,340.13)
Instructional Supplies (Innovation Fee):			
12-1287-700-001	Instructional Supplies (Innovation Fee)	170.00	(170.00)
	Total Instructional Supplies (Innovation Fee)	170.00	(170.00)
Office Supplies:			
12-1287-701-000	Office Supplies	125.72	(125.72)
	Total Office Supplies	125.72	(125.72)
12-702	Paper Supplies		
12-703	Books		
12-704	Periodicals		
12-705	Media (Videos, DVD)		
12-717	Professional Development		
12-719	Misc. Expenses		
12-850	Equipment- Non-Capital >\$5,000		
12-852	Software & Licenses		
	<b>Total</b>	<b>79,087.84</b>	<b>(79,087.84)</b>



## 9.0 Program Planning and Development Participation

### 9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

#### Narrative:

Sue Manning, as the only full time faculty, prepared this report from observations, reflections and reviewing previous years.

### 9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

#### Narrative:

**Program Review Committee Comments:** This review did not include any program or course assessment data as outlined in the ICC Assessment Handbook for AY2016-17 and AY2017-2018. The author did not provide any reasoning for the omission or provide a plan of correction. The Fall 2018 course assessment EMT (HEA1113) was provided but was not discussed (see 3.2).

The review does provide success data for the practical and national exams for EMS, though it does not summarize into success rates per semester. It is noted that most semesters have a success rate near 100%.

Based on the data provided for the practical and national exams for EMS, the Program review committee supports the vitality descriptor of "Maintain Current Levels of Support/Continuous Improvement." However, the support is given with serious concern. This program does not appear to have a course or program assessment framework that is consistent with the ICC Assessment Handbook. It is recommended the program faculty reach out to the Assessment Committee for help implementing the ICC assessment requirements. The Program Review Committee attempted to provide feedback and assistance in-person, by email, and through comments provided on this document.

**VPAA:** I support the recommendation of the Program Review Committee. It is expected that this faculty member will work heavily with the Assessment Committee and Program Review

Committee in the future to produce a better comprehensive report that shows real data for the program so that goals can be set that reflect the data.

## 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

Comprehensive  
Program  
Of  
Advanced  
Emergency Medical  
Services Education  
2018-2019

Prepared by  
Susan Manning

March 5, 2019



**Independence**  
COMMUNITY COLLEGE

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## 1.0 Program Data and Resource Repository

The program should provide a descriptive summary of the program.

### Narrative:

Advanced EMS education is for people wanting to advance in their work in the exciting field of emergency care of the sick and injured. Students will develop skills in diagnosis and emergency treatment procedures, as well as learn to use and care for the equipment required to accomplish their work.

The requirements to obtain a certificate for Advanced EMS Education include:

Advanced EMT 7, credit hours

Phlebotomy Essentials, 3 credit hours

Phlebotomy Application, 3 credit hours

And one of the following:

Interpersonal Communication, 3 credit hours

Public Speaking, 3 credit hours

## 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

### Narrative:

Advanced Emergency Technician assessment data:

Advanced EMS Ed Assessment Data AY 2017-2018

**Number of Faculty:**

1 full time (Manning)

0 part time

**Enrollment & Student credit hours by Faculty type:**

Full time: 15 total credit hours taught, with 36 total students enrolled

Part time: 0 credit hours taught, 0 total students enrolled

**Average Class size:**

7.2 students in Face-to-Face classes

0 students in online classes

7.2 students across all courses

**Completion rates:**

100% face-to-face



0% online

100% all courses

**Pass ('D' or better) rates:**

91.67% face-to-face

0% online

91.67% all courses

**Pass ('C' or better) rates:**

91.67% face-to-face

0% online

91.67% all courses

**Number of Majors:** 0 (0 returned in Fall 2018)

**Degrees Awarded:** 0

YEAR	TERM	ID	SECTION	NAME	CREDITS	ADDS	PERS ON ID	Instructor	Completions	Passed D or better	Passed C or better
2017	FALL	HEA1003	0001	PHLEBOTOMY	3	5	P000101345	S. Manning	5	5	5
2017	FALL	HEA1013	0001	PHLEBOTOMY:CLINICAL	3	5	P000101345	S. Manning	5	4	4
2017	FALL	HEA1143	0001	MEDICAL TERM INOLOGY	3	5	P000101345	S. Manning	5	5	5
2017	FALL	HEA1143	HS01	MEDICAL TERM INOLOGY	3	11	P000101345	S. Manning	11	10	10
2018	SPRING	HEA1143	HS01	MEDICAL TERM INOLOGY	3	10	P000101345	S. Manning	10	9	9
						36			36	33	33

**EMS Assessment Data AY 2016-2017**

Number of Faculty:

1 full time (S. Manning)

2 part time (J. Reed, K. Ori)

Enrollment & Student credit hours by Faculty type:

Full time: 51 total credit hours taught, with 72 total student enrollments

Part time: 42 credit hours taught, 48 total student enrollments

Average Class size:

7.58 students in Face-to-Face classes

9.67 students in online classes

8 students across all EMS program courses

Completion rates:

93.41% face-to-face

100% online

95% all EMS program courses

Pass rates (D or better):

85.88% face-to-face

55.17% online

78.07% all EMS program courses

Number of Majors: 25

Degrees Awarded: 0

ACADEMIC\_YEARACADEMIC\_TERMACADEMIC\_SESSION EVENT\_ID SECTION  
EVENT\_MED\_NAME

2016 FALL FULL 04HEA1003 9214 PHLEBOTOMY

2016 FALL FULL 04HEA1113 9211 EMT

2016 FALL FULL 04HEA1113 9212 EMT

2016 FALL FULL 04HEA1113 9218 EMT

2016 FALL FULL 04HEA1143 9216 MED TERM

2016 FALL FULL 04HEA1143 9217 MED TERM

2016 FALL FULL 04HEA1167 9213 AEMT

2016 FALL SECOND 04HEA1013 9215 PHLEBOTOMY/CLIN

2017 SPRING FULL 04HEA1113 0001 EMT  
2017 SPRING FULL 04HEA1143 0001 MED TERM  
2017 SPRING FULL 04HEA1143 HS01 MED TERM  
2017 SPRING FULL 04HEA1167 0001 AEMT

Online

2016 FALL FULL 03COM1233 6511 INTERPERSON COM  
2016 FALL SECOND 03COM1233 6512 INTERPERSON COM  
2017 SPRING FULL 03COM1233 6762 INTERPERSON COM  
CREDITS ADDS PERSON\_CODE\_IDCompleted Passed

3 6 S. Manning 6 6

13 8 S. Manning 7 7

13 5 J. Reed 5 4

13 13 S. Manning 11 8

3 9 S. Manning 9 9

3 7 S. Manning 6 3

7 8 S. Manning 8 8

3 6 S. Manning 6 5

13 8 J. Reed & S. Manning 7 5

3 4 S. Manning 4 3

3 11 S. Manning 11 10

7 6 J. Reed 5 5

84 91 85 73

3 10 K. Ori 10 7

3 13 K. Ori 13 5

3 6 K. Ori 6 4

9 29 29 16

## 2.0 Student Success

### 2.1 Define Student Success

The program faculty should provide a definition of how student success is defined by the program. *(See Section 2.1 in the Program Review Handbook for more information.)*

#### Narrative:

The department defines student success as that of acquiring a set of skills and competencies to produce work that exhibits the ability to recognize, assess and treat those having a medical or traumatic emergency with advanced life support knowledge.

### 2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success. *(See Section 2.2 in the Program Review Handbook for more information.)*

#### Narrative:

The department promotes student success through a series of real life scenario situations in which the student must be able to recognize, assess and treat the patient using advanced life support skills. During these skill exercises the student will have ample time to practice and gain proficiency on his patient care and decision making. The students will have opportunity to help each other by participating, watching and critiquing the skills. During the course there will be corrective and positive feedback as to the continuing condition of the simulated patient.

The student is required to participate in community activities such as blood pressure checks at community events and to help out with other EMS Education classes as patients or observers. Since this level is an advanced leadership level the student will prepare and deliver a lecture to the EMT level about an aspect of care where the two levels work closely together. This strengthens the ability of the student to lead and instruct.

The clinical and field internship hours necessary for the AEMT level course promotes success by helping the student to be more confident from interaction with patients in crises.

## 3.0 Assessment of Student Learning Outcomes

### 3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

Narrative:

### Assessment Report for *AEMT*

Term: Fall 2018


#### Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Upon completion of this course, students will be able to demonstrate the advanced care and assessment of the pre-hospital medical and trauma patient	Not Met	Take more time with individual skills
2. Upon completion of this course, students will be able to demonstrate advanced airway skills		To be assessed Spring 2020
3. Upon completion of this course, students will be able to demonstrate advanced airway skills for the medical and trauma patient		To be assessed Spring 2021


Learning Outcome #1: *Upon completion of this course students will be able to demonstrate the advanced care and assessment of the pre-hospital medical and trauma patient*

#### Measure #1

Measure 1 Description	The national registry practical exam
-----------------------	--------------------------------------



Measure 1 Type	<p>Instructions: <i>Choose direct if you are collecting data from work the students have done and turned in (ex- test questions, homework assignments) and select indirect if this comes from your observations of students (ex- participation in class discussions)</i></p> <p style="text-align: center;"> Direct</p> <p style="text-align: center;">Indirect</p>
Measure 1 Target Goal	The target goal for this outcome is 100% pass the national registry patient assessment skill
Measure 1 Results	3/5 students met this goal. Although 100% passed this skill in the class

Measure #2

Measure 2 Description	<i>The end of class comprehensive exam</i>
Measure 2 Type	 Direct
	Indirect
Measure 2 Target Goal	<i>The target goal would be for 100% of the students to pass this skill</i>
Measure 2 Results	100% of the students passed this exam

Summary of Learning Outcome #1:

--	--

This outcome was:	<p style="text-align: right;">Met</p> <p style="text-align: right;">Partially Met</p> <p style="text-align: center;"></p> <p style="text-align: right;">Not Met</p>
Findings	Some of the students were very nervous and this could possibly be the reason they failed this skill
Further Action	<p style="text-align: center;"></p> <p style="text-align: right;">Further Action Planned</p> <p style="text-align: right;">Further Action Unnecessary</p> <p>I will find out more about the scenarios that are given during the national exam and have the students have more practice time on the patient assessment skill</p>
Strengths?	The students are put in realistic scenarios and usually do a good job of critical decision making and caring for each emergency.
Weaknesses?	It is difficult to simulate the National Exam site. The student becomes very nervous and so often forgets the skill
Additional Comments:	

--	--

The Advanced EMT course has had statewide success with the successful completion of both the national practical and cognitive exams. These exams include both medical and trauma scenarios in which the AEMT must use decision making techniques to discover the problem and then treat the patient accordingly.

### 3.2 Significant Assessment Findings

The program faculty 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 Section 3.2 in the Program Review Handbook for more information.)*

#### Narrative:

Students successfully completing this program must be able to communicate effectively with their patients, partners and other health care providers. The student receives many opportunities to practice and perfect his skill during scenario practice. The student must also be precepted during their clinical and field internship hours per the regulations dictated by the Kansas Board of EMS. These precept reports are audited on a regular basis, and the students have been found to be doing good patient care. This is ultimately a sign that the course is successful.

### 3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.



Narrative:

The program will continue to focus on the psychomotor, affective and didactic aspects of advanced patient care by scenario practice, clinical hours and precept feedback.

## 4.0 External Constituency 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.

### 4.1: Program Advisory Committee:

#### Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

There is no advisory board for the certificate program.

### 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:

At this time ICC is not required to accredited with the Kansas Board of EMS to teach this certificate program.

### 4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

This program helps fulfill the following HLC criterion by: Helping students learn with smaller class sizes and one on one applications. Providing skills that will allow students to gain employment and enhance community life.

Narrative:

The institution has the faculty and staff needed for effective, high quality programs.

All the instructors are Kansas Board of EMS certified and must submit the required continuing education hours and training to the board to continue to be able to instruct. I have found that the institution provides support for student learning by financial aid for professional development. The program has agreements with area hospitals and emergency services in order for the student to complete the required field internship hours and skills.

I have found that the institution demonstrates responsibility for the quality of its educational programs. The institution maintains and exercises authority over the pre-requisites for courses, rigor of the courses, expectations for student learning, access to learning resources and faculty qualifications for all its programs.

The Kansas Board of EMS has a required curriculum that corresponds to their education standards and that must be adhered to during each of the courses.

## 5.0 Curriculum Reflection

### 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

#### Narrative:

The curriculum of the AEMT course is required to contain information that the Kansas Board of EMS deems appropriate and necessary.

The jobs that students can get after being successful in obtaining a certificate from the AEMT course are many. They include but are not limited to: emergency dispatch, security at colleges or casinos, fire departments, hospitals-emergency rooms and other patient care, cruise ships, national parks, doctor offices, summer camps, industry medical teams, missions in foreign countries, TV show and amusement park medics. According to the Bureau of Labor and Statistics, the top EMS jobs would be in government with the tip salary being in Hawaii.

### 5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

#### Narrative:

The AEMT certificate is offered to students who complete the AEMT course as well as Phlebotomy and either Interpersonal Communications or Public Speaking. To further the

student's education in EMS, the student must complete an associate degree and then complete a Paramedic course of instruction.

## 6.0 Faculty Success

### 6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

#### Narrative:

The AEMT program currently being taught at the institution has one of the highest pass rates in the state. The instructor is constantly being asked to share the KBEMS syllabus and schedule with other institutions seeking to enhance or begin their AEMT programs. The program is known for its success in having students hired both locally and out of state. The program is known locally for its participation in such events as the community sponsored Halloween activities at the Zoo, participation in the city Christmas parade and helping with the community benefit for under privileged families at thanksgiving time a local church.

### 6.2 Faculty Accomplishments2

The program faculty should highlight noteworthy program accomplishments.

#### Narrative:

The program faculty is an instructor in good standing and certified by the Kansas Board of EMS and the National Registry of EMTs. Sue Manning, the program director, has been a certified state EMS examiner for the past 17 years. She has served on the Kansas Emergency Services Association Education Society board. Sue is a member of the National Association of EMS Educators as well as the Kansas Emergency Services Association. Sue has also been successful in teaching instructor/coordinator classes.

### 6.3 Innovative Research, Teaching and Community Service

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

#### Narrative:

The field of the Advanced Medical Technician is always changing. In order for successful instruction, the faculty must continuously read EMS articles in journals and all information on evolving patient care in EMS. The program has a policy of accepting any community need for CPR and First Aid training. This includes Boy and Girl scouts, day cares, churches and the institutions other departments as needed.

## 7.0 Program Planning & Development for Student Success

### 7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data. *(See Section 7.1 in the Program Review Handbook examples.)*

#### Narrative:

There is a good trend toward employment from the Advanced EMS program. The students generally have been working in the field as EMTs and after successfully completing the necessary certification exams they have a better idea of whether they want to continue in EMS. Most employers will want their employees to further their certification and this would increase the number of students enrolled for their associate degree in order to pursue Paramedic training.

This year there were 3 instructors. This meant that more classes could be taught, greater use of the facility and most important that good technicians could be turned out into the streets to care for those in need.

The average size class was 8 students. This size class works best with the large amount of skills and didactic work required in the EMS education classes. The Kansas Board of EMS requires a 1/6 ratio so an assistant is required in each class above that size.

### 7.2 Academic Program Vitality Reflection, Goals and Action Plans

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

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 Section 7.2 in the Program Review Handbook for more information.)*

#### Narrative:

There are few AEMT courses taught in the state of Kansas. The demand for this course is great as demonstrated from the diverse areas of student location. The fall AEMT class had students from Garnett, Chanute, Fredonia and Neodesha. The current course has 3 students from Oklahoma, as well as one each from Chanute and Fredonia.

The institution has agreements with facilities including Labette Health, Neosho Regional Medical Center, Fredonia Medical Center, Cherryvale EMS, Fredonia and Independence EMS.

The successful pass rate of the Advanced program indicates that the curriculum coincides with the training expected by the KBEMS.

During meetings of the EMS Education advisory committee, there have been many comments made about how well the Advanced students have performed both during their field internship and as hired employees. Students have been hired as far away as Burlington, Kansas City, Hutchinson and Winfield.

The Advanced program has been successful in enrollment. Although there are routinely some drop outs, as the curriculum is very demanding, the completion numbers are very good.

The vitality category description would be "Maintain Current Levels of Support/Continuous Improvement".

The fact that the success rate is above average indicates that the program is meeting the needs with adequate resources.

### 7.3 Academic Program Goals and Action Plans

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 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 Section 7.3 in the Program Review Handbook for more information.)*

#### Narrative:

The short term goals for the Advanced Program would be to:

1. Increase faculty awareness of new trends in Advanced EMS education.
  - a. Faculty should attend at least 2 workshops per year
  - b. This would increase the knowledge of the trends of other EMS education facilities
  - c. This should be done each year-due date fall 2020
2. Increase the realism of the scenarios
  - a. The use of moulage can be used to increase realism
  - b. Removable clothing will also help in actual patient care. This can be accomplished by using velcro on scrubs with the patient in shorts and a shirt underneath
  - c. This will give the student a better idea of what to expect on the streets
  - d. This can be done by the next semester-due date fall 2019
3. Increase the research aspect of the program
  - a. The students currently research and present 2 articles on the EMS profession and one on a new medication.
  - b. This would increase the student knowledge of current trends and also help with the role of leadership.



- c. There are many articles published by journals such as the “KEMSA Chronicle” and “Jems”.
- d. This could be accomplished in the next semester –due date fall 2019

The long term goals for the Advanced EMS program would be to:

1. Increase the program to include Paramedic
  - a. This would retain students as they would be required to receive an associate degree
  - b. It would be possible if the institution would get accreditation through the KBEMS
  - c. This would take someone who could dedicate the time to completing this very complicated goal
  - d. The number of FTE would increase as a result-due date 2022
2. Acquire some Sims equipment for more realistic training
  - a. This goal could only be accomplished by increasing the budget for the program or getting a grant for this very expensive equipment.
  - b. Many of the larger institutions such as Hutchinson and Johnson County have these manikins and use them to better train their students.
  - c. This goal would depend on the enrollment increasing and the budget allotment to the program-due date 2022
3. Develop a ride along program for the high school students before their required field internship hours
  - a. This would help the younger student decide if EMS was a career pathway, they really would like to pursue
  - b. It would be measured by the willingness of this program by several EMS agencies
  - c. I do not know of any other programs but I think it would be very beneficial to the high school student enrolled in the program who is not sure what it will involve
  - d. I have talked to the local EMS director who thinks this would be a viable program. It could be accomplished by the next school year, after being approved by the KBEMS-due date fall 2019

## 7.4 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

### Narrative:

The very nature of this program lends itself to academic excellence. There is no room for mistakes in caring for life threatening situations. For this reason, the students are held to a very high standard in the classroom. The Independence Community College Advanced EMS program creates an environment for learning, with an emphasis on the application, expression and expansion of the care of the sick and injured person. The student will learn to apply these principles of emergency education to improve the quality of the student life and the lives of others.

The program incorporates community service projects such as helping with health fairs at churches and industries, along with demonstrations at local schools on the dangers of drinking or texting and driving.

Upon successful completion of the National Registry exams, this program contributes to the workforce with people highly qualified in life saving techniques. These techniques can be useful in many job opportunities.

The student will have many opportunities to care for people of many cultural diversities during their class, field internship and clinical hours. This training will help them develop an empathy and tolerance for the world in which they live and work.

## 8.0 Fiscal Resource Requests/Adjustments

### 8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
  
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
  
- Other, as applicable
  
- Accreditation Fee Request
  
- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

#### Narrative:

There is no specific budget for the Advanced EMS Program certificate.

## 9.0 Program Planning and Development Participation

### 9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

#### Narrative:

Sue Manning, as the only full time faculty, prepared this report from observations, reflections and reviewing previous years.

### 9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

#### Narrative:

**Program Review Committee Comments:** This review did not include any program or course assessment data as outlined in the ICC Assessment Handbook for AY2016-17 and AY2017-2018. The author did not provide any reasoning for the omission or provide a plan of correction. It should be mentioned that the Fall 2018 course assessment was provided for the AEMT course. Since the program is made up of AEMT course, 2 phlebotomy courses, and a communication course, it seems important to provide assessment of all the medical related courses of the certificate.

The review states that AEMT has success with national practical and cognitive exams, even going so far to state that this program has the "one of the highest pass rates in the state." It however does not provide any data to support this statement.

This program review fails to discuss its impact/needs with respect to the EMS Education budget. Does this mean that program does not incur any additional costs to the College outside of the EMS Education budget? If the answer is no, what budget line funds AEMT certificate?

Without any data from AY2016-17 or AY2017-18 to support the conclusions made in the AEMT Program review, the Program Review committee does not agree with the vitality descriptor of "Maintain Current Levels of Support/Continuous Improvement." The Committee recommends this program for Revitalization. This program does not appear to have a course or program assessment framework that is consistent with the ICC Assessment Handbook. It is recommended the program faculty reach out to the Assessment Committee for help implementing the ICC assessment requirements. The Program Review Committee attempted to provide feedback and assistance in-person, by email, and through comments provided on this document.

**VPAA:** I agree with the findings of the Program Review Committee. Unfortunately this faculty member did not listen to the advice provided in multiple different formats to ensure a productive program assessment, and so this document is lacking in multiple different areas. I recommend that this program go into revitalization, and the faculty member spend time in intensive training with the Assessment Committee and Program Review Committee prior to next years' annual review to improve on this product.

## 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

Comprehensive  
Program  
Of  
Cosmetology  
For  
2018-2019

Prepared by  
Tonda Lawrence, Chelsea Bailey and Angela  
Stroud

November 5, 2018



**Independence**  
COMMUNITY COLLEGE

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## 1.0 Program Data and Resource Repository

### 1.1 Program Summary

The program should provide a descriptive summary of the program.

#### Narrative:

Cosmetology is made up of courses in Cosmetology and Instructor Training dedicated to providing a solid foundation in the arts and disciplines of these subjects. Cosmetology is a three-semester program for full-time students where you must complete 1500 clock hours governed by the Kansas Board of Cosmetology. First semester students enroll in four 8-week courses for total of 18 credit hours, second semester students enroll in four 8-week courses for a total of 16 credit hours, third semester students enroll in six 8-week courses for a total of 16 credit hours for an overall total of 50 credits upon completion.

Cosmetology Instructor training is offered to licensed cosmetology practitioners by appointment only. Courses offered are a 300 clock hour/9 credit hour course with a minimum of one year work experience in the field of cosmetology or a 450 clock hour/11 credit hour course with no work experience.

After the student has completed 320 clock hours of instruction, appointments with clients may be scheduled to simulate a professional day in a typical salon.

Upon completion of the 1500 clock hours and 50 credit hours of course work, students receive a certificate in Cosmetology. Students have the opportunity to complete 15 General education credit hours to earn an Associates of Applied Science. Once a student has completed the program and passed a written and practical examination governed by the Kansas Board of Cosmetology, they are ready to enter the workforce at an entry level position.

## 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

### Narrative:

#### **AC2016-2017**

Number of Faculty:

3 full time (Bailey, Lawrence, and Stroud)

0 part time

Enrollment & Student credit hours by Faculty type:

Full time: 104 credit hours taught, with 27 total students enrolled

Part time: 0 credit hours taught, 0 total students enrolled

Average Class Size:

5.06 students face-to-face

Completion rates:

87.65% face-to-face

Pass (c or better) rates:

83.95% face-to-face

Number of Majors: 17 Cert COS, 8 AAS COS (2 Cert & 8 AAS returned for fall 2017)

**AC2017-2018**

**Number of Faculty:**

3 full time (Bailey, Lawrence, and Stroud)

0 part time

**Enrollment & Student credit hours by Faculty type:**

Full time: 108 total credit hours taught, with 101 total students enrolled

Part time: 0 credit hours taught, 0 total students enrolled

**Average Class size:**

3.48 students in Face-to-Face classes

0 students in online classes

3.48 students across all courses

**Completion rates:**

93.07% face-to-face

0% online

93.07% all courses

**Pass ('D' or better) rates:**

96.81% face-to-face

0% online

96.81% all courses

**Pass ('C' or better) rates:**

96.81% face-to-face

0% online

96.81% all courses

**Number of Majors:** 9 Cert COS, 9 AAS COS (4 Cert & 2 AAS returned in fall 2018)

**Degrees Awarded:** 4 Cert COS & 1 AAS COS

**Number of Graduates working in the Cosmetology field (2016-2018):**

**11**

**Number of Graduates working in related field:**

9 out of 15 Cosmetology program graduates are currently working in the field.

2 out of 3 Instructor in Training graduates are currently working in the field of Cosmetology and can be used as substitutes/adjuncts

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

		<b>Published Budget</b>	<b>Operating Budget</b>	<b>Expense</b>	<b>Encumbered</b>	<b>Remaining</b>
12-510:550	Salary			\$117,268.94		(\$117,268.94)
12-591:598	Fringe Benefits			36,192.06		(36,192.06)
12-601	Travel					
12-602	Food and Meals			277.54		(277.54)
12-606	Student Travel					
12-607	Rentals					
12-611	Postage & Shipping			1.83		(1.83)
12-613	Printing					
12-615	Advertising					
12-616	Promotions					
12-617	Recruiting					
12-619	Animal Food					
12-626	Conference Fees/ Registration			275.00		(275.00)
12-631	Telephone			75.00		(75.00)
12-641	Lease/ Rental/ Lease Purchase					
12-646	Service Agreements					
12-647	Fuel/ Gas					
12-649	Repairs					
12-661	Contract Services					
12-662	Legal Services					
12-663	Consultants					
12-681	Dues/ Memberships/ Fees			150.00		(150.00)
12-682	Subscriptions					
12-699	Uniforms					
12-700-000	Instructional Supplies			2,988.06		(2,988.06)
12-700-001	Instructional Supplies (Innovation Fee)			7,856.03		(7,856.03)
12-701	Office Supplies			498.79		(498.79)
12-702	Paper Supplies			68.66		(68.66)
12-703	Books					
12-704	Periodicals					
12-705	Media (Videos, DVD)					
12-717	Professional Development			214.63		(214.63)
12-719	Misc. Expenses			37.08		(37.08)
12-850	Equipment- Non-Capital >\$5,000					
12-852	Software & Licenses			900.00		(900.00)
	<b>Total</b>			<b>166,803.62</b>		<b>(166,803.62)</b>

INDEPENDENCE COMMUNITY COLLEGE						
Cosmetology						
For the Twelve Months Ending Saturday, June 30, 2018						
		<b>Published Budget</b>	<b>Operating Budget</b>	<b>Expense</b>	<b>Encumbered</b>	<b>Remaining</b>
12-510:550	Salary			\$133,589.75		(\$133,589.75)
12-591:598	Fringe Benefits			46,667.72		(46,667.72)
12-601	Travel					
12-602	Food and Meals			294.18		(294.18)
12-606	Student Travel					
12-607	Rentals					
12-611	Postage & Shipping			10.49		(10.49)
12-613	Printing					
12-615	Advertising			15.00		(15.00)
12-616	Promotions					
12-617	Recruiting			208.14		(208.14)
12-619	Animal Food					
12-626	Conference Fees/ Registration			94.14		(94.14)
12-631	Telephone					
12-641	Lease/ Rental/ Lease Purchase					
12-646	Service Agreements					
12-647	Fuel/ Gas					
12-649	Repairs					
12-661	Contract Services					
12-662	Legal Services					
12-663	Consultants					
12-681	Dues/ Memberships/ Fees			60.95		(60.95)
12-682	Subscriptions					
12-699	Uniforms					
12-700-000	Instructional Supplies			4,005.00		(4,005.00)
12-700-001	Instructional Supplies (Innovation Fee)			2,120.60		(2,120.60)
12-701	Office Supplies			209.22		(209.22)
12-702	Paper Supplies					
12-703	Books					
12-704	Periodicals					
12-705	Media (Videos, DVD)					
12-717	Professional Development					
12-719	Misc. Expenses			135.75		(135.75)
12-850	Equipment- Non-Capital >\$5,000			72.60		(72.60)
12-852	Software & Licenses			900.00		(900.00)
	<b>Total</b>			<b>188,383.54</b>		<b>(188,383.54)</b>

## 2.0 Student Success

### 2.1 Define Student Success

The program faculty should provide a definition of how student success is defined by the program. (See Section 2.1 in the Program Review Handbook for more information.)

#### Narrative:

For a student to be successful in the Cosmetology program they must pass each course with a 75% or greater final grade. Students are graded using a rubric for hands on procedures and are given written multiple-choice exams over subjects taught.

## 2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success. *(See Section 2.2 in the Program Review Handbook for more information.)*

### Narrative:

Program faculty teach a minimum of 50 clock hours per student (one on one) for student specific needs to master procedures. Three full time faculty members are available for face-to-face time with students a minimum of 44 hours per week.

## 3.0 Assessment of Student Learning Outcomes

### 3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

### Narrative:

Cosmetology Faculty has actively participated in measuring student learning outcomes per course. In the fall of 2016, the curriculum was updated to the current schedule. This schedule keeps courses more organized and adjusted credit hours so that students were considered full-time students.

### 3.2 Significant Assessment Findings

The program faculty 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 Section 3.2 in the Program Review Handbook for more information.)*

#### Narrative:

Going over our assessment data for the past years we will be timing every service earlier in the program that a student will be tested on at the state level. After looking at assessment data, students are struggling with time management, completing practicals and services within a given time frame. Timing is such an important aspect in the cosmetology industry, along with the Kansas Board of Cosmetology practical exam. We have implemented students timing themselves with every service once they have learned it as well as having timed practical tests to help students reach the time goals to be prepared for Kansas Board of Cosmetology portion of the practical exam.

Please see appendix for Assessment Data

### 3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

#### Narrative:

We will stay current with the curriculum mandated by the Kansas Board of Cosmetology. We will continue with assessment evaluations after each semester and make the necessary changes to ensure the quality of education for our students.



## 4.0 External Constituency 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.

### 4.1: Program Advisory Committee:

#### Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

Member Name	Title	Organization	Length of Service
Tonda Lawrence*	Cosmetology Director	Independence Community College	4 years
Chelsea Bailey	Cosmetology Instructor	Independence Community College	2 ½ years
Angela Stroud	Cosmetology Instructor	Independence Community College	2 years
Kimberly Ballew	Licensed Cosmetologist	Smart Style- Independence, KS	3 years
Tina Cunningham	Policy representative	Aflac	3 years
Lindsey Forslund	Salon Owner	Reflections Salon- Independence, KS	3 years
Becky Thorenson	Licensed Cosmetologist	Cut Above- Independence, KS	3 years
Shelly Salmon	Licensed Cosmetologist	Luxe Beauty Lounge-Independence, KS	3 years
Alisa Beecham	Licensed Cosmetologist	The Cut Above- Independence, KS	1 year
Chelly Hoobler	Licensed Nail Technician	Creative Concepts- Independence, KS	1 year
Jessica Thummel	Instructor Training Student	Trackside Salon- Chanute, KS	1 year
Katie Capps	Licensed Cosmetologist	Luxe Beauty Lounge-Independence, KS	1 year
Lisa Hugo	Local business owner	Hugo's Industrial Supply	1 year
Tasha Crow	Licensed Cosmetologist	Envy Salon and Day Spa- Coffeyville, KS	1 year
Cori Johnson	Licensed Cosmetologist	Sonder Salon- Neodesha, KS	1 year
Rebekah Peitz	Technical Program Navigator	Independence Community College	1 year
Amanda Price	Licensed Cosmetologist	Envy Salon and Day Spa- Coffeyville, KS	1 year

Please see appendix for Advisory Board meeting minutes

#### 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:

Kansas Board of Cosmetology is our accrediting agency. ICC contact is Tonda Lawrence, Director of Cosmetology. Kansas Board of Cosmetology contact is Laura Glockner, interim executive director. Last inspection was January 23, 2018. Inspections are once a quarter and they are not scheduled.

Please see appendix for complete list of Kansas Board of Cosmetology approved accessible fines for Schools and Instructors

#### 4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

##### Narrative:

Higher Learning Commission (HLC), the college's regional accrediting body, uses categories to evaluate the culture of continuous quality improvement on campus. We believe we fall under criterion 3 which is teaching and learning; quality, resources and support.

ICC currently has an articulation agreement with Tulsa Tech. Upon completion of Tulsa Tech's Cosmetology program and an additional 15 credit hours in Gen Ed courses from ICC they will be awarded an AAS.

## 5.0 Curriculum Reflection

### 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

#### Narrative:

The current curriculum is appropriate for this discipline. The multiple courses keep students engaged and on track while going through the program.

The cosmetology program does not include any courses that would transfer to a four-year university.

After completion of the Cosmetology program students can become a stylist (corporate or self-employed), a cosmetology instructor, platform artist, product ambassador or educator, Wholesale sales representative, management positions at a chain salon, eligible for a state licensing agency job (salon inspector).

We use Milady teaching materials and stay updated with the newest version. When the newest edition comes available we incorporate it into the curriculum. We make sure to stay up to date on current trends and procedures.

There are many states that will transfer Kansas curriculum clock hours that will go towards a license in that state.

We have an open enrollment policy. Our students are taught how to handle natural hair and deal with different hair types for different ethnicities.

The Cosmetology program incorporates community based learning by having the salon floor open to the public. Students are able to practice what they have learned on clients and build their confidence in the services they are providing. We have also helped multiple years with the Neewollah play production providing hair and makeup services.

## 5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

### Narrative:

Upon completion of the Cosmetology program students will be awarded a Certificate of Cosmetology. Students may complete 15 general education credit hours along with the 50 credit hours for the Cosmetology program and receive an Associates of Applied Science. Students enrolled in Instructor training will complete the 300 or 450-hour course and receive a Certificate for Instructor Training.

The program faculty should highlight noteworthy program accomplishments.

## 6.0 Faculty Success

### 6.1 Program Accomplishments

#### Narrative:

All Cosmetology Faculty members participated in ICC Foundation's Dancing with the Indy Stars to raise funds to buy new salon chairs, anti-fatigue mats, pedicure chairs, manicure chairs and facial and waxing tables. Enrollment has increased due to recruitment and volunteering within the surrounding communities, in April of 2018 we held an open house for the community and potential students. With increased enrollment we were approved by Kansas Board of Cosmetology to add another classroom. We worked with ICC maintenance to repaint the salon area and bring it up to date. We have also rearranged equipment/furniture to better utilize the space for increased enrollment. By changing out manicure and pedicure equipment we have made the salon more accessible to all clients. The program has partnered with State Beauty Supply in Joplin, MO hosting educational classes here in Independence for surrounding cosmetologists. The cosmetology program always offers free haircuts to first responders and military veterans, this brings more clients in the door and gives our students additional hands on experience. ICC Cosmetology also offers a discount to students, staff and faculty with their ICC ID. The Cosmetology students pass rates have steadily increased at the state level over the past 2 years on written and practical exam.

## 6.2 Faculty Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

### Narrative:

Tonda Lawrence, Director of Cosmetology, worked with the Kansas Board of Cosmetology to get reaccredited to teach the Instructor training program. She reinstated an advisory board with local professionals to help guide the program in a positive direction.

The 3 faculty members work well together in achieving set goals, not only for our students, but the program as a whole. We all work together to stay compliant with Kansas Board of Cosmetology rules and regulations in regard to curriculum and sanitation.

## 6.3 Innovative Research, Teaching and Community Service

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

### Narrative:

With the ever-changing trends Cosmetology instructors stay up to date with product knowledge, application techniques, new tools, etc. We attend product and technique classes learning new skills that we incorporate into our curriculum. In our teaching material we have incorporated audio, video, internet research, demos from other professionals with our students participating in hands-on instruction.

ICC Cosmetology faculty and students volunteer skills and time for several community events. We have participated in Neewollah play production hair and makeup. We have offered nail services at Newton's True Value Ladies Night Out. ICC Cosmetology has partnered with ICC Theater to do hair and makeup for play productions. Cosmetology students and instructors have worked as volunteers at the Montgomery County Water Festival and Tot Olympics. Cosmetology has participated in collecting food for the Independence Food Basket, ICC Pirate Pantry and donations for A.W.O.L. for Love Independence Day.

## 7.0 Program Planning & Development for Student Success

### 7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data. *(See Section 7.1 in the Program Review Handbook examples.)*

#### Narrative:

With the restructuring of the program, we have seen great success. We feel that students get more in-depth one-on-one time in each subject area. Students that have been through the 3-semester program have passed with a 75% or better score and obtained Cosmetology licensure. In the Fall of 2016 an additional full-time instructor was added.

From Fall 2016 to Spring 2018 the cosmetology program had 32 full time students and 3 part time students. 15 of these students were eligible during this time to test and receive licensure, 12 students passed with a 75% or higher on their practical exam, 11 of those passed the written exam with a 75% or higher and the 3-part time passed their exam with a 75% or higher score.

At this time students have expressed dislike of the daily hours that they attend school, absenteeism is an ongoing problem for the program as a whole. KBOC mandates that students complete 1500 clock hours within the current three semesters. We have noticed a decrease in 2<sup>nd</sup> semester enrollment due to students making different career choices.

### 7.2 Academic Program Vitality Reflection, Goals and Action Plans

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

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 Section 7.2 in the Program Review Handbook for more information.)*

#### Narrative:

We believe that the Cosmetology program falls under Vitality Category 2: Maintain current levels of support and continuous improvement. We align with the mission statement because within 3 semesters students can be in the workforce. Cosmetology instructors keep up with current trends with in the field of hair, makeup, skin care and overall wellbeing. We constantly strive to make improvements as needed to further the education level of students.

### 7.3 Academic Program Goals and Action Plans

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 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 Section 7.3 in the Program Review Handbook for more information.)*

#### Narrative:

#### **Short term goals**

- **Recruiting strategies:** Cosmetology department is working with Rebekah Peitz (navigator for technical programs) to ensure that our perspective students are contacted and receive a follow up, but don't get overwhelmed by being contacted by multiple people. We are scheduling an open house for perspective students from surrounding area, hoping to incorporate Oklahoma residents as well. Cosmetology is working with Rebekah about going into nonservice area schools that currently don't have cosmetology as an option. In talks with Kara Wheeler (VPAA) about the SB155 students from surrounding high schools enrolling in the cosmetology program.
- **Cosmetology scholarships:** we would like to look into incorporating scholarships specifically for cosmetology students that are going into this profession or a wellness profession under the scope of cosmetology such as massage therapy.
- **Increase enrollment:** enrollment will always be a short term and long-term goal for cosmetology.
- **Service sales:** increase salon service sales for true salon experience for our students.

#### **Long Term goals**

- **Increase enrollment and retention:** We would like to increase enrollment to 15-20 students per start date. Work out a plan to retain students not only in the Cosmetology program, but if this is not for them offer them courses at the main campus.
- **Add programs:** add additional programs that will accompany the profession of cosmetology such as massage therapy and barbering
- **Cosmetology area update:** as the program grows we need to incorporate some salon area updates such as, natural light enhancement like windows, adding a second exit, we would like to have a sign on the side of the building stating that we are a cosmetology school. Interior windows to help increase service sales and that also helps increase student experience. We would like to get new shampoo bowls that are ergonomic for our students.

## 7.4 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

### Narrative:

We believe we fall under criterion 3 with the Higher Learning Commission which is teaching and learning; quality, resources and support.

We also believe that we align with Strategic Goal 2 of the 2018 Strategic Plan because our students graduate with a Certificate within 3 semesters and are ready to immediately enter the workforce.



## 8.0 Fiscal Resource Requests/Adjustments

### 8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
  
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
  
- Other, as applicable
  
- Accreditation Fee Request
  
- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

#### Narrative:

The Cosmetology department needs to update our facility. We need to replace our current shampoo bowls ([see appendix for pricing](#)); the current ones are not ergonomically designed. Numerous times upon inspection from the Kansas Board of Cosmetology he has marked us for floors being in need of repair. There is a great possibility that we will soon be assessed a fine if

we don't take care of this matter. We've been working with head of maintenance to come up with the most economical way to fix it.

Our students are required to have their homework typed and take exams on computers because that is how it is done at the state level. Currently we have two computers available to our entire Cosmetology student body, so time is limited to when they can use it to type. All assignments are printed in the computer lab and they cannot be unsupervised due to Kansas Board of Cosmetology regulations. If we had laptops available for our students to use to complete their assignments so that we can maintain excellence in the program.

In the past the cosmetology faculty have used Perkins money for continuing education. Cosmetology instructors are required a minimum of 20 continuing education hours per two years. There is one national conference called CEA & AMP Convention held annually that is out of state and it is extremely beneficial in teaching techniques and trends. We receive 15 CEUs for this conference and would like to add it to our budget so that we can attend. The past 2 times we have attended, this conference has been in Las Vegas, NV and cost approximately \$4,000 for 3 full time instructors to go.

The Cosmetology program is accredited by Kansas Board of Regents and therefore the Kansas Board of Cosmetology waives our licensure fee.

Due to a projected increase in full time enrollment and a part time high school program this department will need additional space and reorganization of floor area such as making classrooms connect due to Kansas Board of Cosmetology compliance (see fine schedule under 4.2 in the appendix for unsupervised students in classroom/salon).

## 9.0 Program Planning and Development Participation

### 9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

#### Narrative:

The Director of Cosmetology (Tonda Lawrence) and the two Cosmetology instructors (Chelsea Bailey and Angela Stroud) completed this comprehensive program review.

### 9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

#### Narrative:

#### Program Review Committee Recommendation:

It is the recommendation of the committee to maintain current levels of support/continuous improvement-Category 2.

**VPAA:** I concur with the recommendation by the Program Review Committee for a Category 2: maintain current levels of support/continuous improvement.

## 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

### 3.2 Assessment Data

#### Physical Services I COS2012 – Fall 2016

##### Assessment Outcomes, Measures and data

**Outcome 1: Describe the purpose and effects of shampoos and rinses, scalp and hair treatments, manicure and pedicures, and massage movements.**

**Measure 1:** Seventy-five percent of students will be able to know the proper shampoos, rinses, and scalp and hair treatments for the service that they are going to perform with 75% or higher accuracy.

**Overall:** 9 out of 10 students (90%) scored a 75% or higher on their product knowledge for their service.

**Measure 2:** Seventy-five percent of the students will be able to perform manicures, pedicures and massage movements with 75% or higher accuracy in the time allotted for that service.

**Overall:** 9 out of 10 students (90%) performed with 75% or higher accuracy providing each service.

**Measure 3:** Seventy-five percent of students will score a 75% or higher on a multiple choice test given on Chapters 11, 15, 25 and 26 with 75% or higher accuracy.

**Overall:** 9 out of 10 students (90%) scored a 75% or higher accuracy on the multiple choice tests.

**Outcome 2: Explain and practice correct procedures for shampooing.**

**Measure 1:** Seventy-five percent of students will score a 75% or higher on a multiple choice test over shampooing.

**Overall:** 9 out of 10 students (90%) scored a 75% or higher on the multiple choice test

**Measure 2:** Seventy-five percent of students will demonstrate a proper shampooing procedure with 75% or higher accuracy.

**Overall:** 9 out of 10 students (90%) demonstrated a proper shampoo with 75% or higher accuracy.

**Outcome 3: Identify and select the appropriate materials, implements, and supplies for facials and make-up application.**

**Measure 1:** Seventy-five percent of students will be able to perform a skin analysis and choose the proper products to use with 75% or higher accuracy.

**Overall:** 9 out of 10 students (90%) were able to perform the skin analysis and chose product with 75% or better accuracy.

**Measure 2:** Seventy-five percent of students will be able to demonstrate a facial with a 75% or higher accuracy in the time allotted.

**Overall:** 9 out of 10 students (90%) performed the facial with 75% or higher accuracy.

**Measure 3:** Seventy-five percent of students will score a 75% or higher on a multiple choice test over facials.

**Overall:** 9 out of 10 students (90%) scored a 75% or higher on the multiple choice facial test.

**Results and Analysis- Physical Services I COS2012- Fall 2016**

**Findings:** Showing videos and demoing each service to students before they tried it themselves helped them feel more confident the service they were going to perform.

**Strengths:** Prior to this course students don't have any hands-on practicals so they get very excited to get to work on the mannequins and each other.

**Weaknesses:** Students being able to complete a service and doing it well, but struggling with the timing aspect of the service.

**Recommendations:** Timing of services each time they perform it.

**Actions:** Have students time themselves while performing services and record it on their daily practical sheet to improve on their time-management.

**Physical Services I COS2012 – Spring 2017**

**Assessment Outcomes, Measures and data**

**Outcome 1: Describe the purpose and effects of shampoos and rinses, scalp and hair treatments, manicure and pedicures, and massage movements.**

**Measure 1:** Seventy-five percent of students will be able to know the proper shampoos, rinses, and scalp and hair treatments for the service that they are going to perform with 75% or higher accuracy.

**Overall:** 2 out of 2 students (100%) scored a 75% or higher on their product knowledge for their service.

**Measure 2:** Seventy-five percent of the students will be able to perform manicures, pedicures and massage movements with 75% or higher accuracy in the time allotted for that service.

**Overall:** 2 out of 2 students (100%) performed with 75% or higher accuracy providing each service.

**Measure 3:** Seventy-five percent of students will score a 75% or higher on a multiple choice test given on Chapters 11, 15, 25 and 26 with 75% or higher accuracy.

**Overall:** 2 out of 2 students (100%) scored a 75% or higher accuracy on the multiple choice tests.

**Outcome 2: Explain and practice correct procedures for shampooing.**

**Measure 1:** Seventy-five percent of students will score a 75% or higher on a multiple choice test over shampooing.

**Overall:** 2 out of 2 students (100%) scored a 75% or higher on the multiple choice test

**Measure 2:** Seventy-five percent of students will demonstrate a proper shampooing procedure with 75% or higher accuracy.

**Overall:** 2 out of 2 students (100%) demonstrated a proper shampoo with 75% or higher accuracy.

**Outcome 3: Identify and select the appropriate materials, implements, and supplies for facials and make-up application.**

**Measure 1:** Seventy-five percent of students will be able to perform a skin analysis and choose the proper products to use with 75% or higher accuracy.

**Overall:** 2 out of 2 students (100%) were able to perform the skin analysis and chose product with 75% or better accuracy.

**Measure 2:** Seventy-five percent of students will be able to demonstrate a facial with a 75% or higher accuracy in the time allotted.

**Overall:** 2 out of 2 students (100%) performed the facial with 75% or higher accuracy.

**Measure 3:** Seventy-five percent of students will score a 75% or higher on a multiple choice test over facials.

**Overall:** 2 out of 2 students (100%) scored a 75% or higher on the multiple choice facial test.

### **Results and Analysis- Physical Services I COS2012- Spring 2017**

**Findings:** Smaller classes such as this one get more one on one time with the instructor and more time to practice practicals.

**Strengths:** Working on each other and mannequins in the 2<sup>nd</sup> 8 weeks after they have only been doing bookwork is exciting for the students and they try very hard to build their confidence with each service so they are prepared to work on salon clients.

**Weaknesses:** Timing is a huge part of this industry. Some students struggle getting the services done to our standards in a timely manner.

**Recommendations:** Timing services will help students feel prepared for their timed State level practical exam.

**Actions:** Have students time themselves while performing services and record it on their daily practical sheet to improve their time each time they perform the service.

### **Cosmetology Board Review COS2001- Fall 2017**

#### **Assessment Outcomes, Measures and Data**

#### **Outcome 1: Demonstrate foundational knowledge in core areas tested over the licensure exam.**

**Measure 1:** Seventy-five percent of students will pass with a 75% or higher on a practice 120 question multiple choice exam with 100 questions over chapters studied during the program and 20 questions of Kansas Board of Cosmetology State Laws that is timed.

Overall: 3 out of 3 (100%) students passed the exam with 75% or higher accuracy.

**Measure 2:** Seventy-five percent of students will pass with a 75% or higher accuracy on a times practical practice exam including all the services that will be performed at the state level exam.

Overall: 3 out of 3(100%) students passed the practical exam with 75% or higher accuracy.

#### **Outcome 2: Correctly pack bags for practical test**

**Measure 1:** Seventy-five percent of students will pack with a 75% or higher accuracy the bags for their practice state practical test and will make sure that everything is labeled, clean and disinfected and that they have packed the correct implements to pass their test.

Overall: 3 out of 3(100%) students packed their bags with 75% or higher accuracy.

**Measure 2:** Seventy-five percent of students will pack with 75% or higher accuracy their bags for their Kansas Board of Cosmetology practical exam.

Overall: 3 out of 3(100%) students packed their bags with 75% or higher accuracy.

**Outcome 3: Provide all needed documentation to program staff and to the state to be eligible to schedule a testing date for licensure exams.**

**Measure 1:** One hundred percent of students will complete all weekly time records, daily practicals and passed all courses with a 75% or higher.

Overall: 3 out of 3 (100%) students completed these tasks with a 75% or higher accuracy.

**Measure 2:** One hundred percent of students will submit their high school diploma or GED to Kansas Board of Cosmetology prior to scheduling their exam.

Overall: 3 out of 3 (100%) students provided their documentation to the board.

#### **Results and Analysis- Cosmetology Board Review COS2001- Fall 2017**

**Findings:** After completion of this course students feel confident in their abilities to perform each service during their state level exam.

**Strengths:** Students seem to feel prepared to test at the state level.

**Weaknesses:** Timing seems to be the issue that we face most often with these being times tests, but once students get to this last 8 weeks of the program they were confident in their abilities.

**Recommendations:** Continue to stay up to stay with the changing testing procedures.

**Actions:** None

#### **4.1 Advisory Board Meeting Minutes**

### **ICC Cosmetology Department**

### **Advisory Committee Minutes**

**11/7/16**

#### **Members Present:**

Kim Booe, Lindsey Forslund, Becky Thorenson, Tina Cunningham, Tonda Lawrence, Chelsea Lumm, Angela Stroud

#### **Guests Present:**

Shelly Salmon, Alisa Beecham

#### **Members Absent:**

Chelly Hoobler

#### **Call to Order:**

Chairman, Tonda Lawrence, called the ICC Cosmetology Advisory Committee meeting to order at 4:00 p.m. Tonda welcomed everyone to the meeting and introduced all members and guests to each other.

**Minutes:**

Minutes of the last meeting were approved as submitted.

**Unfinished Business:**

There was no unfinished business brought before the committee.

**New Business:**

1. New Classroom – members were shown the new classroom utilized by the program and updated on the school’s growing enrollment.
2. Curriculum Change (3 semester) – Chairman explained the components of having a 3 semester program including the school the program was modified after, course requirements and layout, and financing for students. Chairman also explained the reason for adding student kits and testing money to the cost of the course.
3. Five students will finish in December – Chairman updated the Board about the 5 students who will finish the program in December and what her plan for testing them out of the program is. She also explained the process for getting the students enrolled to take state testing.

**ICC Cosmetology Department**

**Advisory Committee Minutes**

**3/13/2017**

1. Meeting called to order by Tonda Lawrence: 3:00 p.m.

**Members in Attendance:**

Tonda Lawrence – ICC Cosmetology Director  
Angela Stroud – ICC Cosmetology Instructor  
Chelsea Lumm – ICC Cosmetology Instructor  
Jessica Thummel – ICC Cosmetology Student Instructor  
Kimberly Ballew – Smart Style Management  
Lindsey Forslund – Reflections Salon & Spa Owner

**Members Not in Attendance:**

Tina Cunningham  
Chelly Hoobler  
Becky Thorinson

2. Topics Discussed:

- **Dancing with the Indy Stars** –  
Facility (Memorial Hall) accommodations were great for the event.  
Raised approximately \$8,000  
Plans for funds raised
- **Equipment** –  
New Salon Chairs with Locking Hydraulics



New Salon Mats for Salon Area  
Change Pedicure Chairs to lower hydraulic function  
Change/New Facial Beds  
Discussed where to buy: Sally's, State Beauty Supply, and Salon Centric

- **Spring Coining Ceremony –**  
Date: May 1, 2017  
3 Cosmetology Graduates & 1 Instructor Graduate  
Held in Woods Room with cookies & punch  
PowerPoint Presentation, Itinerary and Programs  
Invites
  - **Job Placement –**  
Review previous graduates who have been hired on with local salons.  
Discussed openings for placing upcoming graduates in local salons.
  - **Marques Sutton –**  
Barber from Tulsa with “Teach One Reach One”  
Barbering and Clipper Class with ICC Students  
April 10, 2017 10:00 a.m. – 12:30 p.m.
  - **Barbering Program –**  
Recently obtained Cabinet Approval  
Received High School Surveys & Conducted Tours of Facility  
1500 Hour Program in 3 Semesters  
Tuesday – Saturday School Week  
Different Curriculum and Book from Cosmetology Program
3. Closing discussions over State Board Regulation, Challenges in the workplace, and progressive updates in the industry.
  4. Meeting came to a close by Tonda Lawrence: 4:30 p.m.

## **Independence Community College**

### **Advisory Board Meeting**

**October 9, 2017**

**Members Present:** Tonda Lawrence, Chelsea Bailey, Angela Stroud, Kim Ballew (Smartstyle, Independence), Tasha Crow (Envy Salon and Day Spa, Coffeyville), Amanda Price (Envy Salon and Day Spa, Coffeyville), Shelly Salmon (Luxe Beauty Lounge, Independence), Rickenia Botts (Prizms Salon, Independence), Jill Bell (Salon Centric), Laura Schaid (ICC), Lisa Hugo (Hugo's Industrial Supply), Katie Capps (Luxe Beauty Lounge, Independence) and Jessica Thummel (Rustic Roots Salon, Chanute)

**Members Absent:** Cori Erbe (Sonder Salon, Neodesha), Alisa Beecham (Creative Concepts, Independence), Brad Henderson (ICC) and Rebekah Peitz (ICC)

**Welcome:** Meeting began at 12:00 p.m. Tonda lead the meeting. We started the meeting with everyone present doing self-introductions. 13 members were present, 4 were absent.

**Curriculum:** Tonda discussed the curriculum for the cosmetology program. There was a table with the textbook and workbooks that we use. She went into detail about how those are used in the program and gave a quick breakdown of what the program consists of.

**Coining Ceremony:** Tonda informed everyone that the coining ceremony will be held December 11, 2017 at 6:00 p.m. in the Woods room at ICC West. She encouraged everyone to come if they were able to celebrate the students graduating the program. She described to them what the coining was how the night usually goes.

**Salon Updates and changes:** Tonda talked about all the changes that have been made to the salon and how those were possible because of the cosmetology department's involvement in Dancing with the Indy Stars. There were two students that competed in the dance competition as well as the students as a whole performing a number. Tonda explained that about \$8,000 was raised and that allowed her to buy 4 pedicure chairs, 10 styling chairs, 10 anti-fatigue mats, 3 facial tables, 6 new chairs for the manicuring area. The salon area also had been painted over the summer break.

**Goals:**

- **Enrollment** – Tonda explained that we would like for enrollment numbers to be higher and that the cosmetology department is working with admissions on different ideas to get more students in the door. She asked that if anyone at the meeting knew of anyone interested in the program to send them our way.
- **Massage therapy and barbering** – Tonda expressed how she is in hopes that massage therapy and barbering can be brought into the building. She explained that barbering is its own entity and they are covered under a different board than Cosmetology. Massage therapy does not have a governing body at this point. She is in hopes that the three programs could share a centrally located laundry room with commercial washers and dryers. There have been discussions about all this being brought in and a remodel would have to happen at ICC West to accommodate this.

**Facebook page:** Tonda explained how we have a private Facebook page dedicated to our advisory board and that Chelsea would add everyone to that page. This page is used to keep everyone updated on the dates and times of future meetings and any other information the member need to know.

**Next meeting and time:** Next meeting will be set for the spring. A date and time will be decided at a later date.

**Questions:** Lisa Hugo asked how long the program took to complete. Tonda answered with it's a three semester program and in those 3 semester 1500 clocked hours must be completed. Tasha Crow asked about a nail tech program. Tonda answered with there is not one offered at this time because students weren't able to get financial aid to go through so they had to pay out of the pocket. Tasha also asked about a part-time program for junior and senior high school students and Tonda responded with they do not get to test with the state until they are 18 and a high school graduate. Jessica Thummel said that she went to a cosmetology school that allowed part-time high school students and in her opinion they were going just to get out of class, not because they wanted to pursue this career. Rickenia Botts asked if barbering would need a separate instructor and Tonda said that it would because Barbering is covered under a different governing body so a cosmetologist cannot teach barbering without further training.

**Salon Tours:** Tonda took anyone that was interested on a quick tour of the cosmetology department to show everyone all the changes that have been made.

**Adjournment:** Meeting ended at 12:55 p.m.

## Independence Community College

### Advisory Board Meeting

April 3, 2018

12:00 p.m.

**Members Present:** Tonda Lawrence (ICC Cosmetology Director), Chelsea Bailey (ICC Cosmetology Instructor), Angela Stroud (ICC Cosmetology Instructor), Katie Capps (Luxx Beauty Lounge, Independence), Shelly Salmon (Luxx Beauty Lounge, Independence), Lisa Hugo (Hugo's Industrial Supply), Tasha Crow (Envy Salon and Day Spa, Coffeyville), Jaicey Gillum (ICC), Cori Johnson (Sonder Salon, Neodesha), Amanda Price (Envy Salon and Day Spa, Coffeyville), Rebekah Peitz (ICC), Laura Schaid (ICC), Brad Henderson (ICC), Kim Ballew (Smartstyle, Independence), ICC Cosmetology Students

**Members Absent:** Alisa Beecham (Creative Concepts, Independence), Amanda Price (Envy Salon and Day Spa, Coffeyville), Jessica Thummel (Trackside Salon, Chanute)

**Welcome:** Tonda started the meeting at 12:05 p.m. Tonda introduced member that were absent last meeting.

**Approval of Minutes:** Everyone present read through the minutes from the last meeting on October 9, 2017. Kim Ballew motioned to approve minutes. Minutes were approved.

**Enrollment:** Tonda let everyone know that the program is working on getting enrollment increased. Rebekah Peitz introduced herself as the Navigator for ICC West students, with that job she enrolls students and acts as their advisor. She talked about the Cosmetology Open House that will be April 4, 2018. She is hoping for a big enrollment push for high school students in the fall. Lisa asked how much of an increase in enrollment the program would like. Tonda said she would like to see an increase of 10-12 students more than what is currently enrolled. Tonda also mentioned that sometimes we have a high enrollment, but people leave the program because they do not fully understand what they are getting themselves into. Shelly asked how much time could be missed. Tonda answered with we would like them to have no more than 3 days, but that being said we handle attendance on an individual basis, such as somebody getting the flu and having a doctor say they can't come back to school then that student would be excused. Tonda explained that federal guidelines have become stricter on attendance policies in order to disburse money. Rebekah mentioned that ICC West is holding Tech Days that should benefit the tech programs and that it started off with about 50 students and they are close to 200 now.

**Part-time High School Program:** Jaicey Gillum talked about the SB155 that would make it possible for seniors in high school to spend part-time of their senior year attending cosmetology school. Tonda explained that after they go part-time their entire senior year then they will come back the following year to finish the program.

**Fundraising:** Tonda needs ideas to raise money for new equipment for the salon such as shampoo bowls. She was hoping to use Perkins money for equipment, but we were told that they are enforcing guidelines more on how that money can be spent. Cori mentioned that they did a Princess Tea Party and had really good luck with that. Brad talked about the last time one of those were held for the theater department and they had a good turnout. Brad, Rebekah and Kim said they would all be willing to help.

**Graduation:** Saturday, May 5<sup>th</sup> at Memorial Hall will be the spring graduation ceremony. Cosmetology will have 1 graduate for spring. The college had a fall graduation in December 2017 and there were 3 Cosmetology students that graduated.

**Massage Therapy:** Tonda said that she is still working on the Massage Therapy program and that she may need some help from Laura to get things started. Laura will send the KBOR packet. The massage program will be under cosmetology since there is no governing body. Tonda believes that it will be an inexpensive program to start. One of the Cosmetology instructors should be able to teach it for the time being. If the program takes off they can look into hiring a new instructor. Tonda talked about making this an evening class. Salons in the area that offer massage are Luxx Beauty Lounge, Envy Salon and Day Spa, Sonder Salon and Reflections Salon.

**Open House:** Open house is April 4<sup>th</sup> at 5:30 p.m. – 6:30 p.m. at ICC West. It is for perspective Cosmetology students. It is an opportunity for them to take a tour of the facility and ask any questions about the program.

**Signs:** Rebekah told members about how she is working along with Brad and the Fab Lab to get signs for the front of the building (ex. Cosmetology, culinary and vet tech) that way people driving by know what is in this building. Tonda said that a lot of information comes up on the marquee out front, but it's hard for people passing to read.

**Questions:** Cori asked about student kits. Tonda explained that students no longer get kits because perspective students couldn't start the program without paying for their kit out of pocket and that was creating a financial burden for them. Now their tools are supplied for them by the school and once they finish the program they leave with a pair of shears. Tonda also said that she noticed there were many things in their kits that were wasted and that the students never used. Shelly asked about the Barbering program and Tonda said that it is on hold for the time being because of the expense of it.

**Job Openings:** Envy has a nail tech position, an esthetician position and 2 full time salon chairs open. Smart style could possibly have a position opening soon. Luxx has room for one more stylist.

**Meeting adjourned at 12:37 p.m.**

## **4.2 KBOC Approved Assessable Fines list**

### **Approved Assessable Fines by KBOC**

#### **Schools/Instructors – Cosmetology Professions**

##### **No disinfectant –school\***

1<sup>st</sup> offense\$500

2<sup>nd</sup> offense\$1,000

##### **Single-use items not discarded\***

1<sup>st</sup> offense\$500

2<sup>nd</sup> offense\$1,000

##### **Prohibited items (i.e. nail duster)\***

1<sup>st</sup> offense\$500

2<sup>nd</sup> offense\$1,000 and conditions

Conditions

•1 year of licensure conditions with mandatory infection control seminar every quarter during year of conditions and no more than three infection control violations per inspection

•Mandatory monthly inspection with Board reimbursement of \$50 to \$100 per inspection depending on number of offenses

**Instructor in training without supervision\***

1<sup>st</sup> offense\$500

2<sup>nd</sup> offense\$1,000

**Failure to post license (instructor or instructor in training)\***

1<sup>st</sup> offense\$250

2<sup>nd</sup> offense\$500

**Unsupervised Students (in theory room or on clinic floor)\***

\$1,000

**Failure to maintain student records\***

\$500 per month

**Invalid license (instructor or practitioner license expired) \*\***

\$500; or

\$250 per month with proof of continued violation

**Unlicensed instructor (never licensed as instructor or failed exams and continued to teach)\*\* 1<sup>st</sup>**

offense \$1,0002<sup>nd</sup> offense possible disciplinary action **Monthly Reporting of Student Hours**1<sup>st</sup>

offense Warning Letter2<sup>nd</sup> offense \$500**Submission of Late Apprentice Applications**\$25 against

applicant\***Pursuant to K.S.A. 65-1903, the Board maintains the discretion to assess a fine not to**

**exceed \$1,000.\*\*Pursuant to K.S.A. 65-1902, the Board maintains the discretion to assess a fine**

**not to exceed \$1,500, or may issue such order and assess such fine. In determining the amount of**

**fine to be assessed, the board may consider the following factors: (1) Willfulness of the violation,**

**(2) repetitions of the violation and (3) risk of harm to the public caused by the violation.**

## 8.1 Budget Request Form

### Budget Request Form 2019-20

**Request Details:** (Please complete for each additional item)

Date of Request: \_\_\_\_\_ 3/13/2019 \_\_\_\_\_ Fiscal Year: \_\_19-20 \_\_\_\_\_

Requestors Name: \_\_\_\_\_ Tonda Lawrence \_\_\_\_\_ Phone: \_\_\_\_ 5644 \_\_\_\_\_

Department: \_\_\_\_\_ Cosmetology \_\_\_\_\_ Building: \_\_ West \_\_\_\_\_

Desired Cost: \_\_\_\_\_ \$2,000 \_\_\_\_\_ Estimated Purchase Date: \_\_\_\_\_

**Request Description/Justification:**

Include a detailed description of the project, requested item, or expense and justification. Attach additional documentation as necessary.

Shampoo sinks and chairs, we need 5 of each. Current Equipment is not standard height. With sinks attached to the wall it would provide more room to add portable stations for student growth. Getting the proper sinks would be ergonomically correct for the health of our students.

**Strategic Goal/Mission Alignment:**

---

Include a detailed explanation of how the requested budget expense ties to ICC's Mission and Strategic Plan.

We need to provide better equipment for student health and client comfort also to strive for excellence for the student experience.

**Requested Amount and Sources:**

Budget Line Number \_\_\_\_\_ TBD \_\_\_\_\_ Amount \$ \_\_\_\_\_  
 Budget Line Number \_\_\_\_\_ Amount \$ \_\_\_\_\_

**Annual Operating Cost Impact:**

Provide cost estimates relating to the annual impact of this expense on the operating budget. For example, estimate increased maintenance, IT, or energy costs associated. If this is a project related to a new or expanded program, provide cost data, including costs for increased staff.

Indicate # of years, or if it is a reoccurring expense

Life (years): \_\_\_\_\_

	Annual Increase In Operating Costs	
Maintenance Costs:	?	Cost to install
Energy Costs:		
Salary/Benefits Costs:		
Construction Costs:		Not certain that there won't be extra plumbing and wall brackets.
IT Costs:		
Other Costs:		miscellaneous

**Submission Authorization:** Signature/Initials If No, Reason

Cabinet-Level Supervisor Yes No \_\_\_\_\_

Chief Business Officer Yes No \_\_\_\_\_

President Yes No \_\_\_\_\_

**Prioritization:**

- Level 1: Life/Safety
- Level 2: Federal Compliance
- Level 3: Academic Mission
- Level 4: KPI/Operational Goals

Comprehensive  
Program  
Of  
English Language &  
Literature  
For  
2018-2019

Prepared by  
Heather Mydosh

15 March, 2019



**Independence**  
COMMUNITY COLLEGE

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## 1.0 Program Data and Resource Repository

### 1.1 Program Summary

The program should provide a descriptive summary of the program.

#### Narrative:

The English Language and Literature program at Independence Community College offers courses in composition, literature, creative writing, and technical writing. The courses in these areas prepare students for university programs in English and in other disciplines. Studies in the English Department emphasize reading, writing, and critical thinking skills. This program prepares students for careers in occupations such as teaching, clerical, business, technical writing, and any profession requiring clear written communication skills.

### 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

Narrative:

ENG Assessment Data AY 2018

**Number of Faculty:**

4 full time (Sanchez, Peralta, Mydosh, Pinkard)

7 part time (Botts, Sexton, Cox, Faythe, Gudde, Menefee, Stanley)

**Enrollment & Student credit hours by Faculty type:**

Full time: 138 total credit hours taught, with 668 total students enrolled

Part time: 63 credit hours taught, 299 total students enrolled

**Average Class size:**

13.81 students in Face-to-Face classes

15.20 students in online classes

14.01 students across all courses

**Completion rates:**

95.95% face-to-face

87.50% online

94.62% all courses

**Pass ('D' or better) rates:**

92.07% face-to-face

76.69% online

89.84% all courses

**Pass ('C' or better) rates:**

89.00% face-to-face

70.68% online

86.34% all courses

**Number of Majors:** 2 (0 returned in Fall 2018)

**Degrees Awarded:** 0

**High School Classes Only**

**Completion rates:**

99.69% all courses

**Pass ('D' or better) rates:**

97.52% all courses

**Pass ('C' or better) rates:**

95.67% all courses

**Non-High School Classes Only**

**Completion rates:**

93.48% face-to-face

87.5% online

92.07% all courses

**Pass ('D' or better) rates:**

88.23% face-to-face

76.69% online

85.64% all courses

**Pass ('C' or better) rates:**

84.31% face-to-face

70.68% online

81.25% all courses

ENG Assessment Data AY 2017

**Number of Faculty:**

4 full time (H. Mydosh, L. Pinkard, B. Sanchez, J. Pete)

9 part time (K. Gudde, E. Smith, A. Botts, R. Stanley, K. Fayhe, J. Presley, L. Kill, M. Menefee, C. Barwick)

**Enrollment & Student credit hours by Faculty type:**

Full time: 153 total credit hours taught, with 682 total students enrolled

Part time: 102 credit hours taught, 417 total students enrolled

**Average Class size:**

12.45 students in Face-to-Face classes

15 students in online classes

12.78 students across all ENG courses

**Completion rates:**

95.82 % face-to-face

90.30% online

95% all ENG courses

**Pass ('C' or better) rates:**

85.14% face-to-face

70.47% online

83.05% all ENG courses

**Number of Majors: 4**

**Degrees Awarded: 0**

### **College vs. High School comparison:**

#### **Completion rates:**

92.23% Full time, college faculty

99.52% High school faculty

#### **Pass ('C' or better) rates:**

74.09% Full time, college faculty

96.61% High school faculty

## **2.0 Student Success**

### **2.1 Define Student Success**

The program faculty should provide a definition of how student success is defined by the program. *(See Section 2.1 in the Program Review Handbook for more information.)*

#### Narrative:

The English Department defines student success as the acquisition of a set of skills and competencies required for the production of work that exhibits critical thinking, clear self-expression, and a strong sense of self in written communication and composition, along with academically-sound technique and craftsmanship that enables the student to independently evaluate and interpret the written work of others. With this intellectual foundation, the successful student will be prepared for any number of future careers and success in the next stage of their lifelong educational journey.

### **2.2 Achieve/Promote Student Success**

The program faculty should describe how the program achieves and promotes student success. *(See Section 2.2 in the Program Review Handbook for more information.)*

#### Narrative:

The English Department promotes student success by maintaining strong one-to-one relationships with students and colleagues through a focus on small section sizes, innovative teaching strategies in multiple modalities (courses are routinely offered on-ground, online, and in hybrid formats), the refinement of course offerings to better meet students' needs (course sections are offered to target times of high demand with additional sections opened as enrolment dictates), strong collegial relationships, and the continuing education of the Faculty to bring in new ideas and new opportunities for the student body.

## 3.0 Assessment of Student Learning Outcomes

### 3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

#### Narrative:

For the purposes of this narrative, the courses included for analysis are Composition I (ENG1003), Composition II (ENG1013), and Introduction to Literature (ENG1073) as these were the courses with multiple sections assessed over multiple semesters. For all three of these courses, the AAC&U Written Communication VALUE Rubric is the assessment tool agreed upon by the faculty as the standard against which the common assessment is scored for the purposes of internal reporting. This rubric is part of the VALUE Rubric suite and is a national standard.

For Composition I, the KBOR-approved course-level outcomes are:

1. Employ conventions of format, structure, voice, tone, and level of formality to produce writing for specific purposes and audiences as required by various writing situations. **\*\*Common Outcome\*\***
2. Practice ethical means of creating their work while integrating their own ideas with those of others.
3. Demonstrate an ability to fulfill standards of syntax, grammar, punctuation, and spelling for various rhetorical contexts.
4. Apply flexible strategies for prewriting, developing, drafting, revising, editing, and proofreading.
5. Critique own and others' work.

As noted, the common outcome for assessment in all our sections is the first outcome, which was chosen by consensus of the full-time faculty as being the baseline of student success in this first course of the composition sequence. The common assessment of this common outcome is specified in the master syllabus as:

1. Entry and Exit Diagnostics as assigned at beginning and end of course
2. Analysis Genre Essay
3. Informative Genre Essay

As reported by the individual instructors, the aggregate results of the students enrolled in this course are as follows (out of a 4.00 possible score):

<i>Criterion</i>	<i>2017</i>	<i>2018</i>
Context of and Purpose for Writing	3.05	3.15
Content Development	2.96	3.10
Genre and Disciplinary Conventions	2.92	3.10
Sources and Evidence	2.78	2.94
Control of Syntax and Mechanics	2.58	2.71

For Composition II, the KBOR-approved course level outcomes are:

1. Compose persuasive or informative texts acknowledging the expectations of specific audiences.  
\*\*Common Core Outcome\*\*
2. Apply research strategies including finding, evaluating, analyzing, and synthesizing sources.
3. Employ an appropriate style for citing and listing sources.
4. Demonstrate the ability to read and think critically about texts.

As noted, the common outcome for assessment in all our sections is the first outcome, which was chosen by consensus of the full-time faculty as being the core of student success in this second and capstone course of the composition sequence. The common assessment of this common outcome is specified in the master syllabus as:

1. Entry Diagnostic—this brief essay will be assigned within the first week of the course.
2. Argumentation & Persuasion Essay.
3. Exit Diagnostic—this brief essay will revisit the material used for the Entry Diagnostic and be assigned in the last week of the course.

As reported by the individual instructors, the aggregate results of the students enrolled in this course are as follows (out of a 4.00 possible score):

<i>Criterion</i>	<i>2017</i>	<i>2018</i>
Context of and Purpose for Writing	2.40	3.44
Content Development	2.70	3.10
Genre and Disciplinary Conventions	2.70	3.36
Sources and Evidence	2.30	3.05
Control of Syntax and Mechanics	3.00	3.10

For Introduction to Literature, the KBOR-approved course level outcomes are:

1. Communicate an awareness of the range and complexity of human experience as expressed through literature.
2. Examine the interactions of reader and writer in the creation of meaning.
3. Articulate the distinctive features of various genres. \*\*Common Outcome\*\*
4. Apply modes of critical inquiry specific to the discipline.
5. Write thoughtful literary analysis using appropriate terminology and conventions.

As noted, the common outcome for assessment in all our sections is the third outcome, which was chosen by consensus of the full-time faculty as being the one which allowed for greatest instructor freedom in choosing the course material to meet these outcomes, which still ensuring a commonality of skills attained. The common assessment of this common outcome is specified in the master syllabus as:

1. Midterm or final writing assignment, which includes poetry, fiction, or drama, that demonstrates an understanding of the genre's literary conventions, including theme, setting, point of view, characterization, plot, style, and, in the case of poetry, form.

This course only has one common assessment, as opposed to those classes in the compositional sequence, because the entry and exit diagnostics which are mandated by the department (not the administration) for self-assessment purposes do not apply to this literature-based course.

As reported by the individual instructors, the aggregate results of the students enrolled in this course are as follows (out of a 4.00 possible score):

<i>Criterion</i>	<i>2017</i>	<i>2018</i>
Context of and Purpose for Writing	3.20	3.10
Content Development	3.16	3.40
Genre and Disciplinary Conventions	3.10	3.00
Sources and Evidence	3.10	2.98
Control of Syntax and Mechanics	2.30	2.92

It should be noted that the numbers for the 2017 data were taken from the previous annual program review report without specific context as to how many students were included in this data pool or what the range of the scores was prior to averaging. As this is my first year as the compiler of this report, I have seen the benefit of the internal changes in the reporting of this data that the Assessment Committee have put into place with the new template in the OneDrive which will amend some of the gaps in the data currently shown here (such as which specific common assignment the data is drawn from, the number of students represented in the pool, etc.).

The most current program-level outcomes available at the time of the creation of this document are as follows:

1. The student will be able to research and evaluate source materials for validity and bias.
2. The student will be able to employ fundamental grammatical concepts and mechanics.
3. The student will be able to recognize rhetorical situations and strategies in order to communicate to a diversified world.
4. The student will be able to interpret the role of the writer as citizen in a changing world.
5. The student will be able to compose academic prose using appropriate voice when responding to rhetorical purpose.

The data from the common assessments maps to these outcomes in multiple ways. Composition I and Composition II specifically support outcome one and the criterion of Sources and Evidence on the assessment rubric provides the granular data to track over time. Composition I, Composition II, and Introduction to Literature all support outcome two with the assessment of criterion two (Control of Syntax and Mechanics). Composition II supports outcome three with criterion covering rhetorical situations and genre (Context of and Purpose for Writing). Outcome four is specifically supported by our survey courses, those being British Literature I (ENG2123), British Literature II (ENG2133), American Literature I (ENG1083), and American Literature II (ENG2113), but as we have not had majors advance to the second year of studies within the program, we have not been called upon to offer these courses. Outcome five encompasses all writing done in composition and literature courses excluding Creative Writing (ENG2023) and ties to criterion three (Genre and Disciplinary Conventions) on the VALUE rubric.

General Education level outcomes are as follows:

1. Access and evaluate information from credible sources
2. Collaborate respectfully with others
3. Communicate effectively through clear and accurate use of language
4. Demonstrate an understanding of the broad diversity of the human experience
5. Process numeric, symbolic, and graphic information



6. Read, analyze, and synthesize written, visual, and aural material
7. Select and apply appropriate problem-solving techniques
8. Use current technology efficiently and responsibly

When presented with the task of mapping whether courses introduce, reinforce, or demonstrate mastery of these outcomes, it was determined by the full-time faculty in a meeting during in-service that Composition I serves to reinforce outcomes one, three, and six most directly. Composition II serves to provide evidence of mastery of those three same outcomes. Introduction to Literature serves to reinforce outcomes three, four, and six. All other ENG courses were mapped at this same time. In that the data for the common assessments for these three core courses are provided in this report, tying the success at this level to the general education outcomes is self-evident.

### 3.2 Significant Assessment Findings

The program faculty 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 Section 3.2 in the Program Review Handbook for more information.)*

#### Narrative:

The data for Composition I (ENG1003) shows the general trend of modest improvement in each category for the years gathered, though the criterion of Sources and Evidence and Control of Syntax and Mechanics remain lower than the others. The positive movement could be attributed to the discontinuation of the 8am classes which saw lower scores overall, and the further targeting of these specific skills.

The data for Composition II (ENG1013) shows a general trend of improvement in all five areas assessed by the rubric, with the greatest ground being made in the category of Genre and Disciplinary Conventions. This could be credited to a move away from a prescriptive textbook by the full-time faculty and better utilization of online learning resources with more interactive explanations of argumentative rhetorical modes. It may also be a reflection of the improvement noted in the Composition I data. As with Composition I, the overall positive movement could be attributed to the discontinuation of the 8am classes which saw lower scores overall, and the further targeting of these specific skills.

The data for Introduction to Literature (ENG1073) shows a dip in three of the five categories (Context and Purpose for Writing: -0.10, Genre and Disciplinary Conventions: -0.10, and Sources and Evidence: -0.12). There was a significant increase in the score for Content Development (+0.24) which was good to see as a positive as it speaks to students being more capable of demonstrating mastery of the technical vocabulary and literary terms set forth in the common assessment and connecting them to the development of their midterm or final essay. Regarding the recessive movement of the three criterion, it may be that not enough emphasis was placed on the importance of the transferrable skills of written communication as gained in their composition sequence courses.

### 3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

#### Narrative:

The English Department has adopted the recommendations of the Assessment Committee and is recording data from individual sections of courses in the shared files on the OneDrive to be reviewed by an assigned member of the aforementioned committee. A meeting at the start of the Fall 2018 semester was also called with the adjunct and concurrent faculty which was attended by Amber Botts, Rene Stanley, Martha McGee, Jim Presley, Karen Gudde, and Tracy Lee, during which we discussed master syllabi, course policies, common assessments, and data reporting. This was a collaborative meeting facilitated by all three full-time faculty.

The text to which students respond for the entry and exit diagnostic was opened for suggestions though ultimately it was decided to remain with the current essays for the time being (Barbara Huttman's "A Crime of Compassion" for Composition I and Sherman Alexie's "Why the Best Kid's Books Are Written in Blood" for Composition II). It was at this meeting where department policy on the use of the TurnItIn LTI within Canvas (our Learning Management System) as an external tool for student submissions was discussed, and all in attendance agreed to its use. As such, the assessing of the common outcomes should be a straightforward matter of exporting the grade report from Canvas and uploading it as a file to the shared folder as evidence for archival purposes.

It is the desire of the full-time faculty to change the previous practice of reporting all outcome data as a single aggregate number to allow for more useful analysis of trends within sections and across courses so that it is possible to make future decisions based on direct evidence of student success (for example, being able to track over multiple semesters if there is a specific time slot in the schedule where students either outperform other sections or underperform compared to their peers, thus making changes to the schedule to optimize a student's likelihood of success). There had previously been resistance to this by former faculty as it had been feared that the assessment data could be used in decisions of contract renewal or termination, or in performance review of an instructor. As it is the consensus of current instructors that this kind of thinking is disadvantageous to the department, the benefit of the possibility of close analysis outweighs these former fears.

## 4.0 External Constituency 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.

### 4.1: Program Advisory Committee:

#### Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

The English Department does not have a Program Advisory Committee at this time.

### 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:

The English Department does not hold any specialized accreditation unique to the English Program at this time.

### 4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

#### Narrative:

Independence Community College's regional accrediting body, the Higher Learning Commission (HLC), uses categories to evaluate the culture of continuous quality improvement on campus. The English Department falls into the area of Criterion 3: Teaching and Learning: Quality, Resources, and Support. Additionally, all three previously analyzed courses fall within the KBOR Transfer Matrix.

## 5.0 Curriculum Reflection

### 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

#### Narrative:

Regarding the curriculum of the English Program, there has been very little need to reinvent the wheel, perhaps because there hasn't been much call for use of said wheel. The English program is largely subservient to the more populous programs of Liberal Studies and General Studies as either electives or general education credits. That said, a comprehensive review of course offerings in English was undertaken by the Faculty in Spring 2017 and revisions of course titles and descriptions was taken all the way through Academic Council. This cleaning of the books resulted in a paring down of the possible course offering as courses like Speed Reading I and II were eliminated, while revising Greek and Latin Elements in English hopefully sets the course up to be reinvigorated and perhaps offered once demand is created. The breadth of the program is significant and comparable to the first two years in a program at a four-year university. We have the potential to offer both the American Literature and British Literature sequence, as well as both Technical and Creative Writing. Introduction to Dramatic Literature and Contemporary Dramatic Literature are the third sequence currently offered with any regularity and is a component of the Theatre Arts program. These literature classes are supplemented by Survey of African American Literature, Introduction to Modern Novel, Inge and Contemporary Playwrights, Topics in Writing, and Topics in Literature. We actively seek to offer courses in which the readings are diverse and are making use of the Introduction to Literature course to meet the mandated learning outcomes while using non-standard texts to great result. LaTonya Pinkard offered a section using superheroes as the focus with a completion rate of 95% and a pass rate of 94.74% in the summer session 2017. On the composition side of the house, we are now offering the English Language Learners I and II sequence as well as the revised Composition I and II paths. Having attended a conference on acceleration last

academic year as a department, we found that we were in-line with current best practices if not slightly ahead of the curve with our class sizes and multiple paths to completion. By offering Composition I with a supplement, we are actively addressing the needs of the student and adjusting our offerings appropriately. Again, by seeking to serve our international student population both on campus and in the community, the department reaffirms its commitment to diversity and maintaining a global outlook. Having only two declared majors in the past three years with the AA in English, it is a straightforward matter of reporting that neither were successful in maintaining a good standing with the college and thus did not re-enroll. Other students who have expressed an interest in majoring in English have unfortunately either withdrawn from the college for non-cognitive reasons or chosen to focus on the degrees in education as they desire to become English teachers in a K-12 environment. As the Education program at Pittsburg State University is our closest transfer school and the most attractive option in recent memory (as opposed to Newman and Friends in previous years), in our course offerings, which for the Secondary Ed majors are virtually the same as for a strictly English Language and Literature major. It is imperative for these students to take as many of the 200 level courses as they can prior to transfer so that they do truly transfer in as juniors and not have to over-point for their final four semesters. No employer has ever complained that an interviewee had language skills that were too good, that one's written work was of too high a quality, and so a major in English will never fully fall from future-career grace. There is literally no limit as to where an English degree could take a person. Any field in which skilled written communication is required befits the undertaking of the subject. Still, even in the strictest sense of the major, there is a profitable career path. According to the US Bureau of Labor and Statistics, 71, 270 people were employed in teaching English at the postsecondary level in the USA in 2016. While one could not do this with only an AA in English from ICC, an associates would be a good start on the road to further postsecondary degrees. Careers in grant writing, transcription, technical writing, journalism, and clerical fields are only some of the many options

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

## 5.2 Degree and Certificate Offerings or Support

### Narrative:

While the AA in English is still in the ICC Academic Catalog, with no majors in the program, it is the role of the English Department to support the Liberal Studies and General Studies programs, as well as nearly every other program offered at Independence Community College as they require their students to complete Composition I, Composition II, and Public Speaking as the Analysis and Oral Communication component of the degree audit. Introduction to Literature and the two survey sequences are a major component of the Human Heritage requirement.

## 6.0 Faculty Success

### 6.1 Program Accomplishments

The program faculty should highlight noteworthy program accomplishments.

#### Narrative:

The English Program is the institutional sponsor of the ICC Lit Guild, which has a proud tradition of hosting Open Mic Nights on campus, bi-annual Write-Ins to celebrate National Novel Writing Month (NaNoWriMo) in November and National Poetry Month in April, the Visiting Writers' Series, and the Creative Writing Club with its weekly or biweekly meetings as student interest dictates. The Lit Guild also sponsored a Holiday Book Tree to solicit donations of specific titles of books (or monies for their dedicated purchase) for the local elementary library to help meet the needs of younger readers in our community.

### 6.2 Faculty Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

#### Narrative:

Faculty-member LaTonya Pinkard was featured on the third season of the Netflix documentary series *Last Chance U* where she exemplified the ideals of inspirational instruction and student-centered learning. This candid glimpse into the classroom showed millions of viewers the very real work of studying composition here at Independence Community College, the rigor of our assignments, and the tremendous heart of one of our dearly valued instructors.

Faculty-member Heather Mydosh completed the requirements for her Masters of Fine Arts in Creative Writing with an emphasis in Poetry at the Stonecoast MFA program through the University of Southern Maine, where she worked closely with Martín Espada, internationally famed poet and winner of the 2018 Ruth Lilly Prize. This is a terminal degree (equivalent to a Ph.D. in its credentialing) for a creative discipline, and is in addition to her previously-held degree of Master of Letters in Comparative Literature and Thought through the Centre for Modern Thought at the University of Aberdeen. The MFA required the completion of a creative thesis titled *When the Redbud Wilts*. It is the culmination of three years of study on her part. She also presented a lecture seminar at the Winter 2019 Residency in Freeport, Maine entitled "The Poetry is in the Pity: Wilfred Owen, Brian Turner, and the crucible of poetry."

Faculty-members Heather Mydosh, Camilo Peralta, and Bridget Carson all participated in an event at Independence Public Library called Book and Brew. The event paired Kansas beers with different genres of books. As participants rotated through the room, they were introduced to a new genre and a new beer by the faculty members who were able to speak to common genre hallmarks to widen patrons' literary pallets while sipping on regional beers.

Faculty-member Heather Mydosh has had original poetry published in *After the Pause*, *Inscape Magazine* (through Washburn University), *The Midwest Quarterly* (through Pittsburg State University), *Corvus Review*,

*velvet-tail*, *99 Pine Street*, *Deep Water Literary Journal* (international Irish journal), *Ghostlight*, *Glass Kite Anthology*, *Third Wednesday*, *Kansas Time + Place*, *365 Anthology*, and *Little Rose Magazine*. She is also on the editorial board for the *Journal of Contemporary Poetics* through the International Islamic University of Islamabad, Pakistan.

### 6.3 Innovative Research, Teaching and Community Service

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

#### Narrative:

The English Department is engaged in exploring trends in community college and open-enrolment education in our region and as such attended the Conference on Acceleration at Butler Community College, from which they took many valuable pieces of information.

Faculty-member Heather Mydosh was heavily involved in the Astra Arts Festival as the co-chair of the Literary Arts Committee and served for a year as secretary for the executive board. She and fellow faculty-members Bridget Carson and Isaias McCaffery lead the Independence Ghost Tours to raise money and awareness of the Festival to the delight of several van-loads of patrons. Her crowning achievements with the Festival were the readings of Joy Harjo, Guggenheim scholar and award-winning poet, and David Lee, Poet-Laureate of Utah and self-proclaimed best runner-up in the history of poetry.

Faculty-member Heather Mydosh was the coordinator of the Scholars' Conference within the 2018 Inge Festival honoring Carlyle Brown. This involved crafting and publishing the call for papers, curating the submissions, and coordinating events on the day. She has also been a long-time volunteer with the Inge Festival and has appeared in several staged readings, including of New Voices' Winner Laura Gunderson's play *Ada and the Engine* and visiting playwright Mary Sue Price's trilogy *Chat Rats*.

Faculty-member Heather Mydosh has played for the past several seasons with the Independence Midcontinent Band for their summer music in the park series on Tuesday nights through the summer in Riverside Park at the Lille Memorial Band Shell. She also played tuba in the pit for ICC's production of *South Pacific* a few years ago.

## 7.0 Program Planning & Development for Student Success

### 7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data. *(See Section 7.1 in the Program Review Handbook examples.)*

#### Narrative:

As viable and relevant data has not been available from AY 2016, these observations are specifically drawn from the AY 2017 and AY 2018 data pulls.

Based on the data provided in section 1.0 of this document, the total number of credit hours offered by full time faculty was down by 15 credit hours, and the total number of students enrolled only dropped by 14 students, which is easily accounted for by the dip in overall enrollment of these years. That this loss is as small as it is speaks to the sore status that the composition sequence holds in the enrolment process at the college—everyone has to take Comp, and that remains true. The major difference in enrolment was not in the classes of the full-time faculty but in those of the part-time instructors, where the total number of students dropped by 118 students. With Sedan High School and West Elk High School no longer providing qualified English instructors within their districts, the full-time faculty were able to bridge the gap by offering the concurrent-eligible students the Composition I and II courses in an online modality with at least one instructor (Heather Mydosh) travelling at her own expense to visit the high schools to interact with students and answer questions as strategically advantageous points during the semester. This did take that enrollment away from the part-time category, and when combined with the shrinking populations at our service district schools (Altoona-Midway did not field a whole section in AY 2018 at all), the triple-digit drop is further proof that the department and the college cannot count on increasing (or even maintaining) this market-share, even with the excellent work being done by concurrent coordinator Jaicey Gillum.

While there were slight fluctuations in the completion rates, the numbers remain basically consistent with passing rates in the mid to high 80% range. This success and consistency is further proof of the quality of instruction and is made all the more impressive by the study out of KU in 2017 which found ICC to be the premiere community college when it comes to the success of transfer students at their destination institutions. That the English Department courses have a 86.34% completion rate with students earning a grade of 'C' or better does not mean that there is either grade inflation or a watering-down of the course material—students learn and learn well here, and if they can pass Composition II at ICC, they will likely do well anywhere they choose to go.

High school (concurrent) completion rates continue to be eye-wateringly high when compared to the general population, but this can be explained relatively easily. Concurrent classes self-select for the very strongest compositional students, frequently the valedictorian contenders for their cohorts, and are thus already high performers. These are also studious and highly-motivated high achievers, and so their success in these classes is not unexpected.



## 7.2 Academic Program Vitality Reflection, Goals and Action Plans

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

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 Section 7.2 in the Program Review Handbook for more information.)*

### Narrative:

According to the Vitality Indicators in the Program Summative Assessment Form, the English program falls between Category 2: Maintain Current Levels of Support/Continuous Improvement and Category 3: Revitalization Opportunities or Needs. This assessment is based on frequency of course offerings, section class size, impacting trends, course completion, course success, formalized articulations, transfer success, cost per FTE, student FTE per faculty, and the remarkably low equipment needed; basically, the English program hits it out of the park. The English Department serves the overwhelming majority of the student body and costs virtually nothing in resources beyond payroll. However, when one looks at declared majors, degree attainment, industry engagement, and external affiliations, there is definitely room for growth.

## 7.3 Academic Program Goals and Action Plans

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 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 Section 7.3 in the Program Review Handbook for more information.)*

### Narrative:

The English Department has drafted three goals with associated action plans which support student success as follows:

1. **Short-Term Goal:** Increase student participation in Lit Guild activities to promote a sense of community and thus address attrition among students who do not feel they “have a place” within the college.
  - a. **Plan:** Investigate opportunities to partner with the ICC Student Government to coordinate an Activities Fair at the beginning of each semester to increase visibility.
  - b. **Plan:** Actively recruit additional Writing Scholarship students from within and outside of the service area to reinvigorate the student leadership of Lit Guild.

2. **Short-Term Goal: Broaden range of English courses regularly offered to increase variety of student learning opportunities and diversify the English Department's support of Program and General Education outcomes in assessment.**
  - a. **Plan: Actively pursue additional courses being added to the KBOR Transfer Matrix (survey sequences, Creative Writing, etc.) through attendance at the KBOR Core Outcomes Group Project meetings.**
  - b. **Plan: Seek community support and engagement for classes not targeted at transferability but rather community enrichment (Special Topics classes) which allow for partnerships with other local entities (Independence Public Library, Independence Housing Authority, etc.).**
3. **Long-Term Goal: Establish a Writer-in-Residence Program akin to the Playwright-in-Residence Program through the Inge Center for the Arts to bring in working writers from diverse backgrounds working in various genres to offer masterclasses and readings as cultural enrichment events on campus and in the community.**
  - a. **Plan: Research and target grant funding for the launch of such a program.**
  - b. **Plan: Nurture relationships with professional writers and regional publication houses to better understand the viability of such a program.**
  - c. **Plan: Cultivate support and enthusiasm for such a plan within the ICC community and the local area by hosting small-scale events (such as visiting authors, publication workshops, writing workshops, etc.).**

#### 7.4 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

##### Narrative:

The English Department serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development through professional instruction, annual assessment, nimble responses to trends within the wider learning community, and a desire to see the community thrive as individuals better their station through access to quality education.

## 8.0 Fiscal Resource Requests/Adjustments

### 8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
  
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
  
- Other, as applicable
  
- Accreditation Fee Request
  
- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

#### Narrative:

The English Department has operated for the current academic year with three full-time instructors (LaTonya Pinkard, Camilo Peralta, and Heather Mydosh). Camilo Peralta has regrettably chosen not to seek contract renewal and will thus be leaving the college at the conclusion of this semester. The current plan of the Chief Academic Officer is to forego rehiring for this position as the college continues to tack its sails and navigate the storm of contracting enrollment figures. This means that the personnel

budget projection will only need to account for two full-time salaries rather than the four needed in AY 2018. There are no other personnel requests made at this time.

As far as Education Technology Support, the college's renewal of the software license with TurnItIn is imperative to the department's day to day functions as the program constitutes the institution's protection against cases of plagiarism, both from the wide world of the internet and the vast repository of recycled in-house student work. Anecdotally, just this spring semester, Heather Mydosh has caught five separate students in cases of plagiarism which have afforded painful but important learning opportunities for these individuals in a lower-risk environment than their next institution. The subscription cost of \$5,500.00 for this academic year is no small sum, but this incredibly helpful tool is available to all instructors teaching for Independence Community College, not just the English Department, and not just full-time instructors.

While it would be collegial and, frankly, nice if the college were able to pick up the cost of membership in a professional organization such as the National Council of Teachers of English (\$50.00 per year per instructor) or the Modern Language Association (approximately \$100.00 per year per instructor) in this time of belt-tightening, it isn't essential.

## 9.0 Program Planning and Development Participation

### 9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

#### Narrative:

This document was prepared by Heather Mydosh with data collected from courses taught by all full-time and part-time instructors as gathered in the shared assessment folders and internal reporting, and with data provided most helpfully by Anita Chappuie, Head of Institutional Research, who has been of great assistance in the drafting process. LaTonya Pinkard and Camilo Peralta both declined to assist and chose not to provide additional information or materials to include in this accounting. Additional brainstorming of goals was helped along by Bridget Carson, Developmental English instructor.

### 9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

#### Narrative:

PRC Committee: The Program Review Committee agrees with the findings of this report suggesting the program should be in category 2. Efforts are being made to create more consistent assessment practices across the four full-time instructors and various adjunct/concurrent instructors which will only strengthen the quality of three key courses within the department: Comp I, Comp II, and Introduction to Literature.

VPAA: I concur with the recommendation from the Program Review Committee of a Category 2: Maintain current support/Continuous quality improvement, and that assessment become more consistent across all courses taught within the department.

## 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

1. AAC&U Written Communication VALUE Rubric
2. Entry Diagnostic for Composition I (ENG1003)
3. Entry Diagnostic for Composition II (ENG1013)
4. Sample Instructions for Argumentation Essay, Composition II (ENG1013)
5. Sample Syllabus with Course Schedule for Introduction to Literature (ENG1073)
6. Current English Associate of Arts degree outline as printed in Academic Catalog
7. Current Liberal Arts degree outline as printed in the Academic Catalog

# APPENDIX 1

# WRITTEN COMMUNICATION VALUE RUBRIC



for more information, please contact [value@aacu.org](mailto:value@aacu.org)

## Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	3	Milestones 2	Benchmark 1
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.



# APPENDIX 2

## Comp I

### Directions for Entrance Essay: Fall 2018

*Follow these instructions carefully.*

1. Read the attached essay, Barbara Huttman's "A Crime of Compassion."
2. Refer to the attached rubric to see how your essay will be scored.
3. Write a 300-500 word essay in response to "A Crime of Compassion," using Huttman's essay as evidence. Develop a strong and specific thesis. Make sure your position is bold and clear, and support your thesis with concrete reasons and examples to prove your point. Your essay must be "typed" (word-processed, using a computer).
4. Make sure that your name, your instructor's name, and your class, including class time, are all listed on the essay.
5. Use MLA formatting to the best of your ability. You may use other resources, including your textbook or online resources, but make sure to cite them, again, to the best of your ability. You should have a works cited page, following MLA guidelines. You may use your *Little Penguin Handbook* or the MLA information in the back of your textbook for assistance.
6. Use the best possible grammar, sentence structure, and paragraphing skills. Make the essay interesting and enjoyable to read. In short, use all the essay-writing skills you've learned thus far to make your essay the best it can be.
7. Proofread.
8. Upload your essay to *Canvas* before the due date.

# WRITTEN COMMUNICATION VALUE RUBRIC



Association  
of American  
Colleges and  
Universities

for more information, please contact [value@aacu.org](mailto:value@aacu.org)

## Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	3	Milestones 2	Benchmark 1
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

- b. For what do the creek and the library stand? Write a paragraph or two to explain the analogy Dillard creates by contrasting these two places. Use details from the text to develop your explanation.

### SUGGESTIONS FOR SUSTAINED WRITING

- a. Using Dillard's definition of fecundity as a starting point, explain your view of nature by using examples from your reading or experience. Is it a blind force that creates and destroys without plan or concern? Or is it more benevolent and purposeful? Do you agree or disagree with Dillard's notion that nature does not value the individual (paragraph 9)?
- b. Dillard seems to be trying to come to terms with her own mortality, something human beings have been trying to do for thousands of years. Using examples in any of the following essays to discuss ways in which people think about death: George Orwell's "A Hanging" (Chapter 1), Virginia Woolf's "The Death of the Moth" (Chapter 2), E. B. White's "Once More to the Lake" (Chapter 2), Jessica Mitford's "Behind the Formaldehyde Curtain" (Chapter 3), or Scott Russell Sanders's "The Men We Carry in Our Minds" (Chapter 6).
- c. Are right and wrong solely human concepts? Or are they present in nature as well? Defend your response by discussing examples of right and wrong drawn from history.

## A Crime of Compassion

Barbara Huttman

*Barbara Huttman (b. 1935) holds two degrees in nursing and has worked in that profession for more than thirty years. She has written a number of articles on the ethical dilemmas faced by medical professionals. In 1982, she published Code Blue: A Nurse's True Life Story. "A Crime of Compassion" was first published in Newsweek in 1983. When she told the story that year on the "Phil Donahue Show," she was called a murderer by some members of the audience.*

- 1 "Murderer," a man shouted. "God help patients who get you for a nurse."  
2 "What gives you the right to play God?" another one asked.  
3 It was the Phil Donahue show where the guest is a fatted calf and the audience a 200-strong flock of vultures hungry to pick up the bones. I had told them about Mac, one of my favorite cancer patients. "We resusci-

tated him 52 times in just one month. I refused to resuscitate him again. I simply sat there and held his hand while he died."

There wasn't time to explain that Mac was a young, witty, macho cop who walked into the hospital with 32 pounds of attack equipment, looking as if he could single-handedly protect the whole city, if not the entire state. "Can't get rid of this cough," he said. Otherwise, he felt great.

Before the day was over, tests confirmed that he had lung cancer. And before the year was over, I loved him, his wife, Maura, and their three kids as if they were my own. All the nurses loved him. And we all battled his disease for six months without ever giving death a thought. Six months isn't such a long time in the whole scheme of things, but it was long enough to see him lose his youth, his wit, his macho, his hair, his bowel and bladder control, his sense of taste and smell, and his ability to do the slightest thing for himself. It was also long enough to watch Maura's transformation from a young woman into a haggard, beaten old lady.

When Mac had wasted away to a 60-pound skeleton kept alive by liquid food we poured down a tube, IV solutions we dripped into his veins, and oxygen we piped to a mask on his face, he begged us: "Mercy . . . for God's sake, please just let me go."

The first time he stopped breathing, the nurse pushed the button that calls a "code blue" throughout the hospital and sends a team rushing to resuscitate the patient. Each time he stopped breathing, sometimes two or three times in one day, the code team came again. The doctors and technicians worked their miracles and walked away. The nurses stayed to wipe the saliva that drooled from his mouth, irrigate the big craters of bedsores that covered his hips, suction the lung fluids that threatened to drown him, clean the feces that burned his skin like lye, pour the liquid food down the tube attached to his stomach, put pillows between his knees to ease the bone-on-bone pain, turn him every hour to keep the bedsores from getting worse, and change his gown and linen every two hours to keep him from being soaked in perspiration.

At night I went home and tried to scrub away the smell of decaying flesh that seemed woven into the fabric of my uniform. It was in my hair, the upholstery of my car—there was no washing it away. And every night I prayed that his agonized eyes would never again plead with me to let him die.

Every morning I asked the doctor for a "no code" order. Without that order, we had to resuscitate every patient who stopped breathing. His doctor was one of the several who believe we must extend life as long as we have the means and knowledge to do it. To not do it is to be liable for negligence, at least in the eyes of many people, including some nurses. I thought about what it would be like to stand before a judge, accused of murder, if Mac stopped breathing and I didn't call a code.

And after the 52nd code, when Mac was still lucid enough to beg for death again, and Maura was crumbled in my arms again, and when no

amount of pain medication stilled his moaning and agony, I wondered about a spiritual judge. Was all this misery and suffering supposed to be building character or infusing us all with the sense of humility that comes from impotence?

11 Had we, the whole medical community, become so arrogant that we believed in the illusion of salvation through science? Had we become so self-righteous that we thought meddling in God's work was our duty, our moral imperative, and our legal obligation? Did we really believe that we had the right to force "life" on a suffering man who had begged for the right to die?

12 Such questions haunted me more than ever early one morning when Maura went home to change her clothes and I was bathing Mac. He had been still for so long, I thought he at last had the blessed relief of coma. Then he opened his eyes and moaned, "Pain . . . no more . . . Barbara . . . do something . . . God, let me go."

13 The desperation in the eyes and voice riddled me with guilt. "I'll stop," I told him as I injected the pain medication.

14 I sat on the bed and held Mac's hands in mine. He pressed his bony fingers against my hand and muttered, "Thanks." Then there was the one soft sigh and I felt his hands go cold in mine. "Mac?" I whispered, as I waited for his chest to rise and fall again.

15 A clutch of panic banded my chest, drew my finger to the code button, urged me to do something, anything . . . but sit there alone with death. I kept one finger on the button, without pressing it, as a waxen pallor slowly transformed his face from person to empty shell. Nothing I've ever done in my 47 years has taken so much effort as it took *not* to press that code button.

16 Eventually, when I was as sure as I could be that the code team would fail to bring him back, I entered the legal twilight zone and pushed the button. The team tried. And while they were trying, Maura walked in the room and shrieked, "No . . . don't let them do this to him . . . for God's sake . . . please, no more."

17 Cradling her in my arms was like cradling myself, Mac, and all those patients and nurses who had been in this place before who do the best they can in a death-denying society.

So a TV audience accused me of murder. Perhaps I am guilty. If a doctor had written a no-code order, which is the only *legal* alternative, would he have felt any less guilty? Until there is legislation making it a criminal act to code a patient who has requested the right to die, we will all of us risk the same fate as Mac. For whatever reason, we developed the means to prolong life, and now we are forced to use it. We do not have the right to die.

## Bibliographical Information

Author: Barbara Huttman

Essay Title: "A Crime of Compassion"

Publication: *75 Readings Plus!*

Edition: 6<sup>th</sup>

Editors: Santi Buscemi & Charlotte Smith

City of publication: New York

Publisher: McGraw Hill

Date of publication: 2002

Pages: 276-78

Media: Print

# APPENDIX 3

## Comp II

### Directions for Exit Essay: Fall 2018

*Follow these instructions carefully.*

1. Read the attached essay, Sherman Alexie's "Why the Best Kids' Books are Written in Blood."
2. Refer to the attached rubric to see how your essay will be scored.
3. Write a 300-500 word essay in response to "Why the Best Kids' Books," using Alexie's essay as evidence. Develop a strong and specific thesis. Make sure your position is bold and clear, and support your thesis with concrete reasons and examples to prove your point. Your essay must be "typed" (word-processed, using a computer).
4. Make sure that your name, your instructor's name, and your class, including class time, are all listed on the essay.
5. Use MLA formatting to the best of your ability. You may use other resources, including your textbook or online resources, but make sure to cite them, again, to the best of your ability. You should have a works cited page, following MLA guidelines. You may use your *Little Penguin Handbook* or the MLA information in the back of your textbook for assistance.
6. Use the best possible grammar, sentence structure, and paragraphing skills. Make the essay interesting and enjoyable to read. In short, use all the essay-writing skills you've learned thus far to make your essay the best it can be.
7. Proofread.
8. Upload your essay to *Canvas* before the due date.

# SPEAKEASY

<http://blogs.wsj.com/speakeasy/2011/06/09/why-the-best-kids-books-are-written-in-blood/>

## Why the Best Kids Books Are Written in Blood By Sherman Alexie



• Recently, I was the surprise commencement speaker at the promotion ceremony for a Seattle alternative high school. I spoke to sixty students, who'd come from sixteen different districts, and had survived depression, attempted suicide, gang warfare, sexual and physical abuse, absentee parents, poverty, racism, and learning disabilities in order to graduate.

These students had read my young adult novel, "[The Absolutely True Diary of a Part-Time Indian](#)," and had been inspired by my autobiographical story of a poor reservation Indian boy and his desperate and humorous attempts to find a better life.

I spoke about resilience—about my personal struggles with addiction and mental illness—but it was the student speakers who told the most important stories about survival.

A young woman recalled the terrible moment when indifferent school administrators told her that she couldn't possibly be a teen mother and finish high school. So they suggested she get a General Education Degree (GED) and move on with her life. But, after taking a practice test, she realized that the GED was far too easy for her, so she transferred to that alternative high school, and is now the mother of a three-year-old and a high school graduate soon to attend college.

After the ceremony, many of the graduates shook my hand, hugged me, took photos with me, and asked me questions about my book and my life. Other students hovered on the edges and eyed me with suspicion and/or shyness.

It was a beautiful and painful ceremony. But it was not unique. I have visited dozens of high schools—rich and poor, private and public, integrated and segregated, absolutely safe and fearfully dangerous—and have heard hundreds of stories that are individually tragic and collectively agonizing.

Almost every day, my mailbox is filled with handwritten letters from students—teens and pre-teens—who have read my YA book and loved it. I have yet to receive a letter from a child somehow debilitated by the domestic violence, drug abuse, racism, poverty, sexuality, and murder contained in my book. To the contrary, kids as young as ten have sent me autobiographical letters written in crayon, complete with drawings inspired by my book, that are just as dark, terrifying, and redemptive as anything I've ever read.



And, often, kids have told me that my YA novel is the only book they've ever read in its entirety.

So when I read Meghan Cox Gurdon's complaints about the "depravity" and "hideously distorted portrayals" of contemporary young adult literature, I laughed at her condescension.

Does Ms. Gurdon honestly believe that a sexually explicit YA novel might somehow traumatize a teen mother? Does she believe that a YA novel about murder and rape will somehow shock a teenager whose life has been damaged by murder and rape? Does she believe a dystopian novel will frighten a kid who already lives in hell?

When I think of the poverty-stricken, sexually and physically abused, self-loathing Native American teenager that I was, I can only wish, immodestly, that I'd been given the opportunity to read "The Absolutely True Diary of a Part-Time Indian." Or Laurie Halse Anderson's "Speak." Or Chris Lynch's "Inexorable." Or any of the books that Ms. Gurdon believes to be irredeemable. I can't speak for other writers, but I think I wrote my YA novel as a way of speaking to my younger, irredeemable self.

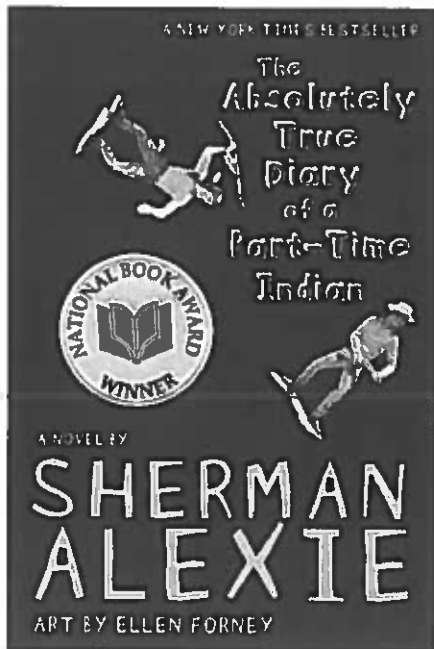
Of course, all during my childhood, would-be saviors tried to rescue my fellow tribal members. They wanted to rescue me. But, even then, I could only laugh at their platitudes. In those days, the cultural conservatives thought that KISS and Black Sabbath were going to impede my moral development. They wanted to protect me from sex when I had already been raped. They wanted to protect me from evil though a future serial killer had already abused me. They wanted me to profess my love for God without considering that I was the child and grandchild of men and women who'd been sexually and physically abused by generations of clergy.

What was my immature, childish response to those would-be saviors?

"Wow, you are way, way too late."

And now, as an adult looking back, I wonder why those saviors tried to warn me about the crimes that were already being committed against me.

When some cultural critics fret about the "ever-more-appalling" YA books, they aren't trying to protect African-American teens forced to walk through metal detectors on their way into school. Or Mexican-American teens enduring the culturally schizophrenic life of being American citizens and the children of illegal immigrants. Or Native American teens growing up on Third World reservations. Or poor white kids trying to survive the meth-hazed trailer parks. They aren't trying to protect the poor from poverty. Or victims from rapists.



No, they are simply trying to protect their privileged notions of what literature is and should be. They are trying to protect privileged children. Or the seemingly privileged.

Two years ago, I met a young man attending one of the most elite private high schools in the country. He quietly spoke to me of his agony. What kind of pain could a millionaire's child be suffering? He hadn't been physically or sexually abused. He hadn't ever been hungry. He'd never seen one person strike another in anger. He'd never even been to a funeral.

So what was his problem?

"I want to be a writer," he said. "But my father won't let me. He wants me to be a soldier. Like he was."

He was seventeen and destined to join the military. Yes, he was old enough to die and kill for his country. And old enough to experience the infinite horrors of war. But according to Ms. Gurdon, he might be too young to read a YA novel that vividly portrays those very same horrors.

"I don't want to be like my father," that young man said. "I want to be myself. Just like in your book."

I felt powerless in that moment. I could offer that young man nothing but my empathy and the promise of more books about teenagers rescuing themselves from the adults who seek to control and diminish him.

Teenagers read millions of books every year. They read for entertainment and for education. They read because of school assignments and pop culture fads.

And there are millions of teens who read because they are sad and lonely and enraged. They read because they live in an often-terrible world. They read because they believe, despite the callow protestations of certain adults, that books-especially the dark and dangerous ones-will save them.

As a child, I read because books—violent and not, blasphemous and not, terrifying and not—were the most loving and trustworthy things in my life. I read widely, and loved plenty of the classics so, yes, I recognized the domestic terrors faced by Louisa May Alcott's March sisters. But I became the kid chased by werewolves, vampires, and evil clowns in Stephen King's books. I read books about monsters and monstrous things, often written with monstrous language, because they taught me how to battle the real monsters in my life.

And now I write books for teenagers because I vividly remember what it felt like to be a teen facing everyday and epic dangers. I don't write to protect them. It's far too late for that. I write to

give them weapons—in the form of words and ideas—that will help them fight their monsters. I write in blood because I remember what it felt like to bleed.

# WRITTEN COMMUNICATION VALUE RUBRIC



Association  
of American  
Colleges and  
Universities

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*

## Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones		Benchmark 1
		3	2	
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

# APPENDIX 4

## **Argumentation & Persuasion Essay Composition II, Fall 2018**

**Objective:** To create a 6-8 page essay embodying the principles of argumentation and persuasion as discussed in class that utilizes the ICC Library database holdings for research and support, uses the best possible grammar and mechanics, and undergoes all appropriate stages of the writing process.

**Requirements:** For this assignment, the final draft must contain:

- An identified current controversy, however serious or trivial
- Proper in-body citation and a works cited page in MLA format
- Adherence to a chosen rhetorical mode
- Evidence of specific appeals used with intent
- Avoids logical fallacies

### **Timeline:**

Friday, September 28:	Lecture summary, three ideas (brainstorming) for class discussion
Monday, October 1:	Topic selected for peer discussion
Wednesday, October 3:	Rhetorical Mode and Evidence due in class for discussion
Friday, October 5:	Outline due in class for peer discussion
Monday, October 8:	One-Third Rough Draft due in class for peer editing
Wednesday, October 10:	Two-Thirds Rough Draft due in class for peer editing
Friday, October 12:	Complete Rough Draft due in class for peer editing
Monday, October 15:	Revised Draft due in class for peer editing, Final draft due on Canvas by 11:59pm

### **Points:**

Brainstorming:	15 (5 per stance)
Mode & Evidence:	25
Outline:	30
Rough Draft (8/10):	10
Rough Draft (10/10):	10
Rough Draft (12/10):	10
Revised Draft:	50
<u>Final Draft:</u>	<u>150</u>
Total:	300

# APPENDIX 5



# Independence

COMMUNITY COLLEGE

**Semester: Spring 2019**

This syllabus is a plan, not a contract. Changes may occur during the term as the instructor deems necessary.


## 1. On-Ground Course Information:

- **Course Title:** Introduction to Literature
- **Course Number:** 2019/Spring/Full – ENG1073/Lecture/0001
- **KRSN Number:** ENG 1030
- **Prerequisites:** Accuplacer writing score of 81 or above, Accuplacer reading score of 75 or above /17 or above on ACT or high school English GPA of 3.0 or higher.
- **Credit Hours:** 3
- **Required Textbook and Supplies:** Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing, by X.J. Kennedy and Dana Gioia, 4<sup>th</sup> ed; Pearson, 2012. ISBN-13: 978-0-205-15166-0; ISBN-10: 0-205-15166-3.
- **Recommended Texts and Supplies:** MLA Handbook, Eighth Edition, MS Word, Computer.
- **Course Description:** Student will acquire close reading skills and an enhanced understanding of literature by studying works from multiple genres, time periods, and cultures. They will also develop the ability to create and discern the meaning of works by approaching their studying using a number of methods.
- **Location:** Main Campus, AC 114, MWF 10:00-10:50am

## 2. Instructor Information:

- **Instructor:** Heather Mydosh
- **Office Location:** AC119
- **Office Hours:** M 1:00-2:00pm, T 1:00-4:00pm, W 1:00-2:00pm, R 1:00-4:00pm
- **Virtual Office Hours:** M 1:00-2:00pm
- **Phone:** (620) 332-5435
- **Email:** hmydosh@indycc.edu

**3. Student Information:** Upon admission, each student is given an ICC email account and access to Canvas and the Pirate Portal. Students may communicate with instructors through both their ICC email and their Canvas mail. To access those, do the following:

- **ICC Email:** Go to the main page of the ICC website. In the upper left corner, click on "Email". A student's email address is his/her first name.last name@indycc.edu (sample.student@indycc.edu). In rare cases students have duplicate names from previous students. In that case, your email address may include a number at the end (sample.student2@indycc.edu). Your password is your ID number unless you have changed it. To forward your ICC email to a personal email, follow these directions:
  - Sign in to Office 365 at [www.office.com/signin](http://www.office.com/signin).
  - At the top of the page, choose Settings  > Mail.
  - Choose Forwarding.
  - Follow the instructions on the page.
  - If you don't see the Forwarding option, it may not be available for your account.
  - If you keep a copy of forwarded messages, check your Office 365 account regularly to make sure you haven't exceeded your mailbox size limit. If the size limit is exceeded new messages may not be forwarded.



- Canvas Mail: First log into Canvas from the main page of the ICC website (found under Quick Links). Your username is firstname.lastname@indycc.edu. Your password is your ID number unless you have changed it. Once in Canvas, you must click on “Account” on the left side of the screen. Choose “Settings”, and add the email address you would like to use for correspondence with others. Once you have completed this, click the “Inbox” icon on the left side of the screen to compose/read messages.
- Pirate Portal: Go to the main page of the ICC website. In the upper left corner, click on “Pirate Portal”. Your username is your ICC email (firstname.lastname@indycc.edu). Your password is your ID number unless you have changed it. On Pirate Portal students can access a variety of information such as financial aid, enrollment, course and fee statements, payment plans, and midterm/final grades.

**4. Learning Outcomes: Upon completion of this course, students will be able to do the following:**

1. Communicate an awareness of the range and complexity of human experience as expressed through literature
2. Examine the interactions of reader and writer in the creation of meaning
3. Articulate the distinctive features of various genres **\*\*Common Outcome, required to be measured, see VII for more information.\*\***
4. Apply modes of critical inquiry specific to the discipline
5. Write thoughtful literary analysis using appropriate terminology and conventions

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents.

**5. Grading Policy:**

Grades will be calculated based upon the following scale unless licensing or accreditation boards have a higher standard:

100 – 90%	A
89 – 80%	B
79 – 70%	C
69 – 60%	D
Below 60%	F

**6. Credit Description:**

A credit hour is defined as one hour of classroom instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester of credit. So for every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

**7. Common Learning Expectations:** All sections of ENG 1073 use the activities listed below to measure whether you learned a required learning outcome for this course:

1. Midterm or final writing assignment, which includes poetry, fiction, or drama, that demonstrates an understanding of the genre’s literary conventions, including theme, setting, point of view, characterization, plot, style, and, in the case of poetry, form.

**8. Course Calendar:** (This may be updated at the discretion of the instructor.)

Module or Week #:	Topic:	Activity:	Due Date:	Fulfills Learning Outcome #:
Module 1, Wk 1	Introduction, Overview	Reading, Discussion Boards	01/23/2019	General

Module 1, Wk 2	Reading a Story	Reading: W. Somerset Maugham ("The Appointment in Samarra"), Grimm ("Godfather Death"); Discussion Boards	01/30/2019	4
Module 2, Wk 3	Point of View	Reading: William Faulkner ("A Rose for Emily"), Edgar Allan Poe ("The Tell-Tale Heart"), Jamaica Kincaid ("Girl"); Discussion Boards	02/06/2019	1, 3
Module 2, Wk 4	Character	Reading: Alice Walker ("Everyday Use"), Raymond Carver ("Cathedral"); Discussion Boards; Reading Reflection	02/13/2019	2, 4, 5
Module 3, Wk 5	Setting	Reading: Jorge Luis Borges ("The Gospel According to Mark"), Jack London ("To Build a Fire"); Discussion Boards	02/20/2019	1, 3
Module 3, Wk 6	Theme	Reading: Stephen Crane ("The Open Boat"), Kurt Vonnegut, Jr. ("Harrison Bergeron"); Discussion Boards; Reading Reflection	02/27/2019	2, 4, 5
Module 4, Wk 7	Symbol	Reading: Ursula K. Le Guin (The Ones Who Walk Away From Omelas"), Shirley Jackson ("The Lottery"); Discussion Boards	03/06/2019	1, 3
Module 4, Wk 8	Prose Summation & Midterm	Reading: Flannery O'Connor ("A Good Man is Hard to Find"); Discussion Board; Midterm Essay	03/13/2019	2, 4, 5
Module 5, Wk 9	Reading a Poem	Introduction; Reading: Anonymous ("Sir Patrick Spens"), Robert Browning ("My Last Duchess"), Writing Effectively; Discussion Boards	03/20/2019	1, 3
Module 5, Wk 10	Listening to Voice	Reading: Gwendolyn Brooks ("Speech to the Young. Speech to the Progress-Towards"), Natasha Trethewey ("White Lies"), Edna St. Vincent Millay ("Second Fig"), Wilfred Owen ("Dulce Et Decorum Est"); Discussion Boards; Reading Reflection	03/27/2019	2, 4, 5
Module 6, Wk 11	Words	Reading: Carl Sandburg ("Grass"), Thomas Hardy ("The Ruined Maid"), E. E. Cummings ("anyone lived in a pretty how town"), Lewis Carroll ("Jabberwocky"); Discussion Boards	04/03/2019	1, 3

Module 6, Wk 12	Rhythm	Reading: Gwendolyn Brooks ("We Real Cool"), Alfred Lord Tennyson ("Break, Break, Break"), A. E. Housman ("When I was one-and-twenty"), Walt Whitman ("Beat! Beat! Drums!"); Discussion Boards; Reading Reflection	04/10/2019	2, 4, 5
Module 7, Wk 13	Closed Forms	Reading: Anonymous ("Bonny Barbara Allan"), Dudley Randall ("Ballad of Birmingham"), Edna St. Vincent Millay ("What lips my lips have kissed, and where, and why"), Robert Frost ("Acquainted with the Night"); Discussion Boards	04/17/2019	1, 3
Module 7, Wk 14	Closed Forms, Open Forms	Reading: Dylan Thomas ("Do Not Go Gentle Into That Good Night"), Paul Lawrence Dunbar ("We Wear the Mask"), E. E. Cummings ("in Just-"), Carole Satyamurti ("I Shall Paint My Nails Red"), Langston Hughes ("I, Too"); Discussion Boards; Reading Reflection	04/24/2019	2, 4, 5
Module 8, Wk 15	Symbol, Myth, & Narrative	Reading: Robert Frost ("The Road Not Taken"), Mary Oliver ("Wild Geese"), Robert Frost ("Nothing Gold Can Stay"), William Wordsworth ("The world is too much with us"), William Butler Yeats ("The Second Coming"), Sylvia Plath ("Lady Lazarus")	05/01/2019	1, 3
Module 8, Wk 16	Final Thoughts	Reading: Matthew Arnold ("Dover Beach"), William Blake ("The Tyger"), T. S. Eliot ("The Lovesong of J. Alfred Prufrock"), A. E. Housman ("To an Athlete Dying Young"), Edgar Allan Poe ("Annabel Lee"), William Shakespeare ("Sonnet 130"); Discussion Boards; Final Essay	05/08/2019	2, 4, 5

### 9. Attendance Policy:

**ICC Policy:** Students are expected to be regular and punctual in attendance of all classes. Regular class attendance is necessary for student success. There is no distinction between excused and unexcused absences. A student should inform instructors of special circumstances, such as participation in campus activities or sports, which make an absence necessary.

ICC expects students will attend a minimum of 75% of the class meetings for that particular course. The instructor, however, has the right to institute a more strict attendance policy which will be outlined in his/her course syllabus.

Any instructor may withdraw a student for lack of attendance, but only after the appropriate date of certification for the course and on or before the last date to withdraw for the semester. If an instructor does exercise this option, a grade of WN will be recorded, and all of the course charges/fees will be applied to the student's account. Students will be automatically withdrawn and receive a grade of WN if they fail to meet the 75% attendance standard (e.g., if the student missed 8 times in a TR 16-week class, 11 times in a MWF 16-week class, 15 times in a M-R 16-week class, or 19 times in a M-F 16-week class).

- **My Policy:** Poor attendance in this class equates to anything more than one full week of classes. It is my policy to award you an FN if you miss more than five days of class. Make-up work will only be accepted upon the receipt of a legitimate doctor's notice, hospitalization record, jury duty notice or obituary posting. Advanced notice of an absence may lead to leniency.

**10. My Late Work Policy:** Regarding submissions, late papers are unacceptable and severely reduce my effectiveness as a teacher. I simply will not accept them unless they come with a doctor's note or obituary notice.

**11. My Extra Credit Policy for this Course:** There may be the opportunity for extra credit in attendance of applicable readings or literary events, but one should not count on these as the semester progresses. Focus is better placed on keeping up with the reading and coming prepared every day for discussion in class.

**12. Grade Appeals:** There are two categories for grade appeals. Those are:

1. Assignment, tests, etc. within the course.
2. Final grade for the course.

To appeal #1: Students should have an informal conversation with the instructor for the purpose of resolving the issue. If the student does not feel that this conversation has helped to resolve the issue, the next step is to appeal the grade in writing with the Chief Academic Officer within two weeks after the conversation with the instructor. The CAO will review the information available, deliberate, and render a decision in writing to the student with a copy to the instructor within 10 days of receipt of the appeal.

To appeal #2: Students should appeal the grade in writing with the Chief Academic Officer within 60 days after a grade is posted. The CAO will review the information available, deliberate, and render a decision in writing to the student with a copy to the instructor within 15 days of receipt of the appeal. If the student's appeal is approved, the appropriate change will be made to the student's official transcript by the college registrar within 30 days of notification. Grade appeals that are received after the 60-day deadline will not be considered.

**13. Academic Integrity Policy:**

ICC expects its students to exhibit the highest level of academic integrity and maintains a "no tolerance" policy regarding behaviors that violate this expectation.

The following actions constitute violations of academic integrity (this list is not all-inclusive):

- A student submits an assignment which is not his/her own work
- A student copies or takes answers from another student or uses unauthorized materials during an exam
- A student uses words or ideas which are not his/her own without including the original source of the material
- A student submits a paper or other assignment in multiple classes without permission from the instructor(s)
- A student uses resources or assistance which are prohibited by an instructor to complete an exam or assignment
- A student obtains a copy of an exam, answers to an assignment, or any other resource belonging to an ICC faculty or staff member without permission
- A student knowingly assists another student in violating any part of the academic integrity policy

- A student who uses a demonstrably false excuse to delay testing and solicit a special make-up exam, thereby receiving unfair additional study time by lying and deception

Instructors who determine that a student is in violation of the ICC academic integrity policy may impose any of the following sanctions, but are required to document the sanction in the college's Maxient system:

- An instructor may require the student to submit a different assignment
- An instructor may assign a grade of "F" (zero) for the assignment
- An instructor may assign a grade of "F" for the course
- An instructor may assign a grade of "XF" for the course; a transcript notation will include that the student has failed the course for disciplinary reasons

A student who has been penalized for violating academic integrity standards may submit an appeal to the college's Judicial Committee under the following circumstances:

1. The established procedures were not followed in a significant way and as a result, the factual findings, the sanction, or both, were not correct.
2. The severity of the sanction imposed was not appropriate based on the nature of the violation or the circumstances. In cases in which a charged student has accepted responsibility, such appeals are limited to having the severity of the sanction reviewed.
3. There is new information that would have been material to the outcome, had the information been presented at the conference or hearing. The new information must be included with the student's request for appeal. Also, the student must show that the new information was not known to the person appealing at the time of the original hearing.

In the case of three (or more) violations the Vice President of Academic Affairs will administratively withdraw the student from classes and make a notation of the infractions on the student's transcript. Following this action the Vice President for Student Affairs and Athletics will expel the student from campus.

**14. Student Privacy Statement:** Students should be aware of their rights concerning access to educational records, limitations on disclosure of record information, the opportunity to challenge the content of educational records, and provisions for filing a complaint with the Department of Health, Education and Welfare. These rights are spelled out in Public Law 98- 380 as amended by Public Law 93-568 and in regulations published by HEW in the June 17, 1976, Federal Register. Students who wish to have their information shared with parents or others must sign a Family Educational Rights and Privacy Act (FERPA) form granting access to the student's records.

#### **15. Comments, Concerns, and Compliments:**

Students, employees and other stakeholders at ICC are encouraged to provide feedback regarding their experience at ICC. If you feel comfortable, please speak directly with the individual prior to submitting through the following link in an effort to address the issue quicker. If you do not feel comfortable, feedback can be submitted to the College through our website at <http://www.indycc.edu/student-life/student-complaints>.

**16. Diversity and Accommodations Statement:** ICC values diversity and inclusion: we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. If there are aspects of the instruction of design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify the instructor as soon as possible. Students are also welcome to contact the Associate Dean of Academic Support Services at [tcrawshaw@indycc.edu](mailto:tcrawshaw@indycc.edu) or 620-332-5457 to discuss a range of options to remove barriers in the course, including academic accommodations. To apply for accommodations and receive more information about accessibility at ICC, please visit <http://www.indycc.edu/learning/accessibility>.

## **NOTICE OF NONDISCRIMINATION**

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment and all unions or professional organizations holding negotiated agreements or professional agreements with the institution are hereby notified that this institution does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning Independence Community College's compliance with the regulations implementing Title VI, Title IX and Americans with Disability Act of 1990 is directed to contact the coordinators who have been designated to coordinate the educational institution's efforts to comply with the regulations implementing these laws.

Specific complaints of alleged discrimination should be referred to:

**Jessica Morgan-Tate**  
Compliance Officer  
Title IX & Section 504 Coordinator  
Academic Building - Room 117  
(620) 332-5672  
[jmorgantate@indycc.edu](mailto:jmorgantate@indycc.edu)

**Taylor Crawshaw**  
Associate Dean of Tutoring and Accessibility Services  
Section 504 Coordinator  
Academic Building – Room 127  
(620) 332-5457  
[tcrawshaw@indycc.edu](mailto:tcrawshaw@indycc.edu)

Title VI, Title IX and Section 504 ADA complaints may also be filed with the Regional Office for Civil Rights. Address correspondence to:

**Kansas City Office**  
**Office for Civil Rights**  
U.S. Department of Education  
One Petticoat Lane  
1010 Walnut Street, 3rd floor, Suite 320  
Kansas City, MO 64106  
Telephone: 816-268-0550  
FAX: 816-268-0599; TDD: 800-877-8339  
Email: [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov)

**U.S. Equal Employment Opportunity Commission**  
Gateway Tower II  
4th & State Avenue, 9th Floor  
Kansas City, KS 66101  
913-551-5655

# APPENDIX 6

## English Language & Literature

Degree: Associate of Arts

The AA in English Language & Literature is intended to enable students to complete the necessary courses at the freshman and sophomore level in pursuit of a Bachelor of Arts degree in the area of English. Students interested in teaching English at the secondary level can also pursue this degree option.

<b>Analysis &amp; Oral Communication (9 hours)</b>	<b>Credit Hours</b>
English Composition I (ENG 1003)	3
English Composition II (ENG 1013)	3
Public Speaking (COM 1203)	3

<b>Mathematics (3 hours)</b>	<b>Credit Hours</b>
College Algebra (MAT 1023) or higher	3

<b>Sciences (5 hours) (Select 1)</b>	<b>Credit Hours</b>
<b>Natural Sciences</b>	
General Biology (Non-majors) (BIO 1005)	5
Biology I: Principles of Cellular and Molecular Biology (BIO 1115)	5
<b>Physical Sciences</b>	
Chemistry for Non-majors (PHS 1015)	5
Chemistry I for Majors (PHS 1025)	5
Descriptive Astronomy (PHS 1085)	5
Physical Science (PHS 1005)	5
College Physics I (PHS 1055)	5

<b>Fine Arts and Aesthetic Studies (3 hours)</b>	<b>Credit Hours</b>
(Select 1)	
Music Appreciation (MUE 1303)	3
Art Appreciation (AED 1043)	3

<b>Cultural Studies (3 hours)</b>	<b>Credit Hours</b>
World Regional Geography	3
Spanish I (FRL 1025)	5

<b>Health and Well-Being (4 hours)</b>	<b>Credit Hours</b>
General Psychology (BEH 1003)	3
(Select 1)	
Wellness Concepts (HPR 1401)	1
College Success (SSC 1021)	1

<b>Human Heritage (9 hours)</b>	<b>Credit Hours</b>
Introduction to Literature (ENG 1073)	3
(Select 1)	
US History I (HIS 1023)	3
US History II (HIS1063)	3
(Select 1)	
Ethics (SOC 1073)	3
Introduction to Philosophy (SOC 2003)	3

<b>Social Awareness (3 hours)</b>	<b>Credit Hours</b>
Introduction to Sociology (SOC 1003)	3

<b>Political Awareness (3 hours)</b>	<b>Credit Hours</b>
American Government (POL 1023)	3

<b>Business and Technology (6 hours)</b>	<b>Credit Hours</b>
(Select 2)	
Personal Finance (BUS 1003)	3
Financial Accounting (ACC 1043)	3
Introduction to Business (BUS 1093)	3
Computer Concepts & Applications (CIT 1003)	3
Microeconomics (BUS 2023)	3
Macroeconomics (BUS 2033)	3

<b>Major Requirements (9 hours)</b>	<b>Credit Hours</b>
-------------------------------------	---------------------

(Select 3)

American Literature I - Beginning to 1865 (ENG 1083)	3
American Literature II - 1865 to Present (ENG 2113)	3
British Literature I (ENG 2123)	3
British Literature II (ENG 2133)	3
Creative Writing (ENG 2023)	3

<b>Major Electives (3 hours)</b>	<b>Credit Hours</b>
(Select 1)	

Introduction to Education (EDU1003)	3
Literature or Writing Elective**	3

\*\*Students interested in Secondary Education with a focus in English are encouraged to take Introduction to Education as the Elective. If interested in English Language and Literature, students are encouraged to review the transfer policies of their potential transfer school when selecting the elective.

**Total: 60**



# APPENDIX 7

**Liberal Studies  
Associate of Arts**

**Program Description:** The Associate of Arts in Liberal Studies is intended to enable students to complete the necessary general education electives at the freshman and sophomore level for students in pursuit of a Bachelor of Arts Degree.

**Analysis & Oral Communication (9 hours)      Credit Hours**

English Comp I (ENG 1003)	3
English Comp II (ENG 1013)	3
(Select 1)	
Public Speaking (COM 1203)	3
Interpersonal Communication (COM 1233)	3

**Mathematics (3 hours)      Credit Hours**

(Select 1)	
College Algebra (MAT 1023)	3
Analytic Geometry & Calculus I (MAT 1055)	5
Elementary Statistics (MAT 1103)	3
Plane Trigonometry (MAT 1093)	3

**Sciences (5 hours) (Select 1)      Credit Hours**

Natural Sciences	
General Biology (Non-majors) (BIO 1005)	5
Biology I: Principles of Cellular and Molecular Biology (BIO 1115)	5
Physical Sciences	
Chemistry for Non-majors (PHS 1015)	5
Chemistry I for Majors (PHS 1025)	5
Descriptive Astronomy (PHS 1085)	5
Physical Science (PHS 1005)	5
College Physics I (PHS 1055)	5

**Fine Arts and Aesthetic Studies (9 hours)      Credit Hours**

Art Appreciation (AED 1043)	3
Drawing and Composition (AED 1023)	3
Ceramics I (AED 2023)	3
Painting I (AED 1033)	3
Music Appreciation (MUE 1303)	3
Music Theory I (MUE 1093)	3
Creative Writing (ENG 2023)	3
Theatre Appreciation (THR 1013)	3
Acting I (THR 1023)	3
Stagecraft I (THR 1033)	3

**Cultural Studies (3 hours)      Credit Hours**

Anthropology (SOC 1023)	3
Spanish I, II, III (FRL 1025, 1035, 2035)	5
World Regional Geography (GEO 2013)	3
Intro to Race and Ethnic Relations (SOC 2113)	3
African American History (HIS 1163)	3
World History I (HIS 1003)	3
World History II (HIS 1013)	3
World Religions (REL1053)	3

**Health and Well-Being (4-6 hours)      Credit Hours**

Psychological (Choose 1)	
General Psychology (BEH 1003)	3
Developmental Psychology (BEH 2003)	3
Drugs and Behavior (BEH 2043)	3
Physical (Choose 2)	
Wellness Concepts (HPR 1401)	1
Nutrition (BIO 2053)	3
Personal and Community Health (HEA 1053)	3
College Success (SSC 1021)	1

**Human Heritage (9 hours)      Credit Hours**

History (Select 1)	
US History I (HIS 1023)	3
US History II (HIS 1063)	3
Literature (Select 1)	
Introduction to Literature (ENG 1073)	3
American Literature I (ENG 1083)	3
American Literature II (ENG 2113)	3
British Literature I (ENG 2123)	3
British Literature II (ENG 2133)	3
Topics in Literature (ENG 2151, 2152, 2153)	1-3
Philosophy and Religion (Select 1)	
Introduction to Philosophy (PHI 2003)	3
Ethics (PHI 1073)	3
Logical and Classical Reasoning (PHI 2073)	3
New Testament History (REL 1013)	3
World Religions (REL1053)	3

**Social Awareness (3 hours) (Select 1)      Credit Hours**

Introduction to Sociology (SOC 1003)	3
Social Problems (SOC 2023)	3

**Political Awareness (3 hours) (Select 1)      Credit Hours**

American Government (POL 1023)	3
Introduction to Political Science (POL 1013)	3

**Business and Technology (6 hours)      Credit Hours**

(Select 2)	
Personal Finance (BUS 1003)	3
Financial Accounting (ACC 1043)	3
Introduction to Business (BUS 1093)	3
Computer Concepts & Applications (CIT 1003)	3
Microeconomics (BUS 2023)	3
Macroeconomics (BUS 2033)	3

**General Electives (6 hours)**

\*Only 3 of the 6 hours may be activity or music courses

**Total: 60-62**

# Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD  
President

Date: June 13, 2019

Re: Board Appointment of College Treasurer

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Andrew Gutschenritter, Interim Chief Financial Officer (CFO), has resigned and Jonathan Sadhoo has been employed in the CFO position. This memo provides the Board Chair direction for appointing the College Chief Financial Officer, Jonathan Sadhoo, as the College Treasurer.

# Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD  
President

Date: June 13, 2019

Re: Cash Management Administrative Rights/Authorized Signor-FirstOak Bank

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It is recommended that Jonathan Sadhoo have Cash Management administrative rights on the FirstOak Bank account and serve as an Authorized Signor.

# 2018-19 PROJECTED MONTHLY CASH FLOW

## INDEPENDENCE COMMUNITY COLLEGE

May 31, 2019

	July	August	September	October	November	December	January	February	March	April	May	June
<b>1. Cash On Hand</b>												
2017-18 (Bank balances)	\$2,658,950.86	\$1,798,977.41	\$2,077,651.24	\$1,631,999.58	\$1,540,087.74	\$725,128.83	\$427,248.70	\$3,795,447.17	\$2,902,791.50	\$2,950,859.73	\$762,759.72	\$1,148,683.94
2018-19 (Bank Balances) as of 1st day of month	\$2,044,874.96	\$1,789,773.46	\$1,902,904.61	\$1,273,528.42	\$741,398.46	\$249,509.06	\$3,744,085.19	\$3,540,843.21	\$3,146,741.80	\$1,997,060.57	\$1,020,666.02	\$1,020,666.02
2018-19 Bank Balances (Bluffstone)												
<b>2. Cash Receipts</b>												
Monthly Cash Deposits												\$2,686,925.27
<b>3. Total Cash Receipts</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,686,925.27
<b>4. Total Cash Available</b>	\$2,044,874.96	\$1,789,773.46	\$1,902,904.61	\$1,273,528.42	\$741,398.46	\$249,509.06	\$3,744,085.19	\$3,540,843.21	\$3,146,741.80	\$1,997,060.57	\$1,020,666.02	\$3,707,591.29
<b>5. Cash Paid Out</b>												
2017-18 Payables												
2018-19 Payables (Projected for future months)												\$303,682.66
Outstanding Checks												
Student Refunds												\$57,033.90
Payroll Expenses (Taxes, etc.)												\$574,646.02
Subtotal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$935,362.58
<b>6. Total Cash Balance</b>												
End of Month Total Bank Balance	\$2,044,874.96	\$1,789,773.46	\$1,902,904.61	\$1,273,528.42	\$741,398.46	\$249,509.06	\$3,744,085.19	\$3,540,843.21	\$3,146,741.80	\$1,997,060.57	\$1,020,666.02	\$2,772,228.71
Less Reserve (Based on 8%) Funds 11, 12, 13												\$862,422.38
Less Reserve for Enbridge Valuation												\$1,022,043.00
<b>7. Total Unrestricted Available Balance</b>	\$2,044,874.96	\$1,789,773.46	\$1,902,904.61	\$1,273,528.42	\$741,398.46	\$249,509.06	\$3,744,085.19	\$3,540,843.21	\$3,146,741.80	\$1,997,060.57	\$1,020,666.02	\$887,763.33

# 2019-20 PROJECTED MONTHLY CASH FLOW

## INDEPENDENCE COMMUNITY COLLEGE

May 31, 2019

	July	August	September	October	November	December	January	February	March	April	May	June
<b>1. Cash On Hand</b>												
2019-20 (Bank Balances) as of 1st day of month	\$2,772,228.71	\$2,062,267.92	\$2,323,375.49	\$2,743,935.04	\$2,054,322.45	\$1,426,235.09	\$896,363.34	\$4,471,909.24	\$3,313,440.70	\$3,709,402.85	\$2,711,665.80	\$1,718,672.88
2018-19 Bank Balances (Bluffstone)												
<b>2. Cash Receipts</b>												
Monthly Cash Deposits	\$201,446.53	\$1,430,857.68	\$1,637,520.91	\$509,299.72	\$401,902.25	\$318,088.18	\$4,640,515.90	\$184,358.63	\$1,530,624.78	\$144,052.23	\$248,354.17	\$2,686,928.27
<b>3. Total Cash Receipts</b>												
	\$201,446.53	\$1,430,857.68	\$1,637,520.91	\$509,299.72	\$401,902.25	\$318,088.18	\$4,640,515.90	\$184,358.63	\$1,530,624.78	\$144,052.23	\$248,354.17	\$2,686,928.27
<b>4. Total Cash Available</b>												
	\$2,973,675.24	\$3,493,125.60	\$3,960,896.40	\$3,253,234.76	\$2,456,224.70	\$1,744,323.27	\$5,536,879.24	\$4,656,267.87	\$4,844,065.48	\$3,853,455.08	\$2,960,019.97	\$4,405,601.15
<b>5. Cash Paid Out</b>												
2019-20 Payables (Projected for future months)	\$281,943.67	\$595,910.47	\$279,230.73	\$432,400.76	\$335,274.73	\$213,081.88	\$457,618.85	\$778,036.28	\$556,527.78	\$495,190.87	\$502,677.62	\$271,185.66
Student Refunds	\$27,758.97	\$21,227.48	\$358,899.36	\$175,885.51	\$64,933.60	\$55,501.29	\$26,014.00	\$0.00	\$0.00	\$33,857.93	\$75,016.37	\$57,033.90
Payroll Expenses (Taxes, etc.)	\$601,704.68	\$552,612.16	\$578,831.27	\$590,626.04	\$629,781.28	\$579,376.76	\$581,337.15	\$564,790.89	\$578,134.85	\$612,740.48	\$663,653.10	\$591,631.52
Subtotal	\$911,407.32	\$1,169,750.11	\$1,216,961.36	\$1,198,912.31	\$1,029,989.61	\$847,959.93	\$1,064,970.00	\$1,342,827.17	\$1,134,662.63	\$1,141,789.28	\$1,241,347.09	\$919,851.08
<b>6. Total Cash Balance</b>												
End of Month Total Bank Balance	\$2,062,267.92	\$2,323,375.49	\$2,743,935.04	\$2,054,322.45	\$1,426,235.09	\$896,363.34	\$4,471,909.24	\$3,313,440.70	\$3,709,402.85	\$2,711,665.80	\$1,718,672.88	\$3,485,750.07
Less Reserve (Based on 8%) Funds 11, 12, 13	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38
Less Reserve for Enbridge Valuation	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00
<b>8. Total Available Balance</b>												
	\$177,802.54	\$438,910.11	\$859,469.66	\$169,857.07	-\$458,230.29	-\$988,102.04	\$2,587,443.86	\$1,428,975.32	\$1,824,937.47	\$827,200.42	-\$165,792.50	\$1,601,284.69

**INDEPENDENCE COMMUNITY COLLEGE**  
**2018-2019**  
**Unaudited**  
**Budget Summary-Revenue**  
**For The Month End: 5/31/2019**

% of Budget Year: 91.67%

	2018-19	2018-19	2018-19	Estimated
	Published Budget	Operating Budget	Current YTD Revenue	% Budget Recorded
<b>General Fund (11)</b>				
<b>Student Revenue</b>				
Tuition	(\$1,191,212.00)	(\$1,191,212.00)	(\$1,308,351.50)	109.83%
Fees	(1,768,300.00)	(1,768,300.00)	(1,610,650.00)	91.08%
	<u>(2,959,512.00)</u>	<u>(2,959,512.00)</u>	<u>(2,919,001.50)</u>	<u>98.63%</u>
<b>Local Income</b>				
Real Estate Distribution	(5,462,550.00)	(5,462,550.00)	(3,465,950.34)	63.45%
Motor Vehicle	(531,717.00)	(531,717.00)	(443,871.45)	83.48%
Rec Vehicle/Watercraft	(9,311.00)	(9,311.00)	(8,466.38)	90.93%
Delinquent Taxes	(103,260.00)	(103,260.00)	(124,146.21)	120.23%
Other	0.00	0.00	(2,428.89)	0.00%
	<u>(6,106,838.00)</u>	<u>(6,106,838.00)</u>	<u>(4,044,863.27)</u>	<u>66.23%</u>
<b>State of Kansas</b>				
State Operating Grant	(1,410,162.00)	(1,410,162.00)	(1,410,162.00)	100.00%
State Grants and Contracts	0.00	0.00	0.00	0.00%
Technology Grant - other	(16,573.00)	(16,573.00)	0.00	0.00%
	<u>(1,426,735.00)</u>	<u>(1,426,735.00)</u>	<u>(1,410,162.00)</u>	<u>98.84%</u>
<b>Federal Income</b>				
Indirect Costs	(44,690.00)	(44,690.00)	(24,846.79)	55.60%
<b>Other</b>				
ICC Foundation	(60,000.00)	(60,000.00)	0.00	0.00%
Interest	(3,275.00)	(3,275.00)	(7,637.88)	233.22%
Sales Tax Payable	0.00	0.00	7,688.77	0.00%
Misc.	(20,000.00)	(20,000.00)	(53,298.30)	266.49%
Fees (non-course fees)	(18,465.00)	(18,465.00)	(11,388.45)	61.68%
	<u>(101,740.00)</u>	<u>(101,740.00)</u>	<u>(64,635.86)</u>	<u>63.53%</u>
<b>Transfers, Allowances and Carry-overs</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00%</b>
<b>Total General Fund</b>	<b><u>(10,639,515.00)</u></b>	<b><u>(10,639,515.00)</u></b>	<b><u>(8,463,509.42)</u></b>	<b><u>79.55%</u></b>
<b>Postsecondary Technical Education (12)</b>				
<b>Student Revenue</b>				
Tuition	(346,923.00)	(346,923.00)	(121,119.00)	34.91%
Fees	(267,443.00)	(267,443.00)	(138,544.00)	51.80%
	<u>(614,366.00)</u>	<u>(614,366.00)</u>	<u>(259,663.00)</u>	<u>42.27%</u>
<b>Other</b>				
State of Kansas PTE	(553,446.00)	(553,446.00)	(567,706.00)	102.58%
State of Kansas SB155	(110,775.00)	(110,775.00)	(102,246.00)	92.30%
Cosmetology	(26,626.00)	(26,626.00)	(9,692.51)	36.40%
Other	(151,000.00)	(151,000.00)	0.00	0.00%
	<u>(841,847.00)</u>	<u>(841,847.00)</u>	<u>(679,644.51)</u>	<u>80.73%</u>
<b>Transfers, Allowances and Carry-overs</b>				
<b>Total Postsecondary Fund</b>	<b><u>(1,456,213.00)</u></b>	<b><u>(1,456,213.00)</u></b>	<b><u>(939,307.51)</u></b>	<b><u>64.50%</u></b>
<b>Adult Education/GED (13)</b>				
Other Income	(15,000.00)	(15,000.00)	(15,000.00)	100.00%
Non-mandatory Transfer	0.00	0.00	0.00	0.00%
	<u>(15,000.00)</u>	<u>(15,000.00)</u>	<u>(15,000.00)</u>	<u>100.00%</u>
<b>Total Funds, 11, 12,13</b>	<b><u>(12,110,728.00)</u></b>	<b><u>(12,110,728.00)</u></b>	<b><u>(9,417,816.93)</u></b>	<b><u>77.76%</u></b>
<b>Auxiliary</b>				
<b>Bookstore</b>				
Sales	(596,601.00)	(596,601.00)	(207,608.13)	34.80%

Non-mandatory Transfer	(4,361.00)	(4,361.00)	(125,037.50)	2867.17%
	<u>(600,962.00)</u>	<u>(600,962.00)</u>	<u>(332,645.63)</u>	<u>55.35%</u>
<b>Meals</b>				
Student Sources	(904,000.00)	(904,000.00)	(832,467.00)	92.09%
Other Sources	(13,895.00)	(13,895.00)	(12,079.10)	86.93%
Non-mandatory Transfer				
	<u>(917,895.00)</u>	<u>(917,895.00)</u>	<u>(844,546.10)</u>	<u>92.01%</u>
<b>Dorms</b>				
Student Sources	0.00	0.00	(125,000.00)	0.00%
Student Sources- Dorms/Bluffstone	(760,040.00)	(760,040.00)	(408,878.50)	53.80%
Student Accident Insurance	0.00	0.00	3,335.00	0.00%
Non-mandatory Transfer	0.00	0.00	0.00	0.00%
	<u>(760,040.00)</u>	<u>(760,040.00)</u>	<u>(530,543.50)</u>	<u>69.80%</u>
<b>Inge Center/Festival</b>				
Inge Center	(20,000.00)	(20,000.00)	(12,636.00)	63.18%
Inge Festival	(81,800.00)	(81,800.00)	(19,929.40)	24.36%
Non-Mandatory Transfer	0.00	0.00	0.00	0.00%
	<u>(101,800.00)</u>	<u>(101,800.00)</u>	<u>(32,565.40)</u>	<u>31.99%</u>
<b>Transfers, Allowances and Carry-overs</b>	<b>(4,361.00)</b>	<b>(4,361.00)</b>	<b>(125,037.50)</b>	<b>2867.17%</b>
<b>Total Auxiliary</b>	<b><u>(2,385,058.00)</u></b>	<b><u>(2,385,058.00)</u></b>	<b><u>(1,865,338.13)</u></b>	<b><u>78.21%</u></b>
<b>ICC Foundation</b>				
Scholarship Support	0.00	0.00	(138,865.00)	0.00%
<b>Total ICCFoundation</b>	<b>0.00</b>	<b>0.00</b>	<b>(138,865.00)</b>	<b>0.00%</b>
<b>Plant Funds</b>				
<b>West Main</b>				
Capital Outlay	0.00	0.00	(22,978.28)	0.00%
Foundation Support	0.00	0.00	0.00	0.00%
Student Athlete Fee	0.00	0.00	(4,995.93)	0.00%
<b>Total Plant Funds</b>	<b>0.00</b>	<b>0.00</b>	<b>(27,974.21)</b>	<b>0.00%</b>
<b>Federally Funded Programs</b>				
Upward Bound	0.00	0.00	(259,942.31)	0.00%
Student Support Services	0.00	0.00	(238,778.71)	0.00%
Carl Perkins	0.00	0.00	(3,687.70)	0.00%
<b>Total Federally Funded Programs</b>	<b>0.00</b>	<b>0.00</b>	<b>(502,408.72)</b>	<b>0.00%</b>
<b>Total College Operations</b>	<b><u>(14,495,786.00)</u></b>	<b><u>(14,495,786.00)</u></b>	<b><u>(11,952,402.99)</u></b>	<b><u>82.45%</u></b>



INDEPENDENCE COMMUNITY COLLEGE  
2018-2019  
Unaudited  
Budget Summary-Expenditures  
For Month End:5/31/2019

	2018-19	2018-19	2018-19	Estimated
	Published Budget	Operating Budget	Current YTD Expenses	% Budget Recorded
<b>General Fund (11)</b>				
<b>Academic Instruction</b>				
11-1100 General Instruction	\$292,564.00	\$112,167.62	\$10,933.71	9.75%
11-1140 Online Instruction	29,134.00	29,134.00	207.04	0.71%
11-1141 Health & Wellness	0.00	18,045.55	19,376.72	107.38%
11-1150 Theatre	234,135.00	239,841.00	194,587.54	81.13%
11-1151 Music	176,197.00	196,683.00	181,462.94	92.26%
11-1152 Foreign Language	0.00	0.00	0.00	0.00%
11-1154 English	232,447.00	263,908.86	325,692.51	123.41%
11-1155 Art	39,555.00	4,333.00	8,748.58	201.91%
11-1156 Communications/Journalism	72,393.00	81,732.00	86,482.12	105.81%
11-1160 Workforce Development	2,700.00	2,700.00	14,651.85	542.66%
11-1161 Community Education	0.00	0.00	0.00	0.00%
11-1173 Social Sciences	266,271.00	327,847.00	372,871.92	113.73%
11-1174 Physical Science	70,487.00	72,264.00	67,730.60	93.73%
11-1175 Chemistry	83,965.00	84,880.00	67,114.58	79.07%
11-1176 Biology	148,625.00	156,026.00	147,766.28	94.71%
11-1177 Math	191,325.00	203,382.00	174,204.72	85.65%
11-1187 Accounting	60,344.00	62,121.00	79,871.18	128.57%
11-1188 Business	0.00	8,521.97	9,410.08	110.42%
11-1223 Fab Lab/Entrepreneur	181,889.00	181,889.00	155,159.70	85.30%
<b>Total Academic Instruction</b>	<b>2,082,031.00</b>	<b>2,045,476.00</b>	<b>1,916,272.07</b>	<b>93.68%</b>
<b>Academic Support</b>				
11-4100 Library	96,445.00	96,445.00	67,081.28	69.55%
11-4200 Academic Affairs	271,579.00	271,579.00	214,334.47	78.92%
11-4210 Online Administration	65,225.00	65,225.00	51,652.42	79.19%
11-4220 ICC West	54,169.00	54,169.00	50,716.48	93.63%
11-4230 Academic Advising	0.00	0.00	370.00	0.00%
11-4240 Online Administration	1,500.00	1,500.00	288.60	19.24%
11-4250 Tutoring	21,530.00	21,530.00	23,877.40	110.90%
<b>Total Academic Support</b>	<b>510,448.00</b>	<b>510,448.00</b>	<b>408,320.65</b>	<b>79.99%</b>
<b>Total Instruction</b>	<b>2,592,479.00</b>	<b>2,555,924.00</b>	<b>2,324,592.72</b>	<b>90.95%</b>
<i>Postsecondary Technical Education (see detail below)</i>				
<b>Student Services</b>				
11-5200 Financial Aid	161,202.00	161,202.00	119,360.64	74.04%
11-5300 Admissions	178,922.00	178,922.00	145,969.61	81.58%
11-5310 Navigators	259,647.00	259,647.00	244,812.81	94.29%
11-5400 Registrar	54,079.00	54,079.00	47,383.14	87.62%
11-5500 Athletic Administration	395,730.00	395,730.00	368,614.86	93.15%
11-5510 Football	394,441.00	394,441.00	442,023.14	112.06%
11-5520 Men's Basketball	147,002.00	147,002.00	155,839.48	106.01%
11-5530 Volleyball	97,183.00	97,183.00	91,921.28	94.59%
11-5540 Women's Basketball	128,987.00	128,987.00	136,319.03	105.68%
11-5560 Softball	105,652.00	105,652.00	77,790.39	73.63%
11-5580 Baseball	0.00	0.00	0.00	0.00%
11-5590 Cheer & Dance	99,444.00	99,444.00	109,907.67	110.52%
11-5595 Athletic Training	124,129.00	124,129.00	86,500.38	69.69%
11-5600 ICC NOW	16,726.00	16,726.00	12,696.51	75.91%
11-5700 Student Life	84,132.00	84,132.00	49,198.75	58.48%

Total Student Services	2,247,276.00	2,247,276.00	2,088,337.69	92.93%
<b>Institutional Support</b>				
11-6000 Board of Trustees	21,025.00	21,025.00	22,998.68	109.39%
11-6100 President's Office	274,495.00	274,495.00	217,331.60	79.18%
11-6110 Human Resources	162,358.00	162,358.00	135,833.96	83.66%
11-6200 Financial Services	286,181.00	286,181.00	268,401.25	93.79%
11-6300 Public Relations - Marketing	151,445.00	151,445.00	74,029.83	48.88%
11-6310 Recruiting-International	4,500.00	4,500.00	4,451.26	98.92%
11-6420 Institutional Research	79,992.00	79,992.00	69,216.72	86.53%
11-6500 Institutional Support	1,778,172.00	1,778,172.00	788,125.53	44.32%
11-6510 Compliance	77,960.00	77,960.00	64,012.51	82.11%
11-6600 Computing Department	386,525.00	386,525.00	315,382.68	81.59%
11-8900 Grant Writing	0.00	0.00	0.00	0.00%
Total Institutional Support	3,222,653.00	3,222,653.00	1,959,784.02	60.81%
<b>Scholarships</b>				
11-8100 Scholarships	1,039,941.00	1,039,941.00	977,418.56	93.99%
Total Scholarships	1,039,941.00	1,039,941.00	977,418.56	93.99%
<b>Transfers</b>				
11-9200 Transfers and Carryovers	383,162.00	383,162.00	125,037.50	32.63%
<b>Operations and Maintenance</b>				
11-7100 Repairs & Maintenance	495,090.00	495,090.00	450,597.90	91.01%
11-7200 Transportation	150,100.00	150,100.00	143,555.27	95.64%
11-7300 Grounds-Security	48,500.00	48,500.00	39,182.06	80.79%
11-7500 Campus Improvements	519,669.00	519,669.00	519,408.75	99.95%
Total Operations and Maintenance	1,213,359.00	1,213,359.00	1,152,743.98	95.00%
<b>Transfer PTE Indirect Costs</b>	<b>0.00</b>	<b>0.00</b>	<b>(128,326.69)</b>	<b>0.00%</b>
<b>Total Fund 11 (does not include PTE amount above)</b>	<b>10,698,870.00</b>	<b>10,662,315.00</b>	<b>8,627,914.47</b>	<b>80.92%</b>
<b>Postsecondary Technical Education (12)</b>				
Indirect Costs	0.00	0.00	128,326.69	0.00%
12-1200 General Instruction	13,766.00	13,766.00	0.00	0.00%
12-1220 Vet Tech	232,207.00	232,207.00	156,881.37	67.56%
12-1221 Culinary	35,095.00	35,095.00	325.00	0.93%
12-1222 Automotive Technology	0.00	0.00	0.00	0.00%
12-1268 Engineering	0.00	0.00	0.00	0.00%
12-1272 Administrative Office Management	0.00	0.00	0.00	0.00%
12-1273 Cosmetology	183,788.00	183,788.00	164,456.14	89.48%
12-1274 Early Childhood Development	0.00	0.00	20,921.42	0.00%
12-1276 Mid-Management/Economics	0.00	0.00	0.00	0.00%
12-1277 Micro Computers	195,224.00	195,224.00	201,059.09	102.99%
12-1287 EMT	85,023.00	85,023.00	84,964.57	99.93%
12-1288 Allied Health/Long Term Care	74,293.00	74,293.00	68,421.20	92.10%
<b>Total Fund 12</b>	<b>819,396.00</b>	<b>819,396.00</b>	<b>825,355.48</b>	<b>100.73%</b>
<b>Adult Education</b>				
<b>Fund 13</b>				
13-1301 ABE/GED	50,320.00	50,320.00	52,500.00	104.33%
<b>Total Fund 13</b>	<b>50,320.00</b>	<b>50,320.00</b>	<b>52,500.00</b>	<b>104.33%</b>
<b>Total Funds 11, 12 and 13</b>	<b>11,568,586.00</b>	<b>11,532,031.00</b>	<b>9,505,769.95</b>	<b>82.43%</b>
<b>Auxiliary</b>				
16-9300 Bookstore	786,488.00	786,488.00	307,038.06	39.04%
16-9500 Dorms	652,760.00	652,760.00	548,567.52	84.04%
17-9500 Dorms-Bluffstone	456,865.00	456,865.00	400,254.51	87.61%
16-9600 Meals	788,501.00	788,501.00	685,983.02	87.00%
34-1100 Inge Center	20,000.00	20,000.00	9,104.77	45.52%
34-1200 Inge Festival	255,714.00	255,714.00	172,893.90	67.61%
48-4800 Technology	54,800.00	54,800.00	0.00	0.00%

48-4800 Student Athlete Fee	25,000.00	25,000.00	0.00	0.00%
<b>Total Auxiliary</b>	<b>3,015,128.00</b>	<b>3,015,128.00</b>	<b>2,123,841.78</b>	<b>70.44%</b>
<b>Plant Funds</b>				
61-1271 Capital Outlay, Culinary Program	0.00	0.00	0.00	0.00%
61-9900 Capital Outlay, ICC West payment	0.00	0.00	0.00	0.00%
<b>Total Plant Funds</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00%</b>
<b>Foundation</b>				
36-6120 Foundation Expenses	0.00	0.00	65,404.10	0.00%
36-8100 Foundation Scholarships	0.00	0.00	137,572.00	0.00%
<b>Total Foundation</b>	<b>0.00</b>	<b>0.00</b>	<b>202,976.10</b>	<b>0.00%</b>
<b>Federally Funded Programs</b>				
31-8500 Upward Bound	0.00	0.00	219,107.78	0.00%
32-8300 Student Support Services	0.00	0.00	294,859.11	0.00%
39-1269 Carl Perkins	0.00	0.00	0.00	0.00%
<b>Total Federally Funded Programs</b>	<b>0.00</b>	<b>0.00</b>	<b>513,966.89</b>	<b>0.00%</b>
<b>Total College Operations</b>	<b>14,583,714.00</b>	<b>14,547,159.00</b>	<b>12,346,554.72</b>	<b>84.87%</b>

**Independence Community College Account Summary**  
**For Month End: May 31, 2019**

<u>Account Number</u>	<u>Account Type</u>	<u>Balance</u>	<u>Interest Rate</u>	<u>Monthly Int. Paid</u>	<u>Status</u>
xxx213	Checking	\$ 1,000.00	N/A	N/A	Open
xxx248	Checking	\$ 11,345.14	N/A	N/A	Open
xxx264	Checking	\$ 6,622.52	N/A	N/A	Open
xxx620	Checking	\$ 1,000.00	N/A	N/A	Open
xxx976	Checking	\$ 1.00	N/A	N/A	Open
xxx826	Money Market	\$ 9.25	0.60%	\$ 8.25	Open
xxx396	Money Market	\$ 1,000,688.11	0.60%	\$ 688.11	Open
		<b>\$ 1,020,666.02</b>			

<u>Securities Pledged</u>	<u>Amount</u>	<u>Market Value</u>	<u>Interest Rate</u>	<u>Maturity Date</u>
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<u>Letters of Credit</u>	<u>Expiration Date</u>	<u>Amount</u>
FHLB #54160	8/20/2019	\$ 3,400,000.00
		<b>\$ 3,400,000.00</b>

<b>Total Pledged</b>	<b>\$ 3,400,000.00</b>
<b>FDIC Insurance</b>	<b>\$ 250,000.00</b>
<b>Total Coverage</b>	<b>\$ 3,650,000.00</b>
<b>Overage/Shortage</b>	<b>\$ 2,629,333.98</b>

**ICC**  
**Accounts Payable Ending May 31, 2019**

CheckNumber	VendorName	Description	TRXDATE	Amount	Account
0008238	ICC Student	Student Financial Aid Refund	5/2/2019	\$ 30.00	11-0000-203-000
0008239	Sutton, Kelli	Reimbursement for microfiber towels; pocket mops; floor bonnet	5/2/2019	\$ 318.16	11-7100-708-000
0008240	Smith, Joanne	Marketing Support	5/2/2019	\$ 900.00	11-6110-661-000
0008241	Wichita Heights High School	Football - recruiting night registration fee	5/2/2019	\$ 55.00	11-5510-617-000
0008242	Cable One, Inc.	Student Union Cable TV	5/2/2019	\$ 150.64	11-6500-636-000
0008243	Independence Chamber Of Commerce	Indy Chamber for Coco movie for Inge	5/2/2019	\$ 435.00	34-1200-705-000
0008244	Wm Inge Festival Foundation	Donation online to Inge Foundation, Meyer	5/2/2019	\$ 100.00	34-0902-453-000
0008245	Sound Ideas (Thomas Posch)	MBB- Awards for Basketball Season	5/2/2019	\$ 213.06	11-5520-698-000
0008245	Sound Ideas (Thomas Posch)	WBB- Awards for Basketball Season	5/2/2019	\$ 289.06	11-5540-698-000
0008246	PCMG, INC.	Adobe Software License	5/2/2019	\$ 118.71	11-6600-850-000
0008247	Demco	DVD Supplies- Library	5/2/2019	\$ 207.15	11-4100-701-000
0008247	Demco	Charge Station/Bookcase for Games- Library	5/2/2019	\$ 605.94	71-4100-285-011
0008248	Express Services, Inc.	Payroll Clerk	5/2/2019	\$ 401.73	11-6110-661-000
0008249	Tidy Whities	Ahtletic Dept. - cost usage for	5/2/2019	\$ 795.63	11-5500-646-000
0008250	Atmos Energy	Monthly Gas Service/ICC West	5/2/2019	\$ 223.51	11-6500-633-000
0008251	Unitas Global Kansas City, Inc	Unitas Backups	5/2/2019	\$ 2,306.45	11-6600-646-000
0008252	Brooks, Hannah Kyrie Rose	Hannah Brooks Inge Stage Mgr	5/2/2019	\$ 500.00	34-1200-663-000
0008253	Westar Energy	ICC West Electricity	5/2/2019	\$ 1,830.78	11-6500-635-000
0008253	Westar Energy	ICC West Sign	5/2/2019	\$ 63.61	11-6500-635-000
0008254	Franken, Jessica C.	Jessica Franken Inge ad design	5/2/2019	\$ 50.00	34-1200-663-000
0008255	Near, Aubrey Jean	Inge Guest Travel Stipend	5/2/2019	\$ 100.00	34-1200-601-000
0008255	Near, Aubrey Jean	Inge Guest Stage Manager Fee	5/2/2019	\$ 500.00	34-1200-663-000
0008256	Solis, Octavio	Honorarium Octavio Solis, Inge	5/2/2019	\$ 2,000.00	34-1200-663-000
0008257	Ricks Ribs & BBQ	Ricks Ribs Inge Moonglow catering 5.25.19 seerve 150	5/2/2019	\$ 877.50	34-1200-602-000
0008258	Topaz Productions	Reim Michael Herman 2 flights Inge guest artist	5/2/2019	\$ 1,080.00	34-1200-601-000
0008259	J.M. Bock	Inge Actor Travel Stipend	5/2/2019	\$ 100.00	34-1200-601-000
0008259	J.M. Bock	Inge Play Lab Director	5/2/2019	\$ 450.00	34-1200-663-000
0008260	Newman, Phillip	Inge Actor Travel Stipend	5/2/2019	\$ 100.00	34-1200-601-000
0008260	Newman, Phillip	Inge Actor Fee	5/2/2019	\$ 150.00	34-1200-663-000
0008261	Great Western Dining Service , Inc.	Employee Meals	5/2/2019	\$ 53.90	16-9600-602-000
0008261	Great Western Dining Service , Inc.	Meal Plan	5/2/2019	\$ 15,558.90	16-9600-602-000
0008261	Great Western Dining Service , Inc.	Student Meal Charges	5/2/2019	\$ 35.10	16-9600-602-000
0008262	Martin, Raechal	Athletic Training - coverage for Spring Football game	5/2/2019	\$ 200.00	11-5595-601-000
0008263	Laurel Street Bakery	PO5087/wrong vendor Laurel St.	5/2/2019	\$ 90.00	32-8304-665-000

0008264	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/8/2019	\$	192.00	11-0000-203-000
0008264	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/8/2019	\$	144.00	11-0000-203-000
0008265	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	5/8/2019	\$	5.36	11-0000-203-000
0008265	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	5/8/2019	\$	142.82	11-0000-203-000
0008265	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	5/8/2019	\$	220.00	11-0000-203-000
0008266	City Of Independence	Monthly Water/ Admin Bldg	5/9/2019	\$	383.42	11-6500-632-000
0008266	City Of Independence	Monthly Water/ CIE bldg	5/9/2019	\$	91.53	11-6500-632-000
0008266	City Of Independence	Monthly Water/ ICC West	5/9/2019	\$	151.82	11-6500-632-000
0008266	City Of Independence	Monthly Water/ Main Campus	5/9/2019	\$	1,873.00	11-6500-632-000
0008266	City Of Independence	Monthly Water/ Practice Field	5/9/2019	\$	23.93	11-6500-632-000
0008266	City Of Independence	Monthly Water/ Practice Field	5/9/2019	\$	22.83	11-6500-632-000
0008266	City Of Independence	ICC West/ Trash	5/9/2019	\$	200.00	11-6500-679-000
0008267	Studebaker Refrigeration, Inc	Monthly Ice Machine Rent/ Gym	5/9/2019	\$	150.00	11-6500-646-000
0008267	Studebaker Refrigeration, Inc	Ice Machine Rent/ Kitchen	5/9/2019	\$	150.00	16-9600-643-000
0008268	Independence Rotary Club	Dues Owed	5/9/2019	\$	182.00	11-6100-602-000
0008268	Independence Rotary Club	Dues Owed	5/9/2019	\$	32.00	11-6100-681-000
0008269	Toyota Financial Services	Fleet Vehicle Lease	5/9/2019	\$	363.95	11-7200-645-000
0008269	Toyota Financial Services	Fleet Vehicle Rent	5/9/2019	\$	621.76	11-7200-645-000
0008270	McAnany, Van Cleave & Phillips Law	Legal Services	5/9/2019	\$	134.00	11-6500-530-001
0008270	McAnany, Van Cleave & Phillips Law	Legal Services	5/9/2019	\$	331.50	11-6500-530-001
0008271	Master's Leasing & Rentals	Bus Lease April	5/9/2019	\$	1,794.00	11-7200-645-000
0008272	Indy Print Services	Managed Print Services Monthly	5/9/2019	\$	1,500.00	11-6500-646-000
0008272	Indy Print Services	Staples	5/9/2019	\$	250.00	11-6500-646-000
0008273	Ellucian Company, L.P.	Managed Services for May 2019	5/9/2019	\$	4,058.00	11-6600-646-000
0008274	Security Bank of Kansas City	Annual Trustee Fee COP sr 2015	5/9/2019	\$	1,325.00	11-7500-820-001
0008274	Security Bank of Kansas City	Lease Payment COP Sr 2015	5/9/2019	\$	140,166.18	11-7500-820-001
0008275	Montgomery County Chronicle	Inge Fest ads County Chron three papers 4.25	5/9/2019	\$	315.00	34-1200-615-000
0008276	Four State Maintenance Supply, Inc.	2 cases toilet bowl cleaner;3 cases #4 disinfectant	5/9/2019	\$	398.68	11-7100-708-000
0008277	Collyard, Maxwell Louis	Maxwell Collyard Inge video and prod editor	5/9/2019	\$	750.00	34-1200-663-000
0008278	White, Amanda Deierling	Inge Travel Stipend	5/9/2019	\$	100.00	34-1200-601-000
0008278	White, Amanda Deierling	Inge Play Lab Director	5/9/2019	\$	450.00	34-1200-663-000
0008279	Independence Daily Reporter	Inge Festival Ad	5/9/2019	\$	120.00	34-1200-615-000
0008280	Evans, Chandler Reid	Inge Travel Stipend	5/9/2019	\$	100.00	34-1200-601-000
0008280	Evans, Chandler Reid	Inge Lab Actor	5/9/2019	\$	150.00	34-1200-663-000
0008281	Nelnet	Monthly Hosting and Maintenanc	5/9/2019	\$	777.10	11-6500-695-000
0008282	Fleetpool USA, LLC	Fleet Vehicle Lease-April	5/9/2019	\$	725.00	11-7200-645-000
0008282	Fleetpool USA, LLC	Fleet Vehicle Lease-April	5/9/2019	\$	725.00	11-7200-645-000
0008282	Fleetpool USA, LLC	Fleet Vehicle Lease-April	5/9/2019	\$	725.00	11-7200-645-000

0008282	Fleetpool USA, LLC	Fleet Vehicle Lease-April	5/9/2019	\$	725.00	11-7200-645-000
0008282	Fleetpool USA, LLC	Fleet Vehicle Lease-April	5/9/2019	\$	725.00	11-7200-645-000
0008282	Fleetpool USA, LLC	Fleet Vehicle Lease-April	5/9/2019	\$	725.00	11-7200-645-000
0008283	Republic Services #376	Admin/Fuel fee	5/9/2019	\$	606.56	11-6500-679-000
0008283	Republic Services #376	Sanitation Service/ Maintenanc	5/9/2019	\$	227.12	11-6500-679-000
0008283	Republic Services #376	Sanitation Service/CIE Bldg	5/9/2019	\$	333.15	11-6500-679-000
0008283	Republic Services #376	Sanitation Services/ Fine Arts	5/9/2019	\$	116.03	11-6500-679-000
0008283	Republic Services #376	On Call Sanitat.Service/ Dorms	5/9/2019	\$	28.57	16-9500-679-000
0008283	Republic Services #376	Sanitation Service/ Dorms	5/9/2019	\$	612.85	16-9500-679-000
0008283	Republic Services #376	Sanitaton Service/Dorms	5/9/2019	\$	132.42	16-9500-679-000
0008283	Republic Services #376	Sanitation Services/Kitchen	5/9/2019	\$	444.19	16-9600-679-000
0008284	Eisenhart, Robert A.	Labor to Install Doors to Meet KSFM Requirements (ADA)	5/9/2019	\$	6,200.00	11-7500-820-000
0008285	Pitney Bowes	Printer Lease Agreement	5/9/2019	\$	1,340.10	11-6500-646-000
0008286	Topaz Productions	Michael Herman, muscian, Inge	5/9/2019	\$	500.00	34-1200-663-000
0008287	Baron, Michael	Inge Travel Stipend and Inge Lab Respondent	5/9/2019	\$	600.00	34-1200-663-000
0008288	Ray, Raven	Inge Travel Stipend	5/9/2019	\$	100.00	34-1200-601-000
0008288	Ray, Raven	Inge Play Lab Actor	5/9/2019	\$	150.00	34-1200-663-000
0008289	Hutchings, Mischa	Mischa Hutchings Inge lab actor	5/9/2019	\$	150.00	34-1200-663-000
0008290	Zeller, Caro	Caro Zeller photo use for Inge	5/9/2019	\$	100.00	34-1200-705-000
0008291	Bell, Robert Michael	Michael Bell Inge Lab actor	5/9/2019	\$	150.00	34-1200-663-000
0008292	Miller, William	Chip Miller Inge New Voices Director	5/9/2019	\$	500.00	34-1200-663-000
0008293	Gillett, Khalif	Inge Travel Stipend	5/9/2019	\$	100.00	34-1200-601-000
0008293	Gillett, Khalif	Inge New Voices Actor	5/9/2019	\$	225.00	34-1200-663-000
0008295	Murphy, Mark D.	Mark Murphey photo rights for Inge	5/9/2019	\$	100.00	34-1200-705-000
0008296	Jones, Allison Sydney	Inge Travel Stipend	5/9/2019	\$	100.00	34-1200-601-000
0008296	Jones, Allison Sydney	Inge New Voices Actor	5/9/2019	\$	225.00	34-1200-663-000
0008297	Valdez, Mark	Mark Valdez Inge Festival director	5/9/2019	\$	600.00	34-1200-663-000
0008298	Ai Vy Bui	Inge Travel Stipend	5/9/2019	\$	100.00	34-1200-601-000
0008298	Ai Vy Bui	Inge Actor Fee	5/9/2019	\$	225.00	34-1200-663-000
0008299	Acevedo, Alfredo	Inge Travel Stipend	5/9/2019	\$	100.00	34-1100-601-000
0008299	Acevedo, Alfredo	Inge Actor Fee	5/9/2019	\$	380.00	34-1200-601-000
0008300	Hathaway, Alexander Charles	Alex Hathaway Inge tribute actor	5/9/2019	\$	380.00	34-1200-663-000
0008301	Chen, Vicky	Inge Travel Stipend	5/9/2019	\$	100.00	34-1200-601-000
0008301	Chen, Vicky	Inge New Voices Actor	5/9/2019	\$	150.00	34-1200-663-000
0008302	Lane, David A.	Inge Travel Stipend	5/9/2019	\$	100.00	34-1200-601-000
0008302	Lane, David A.	Inge New Voices Actor	5/9/2019	\$	150.00	34-1200-663-000
0008303	Church, Jeffrey A.	Inge Travel Stipend	5/9/2019	\$	100.00	34-1200-601-000
0008303	Church, Jeffrey A.	Inge Play Lab Respondent	5/9/2019	\$	500.00	34-1200-663-000

0008304	Xerox Corporation	Monthly Copy Machine Rent	5/9/2019	\$	38.96	11-6500-646-000
0008304	Xerox Corporation	Monthly Copy Machine Rent	5/9/2019	\$	188.22	11-6500-646-000
0008304	Xerox Corporation	Monthly Copy Machine Rent	5/9/2019	\$	191.58	11-6500-646-000
0008304	Xerox Corporation	Monthly Copy Machine Rent	5/9/2019	\$	289.50	11-6500-646-000
0008304	Xerox Corporation	Monthly Copy Machine Rent	5/9/2019	\$	206.96	11-6500-646-000
0008304	Xerox Corporation	Monthly Copy Machine Rent	5/9/2019	\$	256.57	11-6500-646-000
0008304	Xerox Corporation	Monthly Copy Machine Rent	5/9/2019	\$	988.01	11-6500-646-000
0008304	Xerox Corporation	Monthly Copy Machine Rent	5/9/2019	\$	243.54	11-6500-646-000
0008305	Great Western Dining Service , Inc.	Employee Meal Charges	5/9/2019	\$	30.80	16-9600-602-000
0008305	Great Western Dining Service , Inc.	Meal Plan	5/9/2019	\$	15,558.90	16-9600-602-000
0008305	Great Western Dining Service , Inc.	Student Meal Charges	5/9/2019	\$	58.50	16-9600-602-000
0008306	ICC Student	Student Financial Aid Refund	5/9/2019	\$	9.42	11-0000-203-000
0008307	ICC Student	Student Financial Aid Refund	5/9/2019	\$	39.45	11-0000-203-000
0008308	ICC Student	Student Financial Aid Refund	5/9/2019	\$	68.00	11-0000-203-000
0008309	ICC Student	Student Financial Aid Refund	5/9/2019	\$	80.94	11-0000-203-000
0008310	ICC Student	Student Financial Aid Refund	5/9/2019	\$	611.00	11-0000-203-000
0008311	ICC Student	Student Financial Aid Refund	5/9/2019	\$	555.14	11-0000-203-000
0008312	ICC Student	Student Financial Aid Refund	5/9/2019	\$	1,774.00	11-0000-203-000
0008313	ICC Student	Student Financial Aid Refund	5/9/2019	\$	67.00	11-0000-203-000
0008314	ICC Student	Student Financial Aid Refund	5/9/2019	\$	30.00	11-0000-203-000
0008315	ICC Student	Student Financial Aid Refund	5/9/2019	\$	611.00	11-0000-203-000
0008316	ICC Student	Student Financial Aid Refund	5/9/2019	\$	180.00	11-0000-203-000
0008317	ICC Student	Student Financial Aid Refund	5/9/2019	\$	1,208.00	11-0000-203-000
0008318	ICC Student	Student Financial Aid Refund	5/9/2019	\$	716.00	11-0000-203-000
0008319	ICC Student	Student Financial Aid Refund	5/9/2019	\$	573.00	11-0000-203-000
0008320	ICC Student	Student Financial Aid Refund	5/9/2019	\$	45.00	11-0000-203-000
0008321	ICC Student	Student Financial Aid Refund	5/9/2019	\$	2.28	11-0000-203-000
0008322	ICC Student	Student Financial Aid Refund	5/9/2019	\$	2,057.77	11-0000-203-000
0008323	ICC Student	Student Financial Aid Refund	5/9/2019	\$	39.03	11-0000-203-000
0008324	ICC Student	Student Financial Aid Refund	5/9/2019	\$	180.00	11-0000-203-000
0008325	ICC Student	Student Financial Aid Refund	5/9/2019	\$	21.91	11-0000-203-000
0008326	ICC Student	Student Financial Aid Refund	5/9/2019	\$	80.94	11-0000-203-000
0008327	ICC Student	Student Financial Aid Refund	5/9/2019	\$	41.17	11-0000-203-000
0008328	ICC Student	Student Financial Aid Refund	5/9/2019	\$	264.57	11-0000-203-000
0008329	ICC Student	Student Financial Aid Refund	5/9/2019	\$	172.00	11-0000-203-000
0008330	ICC Student	Student Financial Aid Refund	5/9/2019	\$	284.00	11-0000-203-000
0008331	ICC Student	Student Financial Aid Refund	5/9/2019	\$	2,342.00	11-0000-203-000
0008332	ICC Student	Student Financial Aid Refund	5/9/2019	\$	464.00	11-0000-203-000



0008333	ICC Student	Student Financial Aid Refund	5/9/2019	\$	716.00	11-0000-203-000
0008334	ICC Student	Student Financial Aid Refund	5/9/2019	\$	1,587.00	11-0000-203-000
0008335	ICC Student	Student Financial Aid Refund	5/9/2019	\$	240.82	11-0000-203-000
0008336	ICC Student	Student Financial Aid Refund	5/9/2019	\$	306.14	11-0000-203-000
0008337	ICC Student	Student Financial Aid Refund	5/9/2019	\$	2,490.00	11-0000-203-000
0008338	ICC Student	Student Financial Aid Refund	5/9/2019	\$	42.26	11-0000-203-000
0008339	ICC Student	Student Financial Aid Refund	5/9/2019	\$	212.00	11-0000-203-000
0008340	ICC Student	Student Financial Aid Refund	5/9/2019	\$	186.00	11-0000-203-000
0008341	ICC Student	Student Financial Aid Refund	5/9/2019	\$	457.00	11-0000-203-000
0008342	ICC Student	Student Financial Aid Refund	5/9/2019	\$	1,930.00	11-0000-203-000
0008343	ICC Student	Student Financial Aid Refund	5/9/2019	\$	230.31	11-0000-203-000
0008344	ICC Student	Student Financial Aid Refund	5/9/2019	\$	223.00	11-0000-203-000
0008345	ICC Student	Student Financial Aid Refund	5/9/2019	\$	1,654.00	11-0000-203-000
0008346	ICC Student	Student Financial Aid Refund	5/9/2019	\$	1,380.00	11-0000-203-000
0008347	ICC Student	Student Financial Aid Refund	5/9/2019	\$	321.14	11-0000-203-000
0008348	ICC Student	Student Financial Aid Refund	5/9/2019	\$	730.00	11-0000-203-000
0008349	ICC Student	Student Financial Aid Refund	5/9/2019	\$	1,409.14	11-0000-203-000
0008350	ICC Student	Student Financial Aid Refund	5/9/2019	\$	426.00	11-0000-203-000
0008351	ICC Student	Student Financial Aid Refund	5/9/2019	\$	226.00	11-0000-203-000
0008352	ICC Student	Student Financial Aid Refund	5/9/2019	\$	240.00	11-0000-203-000
0008353	ICC Student	Student Financial Aid Refund	5/9/2019	\$	276.00	11-0000-203-000
0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	495.00	11-0000-203-000
0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	14.00	11-0000-203-000
0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	1,475.00	11-0000-203-000
0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	1,101.14	11-0000-203-000
0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	227.00	11-0000-203-000
0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	50.00	11-0000-203-000
0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	274.00	11-0000-203-000
0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	1,000.86	11-0000-203-000
0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	640.00	11-0000-203-000
0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	690.00	11-0000-203-000
0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	1,475.00	11-0000-203-000
0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	690.00	11-0000-203-000
0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	490.00	11-0000-203-000
0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	1,700.00	11-0000-203-000
0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	980.14	11-0000-203-000
0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	326.86	11-0000-203-000
0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	1,475.00	11-0000-203-000

0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	298.00	11-0000-203-000
0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	490.00	11-0000-203-000
0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	1,693.00	11-0000-203-000
0008354	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/9/2019	\$	220.86	11-0000-203-000
0008356	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	5/9/2019	\$	1,725.00	11-0000-203-000
0008356	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	5/9/2019	\$	470.72	11-0000-203-000
0008356	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	5/9/2019	\$	2,087.14	11-0000-203-000
0008356	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	5/9/2019	\$	201.83	11-0000-203-000
0008356	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	5/9/2019	\$	128.09	11-0000-203-000
0008356	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	5/9/2019	\$	2,381.14	11-0000-203-000
0008356	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	5/9/2019	\$	976.50	11-0000-203-000
0008356	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	5/9/2019	\$	225.00	11-0000-203-000
0008357	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	5/9/2019	\$	641.00	11-0000-203-000
0008358	ICC Student	Student Financial Aid Refund	5/9/2019	\$	399.00	11-0000-203-000
0008359	Sommer, Kyle	Football - officials for spring game	5/9/2019	\$	350.00	11-5500-646-000
0008360	University Resident Theatre Assocation	URTA pay seervice Inge union actors: bock, coppage, yumarie,	5/14/2019	\$	3,680.98	34-1200-663-000
0008361	ICC Student	Student Financial Aid Refund	5/14/2019	\$	252.00	11-0000-203-000
0008362	Smith, Joanne	Marketing Support	5/16/2019	\$	1,150.00	11-6300-661-000
0008363	Chicken Annies Original	Chicken Annies Inge picnic May 25	5/16/2019	\$	730.00	34-1200-602-000
0008364	Yerkes & Michels, CPA	Consultation regarding payroll	5/16/2019	\$	185.00	11-6200-663-000
0008365	Cable One, Inc.	ICC West Cable TV	5/16/2019	\$	221.06	11-6500-636-000
0008366	TouchTone Communications	Long Distance Phone Service	5/16/2019	\$	86.09	11-6500-631-000
0008367	Advantage Carpet Cleaning	clean carpets Inge	5/16/2019	\$	795.00	11-7100-661-000
0008368	Trane U.S., Inc.	Repalce Variable Frequency Drive for AC RTU 4 (hot deck)	5/16/2019	\$	4,538.00	11-7100-824-000
0008369	Kendall Hunt Publishing Company	Textbooks for Loaner	5/16/2019	\$	584.35	16-9300-743-000
0008370	Inceptia	Verification for April	5/16/2019	\$	440.00	11-5200-646-000
0008371	Westar Energy	Electricity Main Campus	5/16/2019	\$	11,397.66	11-6500-635-000
0008371	Westar Energy	Electricity 4000rd/pond/fountrn	5/16/2019	\$	22.73	11-6500-635-000
0008371	Westar Energy	Electricity CIE Bldg	5/16/2019	\$	932.41	11-6500-635-000
0008371	Westar Energy	Electricity Brick A	5/16/2019	\$	184.87	16-9500-635-000
0008371	Westar Energy	Electricity brick B	5/16/2019	\$	239.01	16-9500-635-000
0008371	Westar Energy	Electricity Brick C	5/16/2019	\$	155.55	16-9500-635-000
0008371	Westar Energy	Electricity Brick D	5/16/2019	\$	138.68	16-9500-635-000
0008371	Westar Energy	Electricity Captains Quarters	5/16/2019	\$	3,674.48	16-9500-635-000
0008372	Ane Maes Coffee And Sandwich Shop	Food for hospitality room for sponsors/drivers	5/16/2019	\$	99.80	11-4220-717-000
0008372	Ane Maes Coffee And Sandwich Shop	Higher Learning Commission-Board of Trustees Luncheon	5/16/2019	\$	99.60	11-6100-693-000
0008372	Ane Maes Coffee And Sandwich Shop	Higher Learning Commission-Student Government Association	5/16/2019	\$	148.85	11-6100-693-000
0008373	ConvergeOne, Inc.	VMWare Maintenance Agreement	5/16/2019	\$	6,332.60	11-6600-850-000

0008374	Ricks Ribs & BBQ	Athletic Dept. - Post game meal for spring game	5/16/2019	\$	714.50	11-5500-723-000
0008375	Bell, Robert Michael	Michael Bell Inge Lab actor transportation stipend	5/16/2019	\$	75.00	34-1200-601-000
0008376	Levin, Cynthia	Inge Travel Stipend	5/16/2019	\$	100.00	34-1200-601-000
0008376	Levin, Cynthia	Inge Play Lab Respondent	5/16/2019	\$	500.00	34-1200-663-000
0008377	Hayman, Cedric L.	Photo rights Inge Credric Lamar	5/16/2019	\$	200.00	34-1200-705-000
0008378	Ebrahim, Moemin Amer	Inge Travel Stipend	5/16/2019	\$	100.00	34-1200-601-000
0008378	Ebrahim, Moemin Amer	Inge Play Lab Actor	5/16/2019	\$	150.00	34-1200-663-000
0008379	Castro, Cristina Florencia	Cristina Castro Inge Tribute actor	5/16/2019	\$	380.00	34-1200-663-000
0008380	Sundowner Trophies	Sundowner Trophies, Inge award	5/16/2019	\$	96.25	34-1200-705-000
0008381	Xerox Corporation	Monthly Copy Machine Rent	5/16/2019	\$	178.55	11-6500-646-000
0008382	Great Western Dining Service , Inc.	Employee Meal Charges	5/16/2019	\$	92.40	16-9600-602-000
0008382	Great Western Dining Service , Inc.	Employee meal Charges	5/16/2019	\$	53.90	16-9600-602-000
0008382	Great Western Dining Service , Inc.	Meal Plan	5/16/2019	\$	15,558.90	16-9600-602-000
0008382	Great Western Dining Service , Inc.	Meal Plan	5/16/2019	\$	14,992.28	16-9600-602-000
0008382	Great Western Dining Service , Inc.	Student Meal Charges	5/16/2019	\$	11.70	16-9600-602-000
0008382	Great Western Dining Service , Inc.	Student Meal Charges	5/16/2019	\$	23.40	16-9600-602-000
0008383	Hucke, Andrea	Reimbursement for parking fee during international student end-of-year trip.	5/16/2019	\$	40.00	11-6310-601-000
0008384	Kleiber, Michelle	donuts for interview- Daylight Donuts Shop	5/16/2019	\$	22.01	11-6110-693-000
0008385	Wheeler, Kara	HLC--Travel	5/16/2019	\$	194.40	11-4200-601-000
0008386	Mont Co Treasurer	tag and registration for 2017 Camry-fleet car #2	5/16/2019	\$	28.75	11-7200-719-000
0008387	Butler & Associates, PA	Fees for Direct Payment	5/16/2019	\$	62.50	11-6200-646-000
0008388	Barrett, Billy R.	Safe combination change	5/16/2019	\$	98.85	11-6200-701-000
0008389	Gutschenritter, Andrew	Insurance premium reimbursement overpayment for AG	5/16/2019	\$	168.78	11-6200-594-000
0008390	Crane, Leslie	`WBB - tourney booklets/entry fee/eals @ tourney sites/toll charges/lodging fee	5/16/2019	\$	200.00	11-5540-617-000
0008391	Joyce-Hoven, Hannah	Inge Producing Director May	5/22/2019	\$	2,500.00	11-6300-661-000
0008391	Joyce-Hoven, Hannah	Inge Producing Director April	5/22/2019	\$	2,500.00	11-6300-661-000
0008392	Cable One, Inc.	ICC West/ Internet	5/22/2019	\$	900.00	11-6500-636-000
0008392	Cable One, Inc.	Internet/ Main Campus	5/22/2019	\$	2,250.00	11-6500-636-000
0008393	AT&T	Phone/ Fax Main Campus	5/22/2019	\$	1,710.83	11-6500-631-000
0008394	Toyota Financial Services	Fleet Vehicle Rent	5/22/2019	\$	543.00	11-7200-645-000
0008394	Toyota Financial Services	Fleet Vehicle Rent	5/22/2019	\$	543.00	11-7200-645-000
0008394	Toyota Financial Services	Fleet Vehicle Rent	5/22/2019	\$	375.89	11-7200-645-000
0008395	George Lay Signs, Inc.	Advertising Sign	5/22/2019	\$	134.50	11-6300-615-000
0008396	Morosco, William	MBB- Reimbursement for Recruiting efforts before purchase card given	5/22/2019	\$	1,112.32	11-5520-617-000
0008397	Kopco, Inc.	ICC Brochure	5/22/2019	\$	232.00	11-6300-615-000
0008398	Atmos Energy	Gas Service	5/22/2019	\$	49.75	11-6500-633-000
0008398	Atmos Energy	Gas Service/ Academic Bldg	5/22/2019	\$	768.29	11-6500-633-000
0008398	Atmos Energy	Gas Service/ Admissions Bldg	5/22/2019	\$	100.48	11-6500-633-000

0008398	Atmos Energy	Gas Service/ CIE Bldg	5/22/2019	\$	80.69	11-6500-633-000
0008398	Atmos Energy	Gas Service/ Field House Bldg	5/22/2019	\$	220.82	11-6500-633-000
0008398	Atmos Energy	Gas Service/ Fine Arts Bldg	5/22/2019	\$	475.01	11-6500-633-000
0008398	Atmos Energy	Gas Service/ Maintenance Bldg	5/22/2019	\$	48.54	11-6500-633-000
0008398	Atmos Energy	Gas Service/ Student Union	5/22/2019	\$	882.97	11-6500-633-000
0008399	Emert Chub Reynolds, LLC	Legal Services	5/22/2019	\$	430.00	11-6000-662-000
0008400	Fedex	Shipping Charges	5/22/2019	\$	72.09	11-6500-611-000
0008401	Montgomery County Action Council	MCAC Sponsorship	5/22/2019	\$	325.00	11-6300-615-000
0008402	Agosto, Carrie	VIL contract/May 2019/Agosto	5/22/2019	\$	120.00	37-1223-661-002
0008403	Charter, Shelly L.	reimburse/VIL supplies/Charter	5/22/2019	\$	60.00	37-1223-661-002
0008403	Charter, Shelly L.	reimburse/VIL supplies/Charter	5/22/2019	\$	15.06	37-1223-700-002
0008404	Kelley, William	VIL Contract May 2019/Kelley	5/22/2019	\$	80.00	37-1223-661-002
0008405	Jocks Nitch	Football - emb. for spring gear	5/22/2019	\$	264.00	11-5510-698-000
0008406	Miller, Catherine	Inge Travel Stipend	5/22/2019	\$	100.00	34-1200-601-000
0008406	Miller, Catherine	Lab Respondent	5/22/2019	\$	500.00	34-1200-663-000
0008407	Sonneborn, Nora	Inge Travel Advance	5/22/2019	\$	100.00	34-1200-601-000
0008407	Sonneborn, Nora	Inge Lab Actor	5/22/2019	\$	150.00	34-1200-663-000
0008408	Mays, Jennifer	Inge Travel Stipend	5/22/2019	\$	100.00	34-1200-601-000
0008408	Mays, Jennifer	Inge Lab Actor	5/22/2019	\$	150.00	34-1200-663-000
0008409	Byrd, Annette Marie	Inge Travel Stipend/Lab Actor Fee	5/22/2019	\$	250.00	34-1200-601-000
0008410	Faus, Joseph	Inge Travel Stipend	5/22/2019	\$	100.00	34-1200-601-000
0008410	Faus, Joseph	Inge Lab Actor	5/22/2019	\$	380.00	34-1200-663-000
0008411	Hand, Brenda Michelle	Inge Travel Stipend	5/22/2019	\$	100.00	34-1200-601-000
0008411	Hand, Brenda Michelle	Inge Lab Actor	5/22/2019	\$	150.00	34-1200-663-000
0008412	Morales, Yumarie	Yu Marie Morales Inge Tribute actor	5/22/2019	\$	380.00	34-1200-663-000
0008413	Isaac, Ethan	Inge Travel Stipend	5/22/2019	\$	100.00	34-1200-601-000
0008413	Isaac, Ethan	Inge Lab Actor	5/22/2019	\$	150.00	34-1200-663-000
0008414	Brand, Robert G.	Robert Gibby Brand Inge travel stipend	5/22/2019	\$	250.00	34-1200-601-000
0008415	Fossey, Claire	Claire Fossey Inge lab actor	5/22/2019	\$	150.00	34-1200-663-000
0008416	J.M. Bock	JM Bock travel stipend Inge	5/23/2019	\$	200.00	34-1200-601-000
0008418	Byrd, Sean	Inge Travel Stipend	5/23/2019	\$	100.00	34-1200-601-000
0008418	Byrd, Sean	Inge Lab Actor	5/23/2019	\$	150.00	34-1200-663-000
0008419	Walk, Leah Ashley	Inge Travel Stipend	5/23/2019	\$	100.00	34-1200-601-000
0008419	Walk, Leah Ashley	Inge Lab Actor	5/23/2019	\$	150.00	34-1200-663-000
0008420	Palmer, Linden	Inge Travel Stipend	5/28/2019	\$	100.00	34-1200-601-000
0008420	Palmer, Linden	Inge Lab Actor	5/28/2019	\$	150.00	34-1200-663-000
0008421	Gilchrist, Katherine E.	Inge Travel Stipend	5/28/2019	\$	100.00	34-1200-601-000
0008421	Gilchrist, Katherine E.	Inge Tribute Actor	5/28/2019	\$	380.00	34-1200-663-000

0008422	Liles, Hali	Inge Travel Stipend	5/28/2019	\$	100.00	34-1200-601-000
0008422	Liles, Hali	Inge Lab Actor	5/28/2019	\$	150.00	34-1200-663-000
0008423	Cordes, Scott	Inge Travel Stipend	5/28/2019	\$	100.00	34-1200-601-000
0008423	Cordes, Scott	Inge Lab Actor	5/28/2019	\$	150.00	34-1200-663-000
0008424	Sahir, Laila	Inge Travel Stipend	5/28/2019	\$	100.00	34-1200-601-000
0008424	Sahir, Laila	Inge Lab Actor	5/28/2019	\$	150.00	34-1200-663-000
0008425	Dagoberg, Erik	Inge Travel Stipend	5/28/2019	\$	100.00	34-1200-601-000
0008425	Dagoberg, Erik	Inge Lab Actor	5/28/2019	\$	150.00	34-1200-663-000
0008426	ICC Student	Student Financial Aid Refund	5/30/2019	\$	42.00	11-0000-203-000
0008427	ICC Student	Student Financial Aid Refund	5/30/2019	\$	80.94	11-0000-203-000
0008428	ICC Student	Student Financial Aid Refund	5/30/2019	\$	405.94	11-0000-203-000
0008429	ICC Student	Student Financial Aid Refund	5/30/2019	\$	75.60	11-0000-203-000
0008430	ICC Student	Student Financial Aid Refund	5/30/2019	\$	71.98	11-0000-203-000
0008431	ICC Student	Student Financial Aid Refund	5/30/2019	\$	127.00	11-0000-203-000
0008432	ICC Student	Student Financial Aid Refund	5/30/2019	\$	50.00	11-0000-203-000
0008433	ICC Student	Student Financial Aid Refund	5/30/2019	\$	147.00	11-0000-203-000
0008434	ICC Student	Student Financial Aid Refund	5/30/2019	\$	1,662.86	11-0000-203-000
0008435	ICC Student	Student Financial Aid Refund	5/30/2019	\$	1,368.98	11-0000-203-000
0008436	ICC Student	Student Financial Aid Refund	5/30/2019	\$	176.00	11-0000-203-000
0008437	ICC Student	Student Financial Aid Refund	5/30/2019	\$	7.46	11-0000-203-000
0008438	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	5/30/2019	\$	990.00	11-0000-203-000
0008439	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/30/2019	\$	270.00	11-0000-203-000
0008439	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/30/2019	\$	1,524.14	11-0000-203-000
0008439	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/30/2019	\$	843.00	11-0000-203-000
0008439	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/30/2019	\$	740.00	11-0000-203-000
0008440	Mann, Justin	MBB Recruiting Reimbursement	5/30/2019	\$	205.12	11-5520-617-000
0008441	Smith, Joanne	Marketing Support	5/30/2019	\$	700.00	11-6300-661-000
0008442	Cable One, Inc.	Student Union Cable TV	5/30/2019	\$	177.00	11-6500-636-000
0008443	Sandbagger Golf Cars	mower blades for 2-hustler mowers	5/30/2019	\$	165.45	11-7300-649-000
0008444	Commerce Trust Company	Fees for Series 2009 COP	5/30/2019	\$	1,250.00	16-9500-761-000
0008445	AT&T	Phone/Faxx Maintenance, dorms	5/30/2019	\$	1,670.00	11-6500-631-000
0008446	Fastenal	grinding blade	5/30/2019	\$	4.56	11-7100-708-000
0008446	Fastenal	grinding blade	5/30/2019	\$	9.18	11-7300-719-000
0008446	Fastenal	grinding blade	5/30/2019	\$	27.70	11-7500-820-000
0008447	Kryterion, Inc.	April State C.N.A. Testing	5/30/2019	\$	108.00	71-1288-285-001
0008447	Kryterion, Inc.	Testing for April - Invoice 013235	5/30/2019	\$	54.00	71-1288-285-001
0008448	Indy Print Services	Black and Color Clicks	5/30/2019	\$	2,707.15	11-6500-646-000
0008449	O'Reilly Auto Parts	scratch fix for fleet car #2	5/30/2019	\$	14.99	11-7200-649-000

0008449	O'Reilly Auto Parts	scratch fix for fleet car #2	5/30/2019	\$	23.95	11-7300-649-000
0008450	Ellucian Company, L.P.	Manages Services June	5/30/2019	\$	4,058.00	11-6600-646-000
0008451	Atmos Energy	Gas Service/ICC West	5/30/2019	\$	104.21	11-6500-633-000
0008452	Montgomery County Action Council	Gillum Meeting Fee	5/30/2019	\$	25.00	11-4220-626-000
0008452	Montgomery County Action Council	Thornton Meeting Fee	5/30/2019	\$	25.00	11-5300-717-000
0008453	Four State Maintenance Supply, Inc.	3-genesan;3 cases TP; 3 cases PT; soap refill	5/30/2019	\$	391.53	11-7100-708-000
0008454	Locke Supply Co.	convert restroom to ADA in student union	5/30/2019	\$	83.92	11-7100-824-000
0008454	Locke Supply Co.	convert restroom to ADA in student union	5/30/2019	\$	182.51	11-7500-820-000
0008455	Fleetpool USA, LLC	Fleet Vehicle Lease-May	5/30/2019	\$	725.00	11-7200-645-000
0008455	Fleetpool USA, LLC	Fleet Vehicle Lease-May	5/30/2019	\$	725.00	11-7200-645-000
0008455	Fleetpool USA, LLC	Fleet Vehicle Lease-May	5/30/2019	\$	725.00	11-7200-645-000
0008455	Fleetpool USA, LLC	Fleet Vehicle Lease-May	5/30/2019	\$	725.00	11-7200-645-000
0008455	Fleetpool USA, LLC	Fleet Vehicle Lease-May	5/30/2019	\$	725.00	11-7200-645-000
0008455	Fleetpool USA, LLC	Fleet Vehicle Lease-May	5/30/2019	\$	725.00	11-7200-645-000
0008455	Fleetpool USA, LLC	Fleet Vehicle Lease-May	5/30/2019	\$	725.00	11-7200-645-000
0008456	Shanks Oil Company LLC	715.9 gallons unleaded fuel at \$2.519/gallon	5/30/2019	\$	1,803.35	11-7200-721-000
0008457	Woods Lumber of Independence, Ks. INC	plug for restroom stool	5/30/2019	\$	26.33	11-7100-649-000
0008457	Woods Lumber of Independence, Ks. INC	plug for restroom stool	5/30/2019	\$	49.00	11-7100-649-000
0008457	Woods Lumber of Independence, Ks. INC	plug for restroom stool	5/30/2019	\$	2.98	11-7500-820-000
0008457	Woods Lumber of Independence, Ks. INC	plug for restroom stool	5/30/2019	\$	18.39	11-7500-820-000
0008458	Kansas Board Of Regents	Conference Fee Gillum/Thornton/Chappuie	5/30/2019	\$	50.00	11-4220-626-000
0008458	Kansas Board Of Regents	Conference Fee Gillum/Thornton/Chappuie	5/30/2019	\$	50.00	11-5300-717-000
0008458	Kansas Board Of Regents	Conference Fee Gillum/Thornton/Chappuie	5/30/2019	\$	50.00	11-6420-717-000
0008459	ICC Student	Student Financial Aid Refund	5/30/2019	\$	2,973.00	11-0000-203-000
0008460	Laurel Street Bakery	Employee Retirement Cake	5/30/2019	\$	94.00	11-6110-693-000
0008461	Coy, JoRetta Lee	Funds for reimbursement for education	5/30/2019	\$	1,000.00	11-4200-717-001
EFT000000001506	ICC Student	Student Financial Aid Refund	5/9/2019	\$	544.00	11-0000-203-000
EFT000000001507	ICC Student	Student Financial Aid Refund	5/9/2019	\$	23.00	11-0000-203-000
EFT000000001508	ICC Student	Student Financial Aid Refund	5/9/2019	\$	716.00	11-0000-203-000
EFT000000001509	ICC Student	Student Financial Aid Refund	5/9/2019	\$	596.00	11-0000-203-000
EFT000000001510	ICC Student	Student Financial Aid Refund	5/9/2019	\$	313.00	11-0000-203-000
EFT000000001511	ICC Student	Student Financial Aid Refund	5/9/2019	\$	377.00	11-0000-203-000
EFT000000001512	ICC Student	Student Financial Aid Refund	5/9/2019	\$	731.00	11-0000-203-000
EFT000000001513	Kansas Department of Revenue-Sales Tax	April Sales Tax	5/15/2019	\$	248.27	11-0100-216-000
EFT000000001514	United Parcel Service	UPS Cost for May	5/28/2019	\$	53.80	11-6500-611-000
EFT000000001515	ICC Student	Student Financial Aid Refund	5/28/2019	\$	500.00	11-0000-203-000
EFT000000001516	ICC Student	Student Financial Aid Refund	5/28/2019	\$	1,018.00	11-0000-203-000
EFT000000001517	ICC Student	Student Financial Aid Refund	5/28/2019	\$	1,814.00	11-0000-203-000
EFT000000001518	Academic Office Credit Card	Graduation Cords, Medallions, Printer Ink	5/1/2019	\$	51.84	11-4200-701-000

EFT000000001518	Academic Office Credit Card	Notary Public Certification and Bond for Registrar	5/1/2019	\$	182.00	11-4200-701-000
EFT000000001518	Academic Office Credit Card	Graduation Cords, Medallions, Printer Ink	5/1/2019	\$	121.84	11-5400-708-000
EFT000000001518	Academic Office Credit Card	Annual renewal of surveymonkey	5/1/2019	\$	360.00	11-6420-707-000
EFT000000001519	McCormick, Amanda Purchase Card	DISPUTED CHARGE/WATER BOTTLE USE IN ROOM (they are crediting it back)	5/1/2019	\$	2.00	11-6500-695-001
EFT000000001519	McCormick, Amanda Purchase Card	Fuel to make it home from conference	5/1/2019	\$	20.00	12-1220-601-000
EFT000000001519	McCormick, Amanda Purchase Card	Walmart- Supplies for Vet Tech	5/1/2019	\$	41.69	12-1220-619-000
EFT000000001519	McCormick, Amanda Purchase Card	IdexxCare Plus Catalyst Quarterly Maint.	5/1/2019	\$	293.92	12-1220-646-000
EFT000000001519	McCormick, Amanda Purchase Card	Radiation Badges for Student Internships and Clinic Use	5/1/2019	\$	101.50	12-1220-700-000
EFT000000001519	McCormick, Amanda Purchase Card	Walmart- Supplies for Vet Tech	5/1/2019	\$	22.70	12-1220-700-000
EFT000000001519	McCormick, Amanda Purchase Card	Duramune Max 5 Vaccine 25 dose tray	5/1/2019	\$	148.95	12-1220-700-000
EFT000000001519	McCormick, Amanda Purchase Card	Walmart- Supplies for Vet Tech	5/1/2019	\$	22.70	12-1220-701-000
EFT000000001519	McCormick, Amanda Purchase Card	Two Rooms- KVMA Conference	5/1/2019	\$	423.72	71-1220-285-001
EFT000000001520	Hucke, Andrea Purchase Card	Lodging for NACADA Conference	5/1/2019	\$	931.80	11-5300-601-000
EFT000000001520	Hucke, Andrea Purchase Card	Meal - Dillion, Kameron, Andrea - NACADA	5/1/2019	\$	66.89	11-5300-602-000
EFT000000001520	Hucke, Andrea Purchase Card	Meal Dillion Kameron, & Andrea - NACADA	5/1/2019	\$	74.10	11-5300-602-000
EFT000000001520	Hucke, Andrea Purchase Card	Admissions Office Supplies	5/1/2019	\$	62.46	11-5300-701-000
EFT000000001520	Hucke, Andrea Purchase Card	Navigator Office Snacks	5/1/2019	\$	111.00	11-5300-701-000
EFT000000001520	Hucke, Andrea Purchase Card	International Student Lunch	5/1/2019	\$	44.61	11-6310-602-000
EFT000000001520	Hucke, Andrea Purchase Card	Admissions Office Supplies	5/1/2019	\$	129.32	71-5300-285-002
EFT000000001520	Hucke, Andrea Purchase Card	Supplies for Pirate Pantry	5/1/2019	\$	76.65	71-5300-285-002
EFT000000001521	Gutschenritter, Andrew Purchase Card	New employee MVR	5/1/2019	\$	13.70	11-7200-681-000
EFT000000001521	Gutschenritter, Andrew Purchase Card	New employee MVR	5/1/2019	\$	13.70	11-7200-681-000
EFT000000001522	Houston, Angela Credit Card	2-Senior ICC Tshirts for April Banquet	5/1/2019	\$	28.64	31-8502-719-000
EFT000000001522	Houston, Angela Credit Card	2-Senior WSU Tshirts for April Banquet	5/1/2019	\$	44.87	31-8502-719-000
EFT000000001522	Houston, Angela Credit Card	5 T shirts for Seniors	5/1/2019	\$	96.42	31-8502-719-000
EFT000000001522	Houston, Angela Credit Card	Senior T-shirt	5/1/2019	\$	31.10	31-8502-719-000
EFT000000001522	Houston, Angela Credit Card	Senior Tshirts for April Banquet	5/1/2019	\$	45.96	31-8502-719-000
EFT000000001523	Dutton, Ann Credit Card	contract renewal	5/1/2019	\$	499.00	12-1220-681-000
EFT000000001524	Campus, Breta Credit Card	Lunch for staff upon return from conference	5/1/2019	\$	18.86	32-8304-601-000
EFT000000001524	Campus, Breta Credit Card	MoKanNe Conference hotel for SSS Staff	5/1/2019	\$	1,276.53	32-8304-601-000
EFT000000001524	Campus, Breta Credit Card	Certificate Holders for Spring Banquet	5/1/2019	\$	62.97	32-8304-665-000
EFT000000001525	Thorton, Brittany Credit Card	NCAA Conference	5/1/2019	\$	250.00	11-5300-717-000
EFT000000001525	Thorton, Brittany Credit Card	NCAA Conference Flight	5/1/2019	\$	287.97	11-5300-717-000
EFT000000001525	Thorton, Brittany Credit Card	Pirate Pantry Supplies	5/1/2019	\$	183.78	71-5300-285-002
EFT000000001526	Peterson, Bruce Purchase Card	Inge google storage fee	5/1/2019	\$	2.99	34-1100-705-000
EFT000000001526	Peterson, Bruce Purchase Card	Inge Squarespace website fee	5/1/2019	\$	20.00	34-1100-705-000
EFT000000001527	Taylor, Christopher Purchase Card	Volleyball - entry fee to tourney	5/1/2019	\$	8.00	11-5530-617-000
EFT000000001527	Taylor, Christopher Purchase Card	Volleyball - fuel for recruiting	5/1/2019	\$	19.96	11-5530-617-000

EFT000000001527	Taylor, Christopher Purchase Card	Volleyball - fuel for recruiting	5/1/2019	\$	27.92	11-5530-617-000
EFT000000001527	Taylor, Christopher Purchase Card	Volleyball - lodging for recruiting	5/1/2019	\$	182.65	11-5530-617-000
EFT000000001527	Taylor, Christopher Purchase Card	Volleyball - meal for recruiting	5/1/2019	\$	13.54	11-5530-617-000
EFT000000001527	Taylor, Christopher Purchase Card	Volleyball - meal for recruiting	5/1/2019	\$	7.95	11-5530-617-000
EFT000000001527	Taylor, Christopher Purchase Card	Volleyball - meal for recruiting	5/1/2019	\$	13.72	11-5530-617-000
EFT000000001527	Taylor, Christopher Purchase Card	Volleyball - meal for recruiting	5/1/2019	\$	19.99	11-5530-617-000
EFT000000001527	Taylor, Christopher Purchase Card	Volleyball - meal for recruiting	5/1/2019	\$	8.10	11-5530-617-000
EFT000000001527	Taylor, Christopher Purchase Card	Volleyball - equipment	5/1/2019	\$	113.97	11-5530-698-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - fuel for team event	5/1/2019	\$	25.00	11-5590-606-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - fuel for team event	5/1/2019	\$	24.01	11-5590-606-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - gas for team event	5/1/2019	\$	23.71	11-5590-606-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - lodging for recruiting	5/1/2019	\$	102.46	11-5590-606-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - lodging for team event	5/1/2019	\$	1,190.61	11-5590-606-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - team meal	5/1/2019	\$	198.13	11-5590-606-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - team meal for event	5/1/2019	\$	323.10	11-5590-606-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - team meal for event	5/1/2019	\$	159.18	11-5590-606-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - team meal for event	5/1/2019	\$	102.58	11-5590-606-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - fuel for recruiting	5/1/2019	\$	42.95	11-5590-617-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - fuel for recruiting	5/1/2019	\$	36.24	11-5590-617-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - fuel for recruiting	5/1/2019	\$	23.01	11-5590-617-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - lodging for recruiting	5/1/2019	\$	112.98	11-5590-617-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - lodging for recruiting	5/1/2019	\$	86.63	11-5590-617-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - meal for recruiting	5/1/2019	\$	5.12	11-5590-617-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - meal for recruiting	5/1/2019	\$	15.75	11-5590-617-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - meal for recruiting	5/1/2019	\$	7.13	11-5590-617-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - meal for recruiting	5/1/2019	\$	8.31	11-5590-617-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - meal for recruiting	5/1/2019	\$	3.24	11-5590-617-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - meal for recruiting	5/1/2019	\$	15.26	11-5590-617-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt- meal for recruiting	5/1/2019	\$	7.64	11-5590-617-000
EFT000000001528	Westerhold, Cody Credit Card	Student Life - student event supplies	5/1/2019	\$	221.52	11-5700-693-000
EFT000000001528	Westerhold, Cody Credit Card	Student Life - student event supplies	5/1/2019	\$	383.83	11-5700-693-000
EFT000000001528	Westerhold, Cody Credit Card	Student Life - student union supplies	5/1/2019	\$	352.29	11-5700-693-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - community service supplies	5/1/2019	\$	52.49	11-5700-693-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - end of year awards	5/1/2019	\$	151.85	11-5700-693-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - student events	5/1/2019	\$	374.23	11-5700-693-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - student supplies	5/1/2019	\$	56.76	11-5700-693-000
EFT000000001528	Westerhold, Cody Credit Card	Stunt - supplies	5/1/2019	\$	29.09	11-5700-693-000
EFT000000001529	Barwick, Dan Credit Card	Parking fee/Barwick Speech	5/1/2019	\$	10.50	11-6100-601-000



EFT000000001529	Barwick, Dan Credit Card	Faculty Gathering-Barwick Home	5/1/2019	\$	174.30	11-6100-602-000
EFT000000001529	Barwick, Dan Credit Card	Advertising	5/1/2019	\$	20.00	11-6100-693-000
EFT000000001529	Barwick, Dan Credit Card	Advertising	5/1/2019	\$	54.76	11-6100-693-000
EFT000000001529	Barwick, Dan Credit Card	Advertising	5/1/2019	\$	20.35	11-6100-693-000
EFT000000001529	Barwick, Dan Credit Card	Monthly Fee	5/1/2019	\$	49.00	11-6100-693-000
EFT000000001529	Barwick, Dan Credit Card	Monthly Subscription	5/1/2019	\$	20.00	11-6100-693-000
EFT000000001529	Barwick, Dan Credit Card	Spotlight Presentation Remote	5/1/2019	\$	96.77	11-6100-701-000
EFT000000001529	Barwick, Dan Credit Card	Spotlight Presentation Remote	5/1/2019	\$	66.90	11-6100-701-000
EFT000000001529	Barwick, Dan Credit Card	Walmart- Supplies	5/1/2019	\$	11.51	11-6500-695-001
EFT000000001529	Barwick, Dan Credit Card	Travel/fuel	5/1/2019	\$	38.91	11-7200-721-000
EFT000000001530	Packard, Dillon Credit Card	Fuel	5/1/2019	\$	25.89	11-5300-601-000
EFT000000001530	Packard, Dillon Credit Card	Lodging for NACADA	5/1/2019	\$	917.36	11-5300-601-000
EFT000000001530	Packard, Dillon Credit Card	Meal for Andrea, Kameron & Dillion	5/1/2019	\$	55.73	11-5300-602-000
EFT000000001530	Packard, Dillon Credit Card	Supplies for Pirate Pantry	5/1/2019	\$	98.55	71-5300-285-002
EFT000000001530	Packard, Dillon Credit Card	Supplies for Pirate Pantry	5/1/2019	\$	223.01	71-5300-285-002
EFT000000001531	Wolfe, Erick Credit Card	baggage check fee	5/1/2019	\$	30.00	11-4200-717-000
EFT000000001531	Wolfe, Erick Credit Card	Transportation Cost at Conference	5/1/2019	\$	53.55	11-4200-717-001
EFT000000001531	Wolfe, Erick Credit Card	dinner	5/1/2019	\$	25.61	11-4200-717-001
EFT000000001531	Wolfe, Erick Credit Card	food	5/1/2019	\$	27.52	11-4200-717-001
EFT000000001531	Wolfe, Erick Credit Card	hotel stay in SD	5/1/2019	\$	722.97	11-4200-717-001
EFT000000001531	Wolfe, Erick Credit Card	Lunch	5/1/2019	\$	15.00	11-4200-717-001
EFT000000001531	Wolfe, Erick Credit Card	lunch	5/1/2019	\$	5.37	11-4200-717-001
EFT000000001531	Wolfe, Erick Credit Card	lunch	5/1/2019	\$	11.92	11-4200-717-001
EFT000000001531	Wolfe, Erick Credit Card	lunch	5/1/2019	\$	6.39	11-4200-717-001
EFT000000001531	Wolfe, Erick Credit Card	Lunch in SD	5/1/2019	\$	30.83	11-4200-717-001
EFT000000001531	Wolfe, Erick Credit Card	Lunch in SD	5/1/2019	\$	42.03	11-4200-717-001
EFT000000001531	Wolfe, Erick Credit Card	Taxi from airport to hotel	5/1/2019	\$	16.40	11-4200-717-001
EFT000000001531	Wolfe, Erick Credit Card	Uber trip	5/1/2019	\$	18.05	11-4200-717-001
EFT000000001531	Wolfe, Erick Credit Card	Uber trip	5/1/2019	\$	18.75	11-4200-717-001
EFT000000001531	Wolfe, Erick Credit Card	Uber trip	5/1/2019	\$	17.66	11-4200-717-001
EFT000000001531	Wolfe, Erick Credit Card	Uber trip	5/1/2019	\$	18.38	11-4200-717-001
EFT000000001531	Wolfe, Erick Credit Card	Uber trip	5/1/2019	\$	17.18	11-4200-717-001
EFT000000001531	Wolfe, Erick Credit Card	Uber Trip	5/1/2019	\$	17.41	11-4200-717-001
EFT000000001531	Wolfe, Erick Credit Card	Uber trip	5/1/2019	\$	8.45	11-4200-717-001
EFT000000001531	Wolfe, Erick Credit Card	Uber trip	5/1/2019	\$	18.78	11-4200-717-001
EFT000000001531	Wolfe, Erick Credit Card	Uber trip	5/1/2019	\$	19.24	11-4200-717-001
EFT000000001532	Fab Lab Credit Card	card stock	5/1/2019	\$	21.92	11-1223-701-000
EFT000000001532	Fab Lab Credit Card	food for event	5/1/2019	\$	65.70	11-1223-701-000

EFT000000001532	Fab Lab Credit Card	ice	5/1/2019	\$	5.33	11-1223-701-000
EFT000000001532	Fab Lab Credit Card	W4W event	5/1/2019	\$	16.20	11-1223-701-000
EFT000000001532	Fab Lab Credit Card	women 4 women event	5/1/2019	\$	35.26	11-1223-701-000
EFT000000001532	Fab Lab Credit Card	women 4 women event	5/1/2019	\$	54.19	11-1223-701-000
EFT000000001533	ICC Marketing c/o Keli Tuschman	Marketing Purchase/Constant Co	5/1/2019	\$	35.97	11-6300-615-000
EFT000000001534	Gillum, Jaicey Linn Credit Card	Lodging while attending dean and directors spring meeting	5/1/2019	\$	119.60	11-5600-601-000
EFT000000001534	Gillum, Jaicey Linn Credit Card	2019 Spring Rep meeting lunch	5/1/2019	\$	69.37	11-5600-602-000
EFT000000001534	Gillum, Jaicey Linn Credit Card	2019 Spring Rep meeting lunch	5/1/2019	\$	34.22	11-5600-602-000
EFT000000001534	Gillum, Jaicey Linn Credit Card	Dinner while attending the dean and directors spring meeting	5/1/2019	\$	18.05	11-5600-602-000
EFT000000001535	Correll, Jim Credit Card	copier paper glossy	5/1/2019	\$	32.89	11-1223-701-000
EFT000000001535	Correll, Jim Credit Card	copier paper glossy	5/1/2019	\$	18.76	11-1223-701-000
EFT000000001535	Correll, Jim Credit Card	copier paper glossy	5/1/2019	\$	44.97	11-1223-701-000
EFT000000001535	Correll, Jim Credit Card	copier paper glossy	5/1/2019	\$	123.74	11-1223-701-000
EFT000000001535	Correll, Jim Credit Card	Engraving aluminum	5/1/2019	\$	91.50	11-1223-701-000
EFT000000001535	Correll, Jim Credit Card	learning gears/instructional materials	5/1/2019	\$	42.06	11-1223-701-000
EFT000000001535	Correll, Jim Credit Card	learning gears/instructional materials	5/1/2019	\$	119.00	11-1223-701-000
EFT000000001535	Correll, Jim Credit Card	learning gears/instructional materials	5/1/2019	\$	119.97	11-1223-701-000
EFT000000001535	Correll, Jim Credit Card	learning gears/instructional materials	5/1/2019	\$	45.99	11-1223-701-000
EFT000000001535	Correll, Jim Credit Card	learning gears/instructional materials	5/1/2019	\$	26.99	11-1223-701-000
EFT000000001535	Correll, Jim Credit Card	learning gears/instructional materials	5/1/2019	\$	21.79	11-1223-701-000
EFT000000001535	Correll, Jim Credit Card	website support	5/1/2019	\$	50.50	11-1223-701-000
EFT000000001535	Correll, Jim Credit Card	wood products	5/1/2019	\$	31.95	11-1223-701-000
EFT000000001535	Correll, Jim Credit Card	Wood products	5/1/2019	\$	127.80	11-1223-701-000
EFT000000001536	Chapman, Gayle J. Credit Card	1 copy of 5 voices	5/1/2019	\$	11.74	31-8502-719-000
EFT000000001537	Wheeler, Kara Credit Card	HLC Conference--Travel	5/1/2019	\$	41.50	11-4200-601-000
EFT000000001537	Wheeler, Kara Credit Card	HLC Conference--Food	5/1/2019	\$	41.92	11-4200-602-000
EFT000000001537	Wheeler, Kara Credit Card	HLC Conference--Food	5/1/2019	\$	44.07	11-4200-602-000
EFT000000001537	Wheeler, Kara Credit Card	HLC Conference--Food	5/1/2019	\$	45.13	11-4200-602-000
EFT000000001537	Wheeler, Kara Credit Card	HLC Conference--Food	5/1/2019	\$	17.49	11-4200-602-000
EFT000000001537	Wheeler, Kara Credit Card	Books from HLC Conference	5/1/2019	\$	35.28	11-4200-703-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Athletic Dept. - interview for MBB meal	5/1/2019	\$	131.15	11-5500-723-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Athletic Dept. - Interview for MBB meal (Lost receipt by T. G.)	5/1/2019	\$	135.63	11-5500-723-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Athletic Dept. - interviews for MBB meal	5/1/2019	\$	178.93	11-5500-723-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - fuel for recruiting	5/1/2019	\$	22.00	11-5510-617-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - fuel for recruiting	5/1/2019	\$	30.30	11-5510-617-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - fuel for recruiting	5/1/2019	\$	27.00	11-5510-617-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - fuel for recruiting	5/1/2019	\$	29.00	11-5510-617-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - fuel for recruiting	5/1/2019	\$	34.00	11-5510-617-000

EFT000000001538	Harris, Kiyoshi Purchase Card	Football - lodging for recruiting	5/1/2019	\$	77.31	11-5510-617-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - meal for recruiting	5/1/2019	\$	6.51	11-5510-617-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - meal for recruiting	5/1/2019	\$	35.00	11-5510-617-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - meal for recruiting	5/1/2019	\$	15.54	11-5510-617-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - meal for recruiting	5/1/2019	\$	18.36	11-5510-617-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - meal for recruiting	5/1/2019	\$	15.47	11-5510-617-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - meal for recruiting	5/1/2019	\$	7.48	11-5510-617-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - gear	5/1/2019	\$	3,377.70	11-5510-698-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - supplies	5/1/2019	\$	28.99	11-5510-698-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - supplies	5/1/2019	\$	4.37	11-5510-698-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - supplies	5/1/2019	\$	77.20	11-5510-698-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - supplies	5/1/2019	\$	1,027.95	11-5510-698-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - supplies	5/1/2019	\$	53.01	11-5510-698-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - supplies	5/1/2019	\$	29.26	11-5510-698-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - supplies	5/1/2019	\$	59.61	11-5510-698-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - supplies	5/1/2019	\$	174.49	11-5510-698-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - supplies	5/1/2019	\$	21.90	11-5510-698-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - supplies	5/1/2019	\$	233.52	11-5510-698-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - supplies	5/1/2019	\$	13.12	11-5510-698-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - supplies	5/1/2019	\$	12.59	11-5510-698-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - supplies	5/1/2019	\$	138.45	11-5510-698-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - supplies	5/1/2019	\$	152.21	11-5510-698-000
EFT000000001538	Harris, Kiyoshi Purchase Card	Football - supplies	5/1/2019	\$	35.78	11-5510-698-000
EFT000000001539	Wech, Kris Purchase Card	2 gallons paint for Dr. Barwick office-remove door/sheetrock west wall	5/29/2019	\$	59.40	11-7100-649-000
EFT000000001539	Wech, Kris Purchase Card	32 LED light bulbs for Fine Arts Dressing Rooms	5/29/2019	\$	139.38	11-7100-649-000
EFT000000001539	Wech, Kris Purchase Card	1 - case enamel paint for ADA handrails AC building	5/29/2019	\$	24.87	11-7100-701-000
EFT000000001539	Wech, Kris Purchase Card	1 - case enamel paint for ADA handrails AC building	5/29/2019	\$	9.95	11-7100-701-000
EFT000000001539	Wech, Kris Purchase Card	2-garden sprayers for cleaner for carpets	5/29/2019	\$	19.99	11-7100-708-000
EFT000000001539	Wech, Kris Purchase Card	7 cases 60 gallon trash bags	5/29/2019	\$	207.90	11-7100-708-000
EFT000000001539	Wech, Kris Purchase Card	compressed air to clean keyboards; lighter for trash	5/29/2019	\$	47.66	11-7100-708-000
EFT000000001539	Wech, Kris Purchase Card	Genuine Joe Vomit - Sorb (pack of 24)	5/29/2019	\$	52.83	11-7100-708-000
EFT000000001539	Wech, Kris Purchase Card	stone pro marble polish	5/29/2019	\$	44.99	11-7100-708-000
EFT000000001539	Wech, Kris Purchase Card	6 gallons paint for Fine Arts Dressing Rooms	5/29/2019	\$	283.10	11-7100-825-000
EFT000000001539	Wech, Kris Purchase Card	Quality Toyota	5/29/2019	\$	199.00	11-7200-647-000
EFT000000001539	Wech, Kris Purchase Card	seat holder	5/29/2019	\$	10.49	11-7200-719-000
EFT000000001539	Wech, Kris Purchase Card	1 - case enamel paint for ADA handrails AC building	5/29/2019	\$	45.75	11-7500-820-000
EFT000000001539	Wech, Kris Purchase Card	ADA handrail parts	5/29/2019	\$	30.88	11-7500-820-000
EFT000000001539	Wech, Kris Purchase Card	door handle levers ADA	5/29/2019	\$	44.85	11-7500-820-000

EFT000000001539	Wech, Kris Purchase Card	door handles/ ADA compliance	5/29/2019	\$	12.97	11-7500-820-000
EFT000000001539	Wech, Kris Purchase Card	satin deadbolt for restrooms-convert to ADA	5/29/2019	\$	139.90	11-7500-820-000
EFT000000001540	Markiewicz, Larry Purchase Card	Adjudicator Hotel Room	5/29/2019	\$	383.60	71-1151-285-011
EFT000000001540	Markiewicz, Larry Purchase Card	Boxes for each participating school	5/29/2019	\$	53.29	71-1151-285-011
EFT000000001540	Markiewicz, Larry Purchase Card	Food for Concessions/Hostpitality	5/29/2019	\$	237.49	71-1151-285-011
EFT000000001540	Markiewicz, Larry Purchase Card	Food for Concessions/Hostpitality	5/29/2019	\$	55.37	71-1151-285-011
EFT000000001540	Markiewicz, Larry Purchase Card	Food for Student Volunteers	5/29/2019	\$	46.49	71-1151-285-011
EFT000000001540	Markiewicz, Larry Purchase Card	Food for Student Volunteers	5/29/2019	\$	167.81	71-1151-285-011
EFT000000001540	Markiewicz, Larry Purchase Card	Lunch for Adjudicators	5/29/2019	\$	44.58	71-1151-285-011
EFT000000001541	Allison, Laura Credit Card	KASFAA Conference Lodging	5/29/2019	\$	499.82	11-5200-601-000
EFT000000001541	Allison, Laura Credit Card	KASFAA Conference Meals	5/29/2019	\$	110.50	11-5200-602-000
EFT000000001542	Crane, Leslie Credit Card	Athletic Dept. - Basketball interview meal	5/29/2019	\$	101.03	11-5500-646-000
EFT000000001542	Crane, Leslie Credit Card	Athletic Dept. - Basketball interview meal	5/29/2019	\$	187.89	11-5500-646-000
EFT000000001542	Crane, Leslie Credit Card	WBB - meal for team	5/29/2019	\$	120.09	11-5540-602-000
EFT000000001542	Crane, Leslie Credit Card	WBB - fuel for recruiting	5/29/2019	\$	30.00	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - fuel for recruiting	5/29/2019	\$	25.00	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - fuel for recruiting	5/29/2019	\$	28.00	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - fuel for recruiting	5/29/2019	\$	29.02	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - fuel for recruiting	5/29/2019	\$	14.96	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - fuel for recruiting	5/29/2019	\$	23.01	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - fuel for recruiting	5/29/2019	\$	30.00	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - fuel for recruiting	5/29/2019	\$	29.01	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - fuel for recruiting	5/29/2019	\$	10.56	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - fuel for recruiting	5/29/2019	\$	33.00	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - fuel for recruiting	5/29/2019	\$	30.00	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - fuel for recruiting	5/29/2019	\$	15.13	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - fuel for recruiting	5/29/2019	\$	30.00	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - lodging for recruiting	5/29/2019	\$	103.91	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - lodging for recruiting	5/29/2019	\$	114.55	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - lodging for recruiting	5/29/2019	\$	91.56	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - lodging for recruiting	5/29/2019	\$	103.91	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - meal for recruit	5/29/2019	\$	76.08	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - meal for recruiting	5/29/2019	\$	48.69	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - meal for recruiting	5/29/2019	\$	51.95	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - meal for recruiting	5/29/2019	\$	32.69	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - meal for recruiting	5/29/2019	\$	14.81	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - meal for recruiting	5/29/2019	\$	28.53	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - meal for recruiting	5/29/2019	\$	10.06	11-5540-617-000

EFT000000001542	Crane, Leslie Credit Card	WBB - meal for recruiting	5/29/2019	\$	58.92	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - meal for recruiting	5/29/2019	\$	29.85	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - meal for recruiting	5/29/2019	\$	103.91	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBB - plane ticket for recruit	5/29/2019	\$	616.01	11-5540-617-000
EFT000000001542	Crane, Leslie Credit Card	WBGB - meal for recruiting	5/29/2019	\$	37.08	11-5540-617-000
EFT000000001543	Maintenance Toll Credit Card	February transportation toll charges	5/29/2019	\$	54.10	11-7200-719-000
EFT000000001544	Byrd, Mallory Credit Card	5 CMA students, 6 CNA students,	5/29/2019	\$	198.51	71-1288-285-001
EFT000000001544	Byrd, Mallory Credit Card	CPR cards	5/29/2019	\$	230.40	71-1288-285-001
EFT000000001545	Ashford, Melissa Credit Card	Accounting Conference	5/29/2019	\$	425.00	11-4200-717-001
EFT000000001546	Kleiber, Michelle Purchase Card	Indeed.com	5/29/2019	\$	26.12	11-6110-693-000
EFT000000001546	Kleiber, Michelle Purchase Card	Kleiber Notary Renewal	5/29/2019	\$	50.00	11-6110-693-000
EFT000000001546	Kleiber, Michelle Purchase Card	Plant for Staff Member	5/29/2019	\$	43.80	11-6110-693-000
EFT000000001546	Kleiber, Michelle Purchase Card	ziprecruiter.com	5/29/2019	\$	249.00	11-6110-693-000
EFT000000001547	Petrucka, Page CC	Breakfast for all day tech rehearsal	5/29/2019	\$	18.22	11-1150-602-000
EFT000000001547	Petrucka, Page CC	Cake for cast party of [title of show]	5/29/2019	\$	46.78	11-1150-602-000
EFT000000001547	Petrucka, Page CC	lunch for all day tech rehearsal	5/29/2019	\$	63.55	11-1150-602-000
EFT000000001547	Petrucka, Page CC	Lunch with KCAC	5/29/2019	\$	33.19	11-1150-602-000
EFT000000001547	Petrucka, Page CC	Prop food for performances of title of show	5/29/2019	\$	13.07	11-1150-602-000
EFT000000001547	Petrucka, Page CC	Participating entry for [title of show] into KCACTF	5/29/2019	\$	275.00	11-1150-626-000
EFT000000001547	Petrucka, Page CC	Prop food for performances of title of show	5/29/2019	\$	29.37	11-1150-695-000
EFT000000001548	Medina, Polette Purchase Card	Volleyball - lodging for recruiting trip	5/29/2019	\$	220.88	11-5530-617-000
EFT000000001549	Peitz, Rebeka Credit Card	Furniture for Reception Area at ICC West	5/29/2019	\$	575.94	11-4220-601-000
EFT000000001549	Peitz, Rebeka Credit Card	Lunch with Brittany Thornton, Trish Purdon, Jaicey Gillum, Rebekah Peitz	5/29/2019	\$	29.25	11-4220-717-000
EFT000000001550	Allen, Samantha Credit Card	Softball - meal for team (spring break)	5/29/2019	\$	89.94	11-5560-602-000
EFT000000001550	Allen, Samantha Credit Card	Softball - meal for team (spring break)	5/29/2019	\$	70.62	11-5560-602-000
EFT000000001550	Allen, Samantha Credit Card	Softball - meal for team (spring break)	5/29/2019	\$	103.00	11-5560-602-000
EFT000000001550	Allen, Samantha Credit Card	Softball - meal for team (spring break)	5/29/2019	\$	99.67	11-5560-602-000
EFT000000001550	Allen, Samantha Credit Card	Softball - meal for team (spring break)	5/29/2019	\$	76.27	11-5560-602-000
EFT000000001550	Allen, Samantha Credit Card	Softball - fuel for team event	5/29/2019	\$	50.00	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - fuel for team event	5/29/2019	\$	50.00	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - fuel for team event	5/29/2019	\$	37.00	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - fuel for team event	5/29/2019	\$	60.00	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - fuel for team event	5/29/2019	\$	10.00	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - fuel for team event	5/29/2019	\$	88.91	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - fuel for team event	5/29/2019	\$	40.83	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - fuel for team event	5/29/2019	\$	88.14	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - fuel for team event	5/29/2019	\$	10.05	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - fuel for team event	5/29/2019	\$	80.83	11-5560-606-000

EFT000000001550	Allen, Samantha Credit Card	Softball - lodging for team event	5/29/2019	\$	109.71	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - lodging for team event	5/29/2019	\$	109.71	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - lodging for team event	5/29/2019	\$	109.71	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - lodging for team event	5/29/2019	\$	109.71	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - lodging for team event	5/29/2019	\$	109.71	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - lodging for team event	5/29/2019	\$	109.71	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - lodging for team event	5/29/2019	\$	109.71	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - meal for team event	5/29/2019	\$	173.95	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - meal for team event	5/29/2019	\$	189.90	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - meal for team event	5/29/2019	\$	110.83	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - meal for team event	5/29/2019	\$	57.75	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - meal for team event	5/29/2019	\$	114.81	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - meal for team event	5/29/2019	\$	186.48	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - meal for team event	5/29/2019	\$	200.93	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - meal for team event	5/29/2019	\$	65.06	11-5560-606-000
EFT000000001550	Allen, Samantha Credit Card	Softball - supplies	5/29/2019	\$	5.78	11-5560-606-000
EFT000000001551	Kattenberg, Sara Purchase Card	Office & Spring Banquet Supplies	5/29/2019	\$	302.36	31-8502-719-000
EFT000000001551	Kattenberg, Sara Purchase Card	Senior Baskets for April Banquet	5/29/2019	\$	185.06	31-8502-719-000
EFT000000001552	Owens, Sarah Credit Card	ribbon/pins/gloves for projects not to exceed 25.00	5/29/2019	\$	15.88	11-4100-601-000
EFT000000001552	Owens, Sarah Credit Card	orders replacing lost items and patron requests	5/29/2019	\$	231.85	71-4100-285-004
EFT000000001552	Owens, Sarah Credit Card	order for academic grant 2019	5/29/2019	\$	242.40	71-4100-285-011
EFT000000001553	Science Department Purchase Card	Microbiology broth media	5/29/2019	\$	175.40	11-1175-700-000
EFT000000001554	Manning, Sue Credit Card	iv lines, gloves, iv catheters	5/29/2019	\$	449.15	12-1287-700-001
EFT000000001555	Geldenhuys, Tammie Credit Card	Athletic Dept. - bowl ring orders	5/29/2019	\$	632.00	11-5500-646-000
EFT000000001555	Geldenhuys, Tammie Credit Card	Athletic Dept. - live stream service	5/29/2019	\$	40.01	11-5500-646-000
EFT000000001555	Geldenhuys, Tammie Credit Card	Athletic Dept. - Membership dues for T. Geldenhuys & T. Turner	5/29/2019	\$	201.95	11-5500-646-000
EFT000000001555	Geldenhuys, Tammie Credit Card	Athletic Dept. - partical payment for service	5/29/2019	\$	9,910.00	11-5500-646-000
EFT000000001555	Geldenhuys, Tammie Credit Card	Athletic Dept. - service fee from Legends Rings order	5/29/2019	\$	6.32	11-5500-646-000
EFT000000001555	Geldenhuys, Tammie Credit Card	Athletic Dept. - Football locker room	5/29/2019	\$	9,990.00	11-5500-723-000
EFT000000001556	Vestal, Teresa Credit Card	Wesite Fees, Monthly	5/29/2019	\$	45.00	16-9300-646-000
EFT000000001556	Vestal, Teresa Credit Card	Food and Drinks for Resale	5/29/2019	\$	171.70	16-9300-740-000
EFT000000001556	Vestal, Teresa Credit Card	Pots and Filters for Coffee Maker	5/29/2019	\$	38.68	16-9300-850-000
EFT000000001557	Haynes, Timothy Credit Card	Circ Saw	5/29/2019	\$	140.50	11-1223-701-000
EFT000000001557	Haynes, Timothy Credit Card	guitar supplies	5/29/2019	\$	8.99	11-1223-701-000
EFT000000001557	Haynes, Timothy Credit Card	guitar supplies	5/29/2019	\$	31.99	11-1223-701-000
EFT000000001557	Haynes, Timothy Credit Card	packing tape	5/29/2019	\$	29.98	11-1223-701-000
EFT000000001557	Haynes, Timothy Credit Card	packing tape	5/29/2019	\$	17.68	11-1223-701-000
EFT000000001557	Haynes, Timothy Credit Card	shelves	5/29/2019	\$	95.97	11-1223-701-000

EFT000000001557	Haynes, Timothy Credit Card	shelves	5/29/2019	\$	269.96	11-1223-701-000
EFT000000001557	Haynes, Timothy Credit Card	Supplies	5/29/2019	\$	0.73	11-1223-701-000
EFT000000001558	Tyler, Tom Credit Card	MBB - entry for tourney	5/29/2019	\$	29.00	11-5520-617-000
EFT000000001558	Tyler, Tom Credit Card	MBB - fuel for recruiting	5/29/2019	\$	34.05	11-5520-617-000
EFT000000001558	Tyler, Tom Credit Card	MBB - fuel for recruiting	5/29/2019	\$	30.42	11-5520-617-000
EFT000000001558	Tyler, Tom Credit Card	MBB - fuel for recruiting	5/29/2019	\$	31.91	11-5520-617-000
EFT000000001558	Tyler, Tom Credit Card	MBB - fuel for recruiting	5/29/2019	\$	36.22	11-5520-617-000
EFT000000001558	Tyler, Tom Credit Card	MBB - fuel for recruiting (cash)	5/29/2019	\$	15.00	11-5520-617-000
EFT000000001558	Tyler, Tom Credit Card	mbb - LODGING FOR RECRUITING	5/29/2019	\$	63.97	11-5520-617-000
EFT000000001558	Tyler, Tom Credit Card	MBB - lodging for recruiting	5/29/2019	\$	60.00	11-5520-617-000
EFT000000001558	Tyler, Tom Credit Card	MBB - meal for recruiting	5/29/2019	\$	16.20	11-5520-617-000
EFT000000001558	Tyler, Tom Credit Card	MBB - meal for recruiting	5/29/2019	\$	11.41	11-5520-617-000
EFT000000001558	Tyler, Tom Credit Card	MBB - meal for recruiting	5/29/2019	\$	9.30	11-5520-617-000
EFT000000001558	Tyler, Tom Credit Card	MBB - meal for recruiting	5/29/2019	\$	8.44	11-5520-617-000
EFT000000001558	Tyler, Tom Credit Card	MBB - meal for recruiting	5/29/2019	\$	8.19	11-5520-617-000
EFT000000001559	Lawrence, Tonda Credit Card	Marianna- supplies for Cosmetology program	5/29/2019	\$	610.69	12-0100-485-000
EFT000000001559	Lawrence, Tonda Credit Card	Marianna- supplies for Cosmetology program	5/29/2019	\$	5.64	12-0100-485-000
EFT000000001559	Lawrence, Tonda Credit Card	Amazon- Supplies for Cosmetology Program	5/29/2019	\$	326.23	12-0100-485-000
EFT000000001559	Lawrence, Tonda Credit Card	Burmax- Supplies for Cosmetology Program	5/29/2019	\$	52.40	12-0100-485-000
EFT000000001559	Lawrence, Tonda Credit Card	Burmax- Supplies for Cosmetology Program	5/29/2019	\$	17.16	12-0100-485-001
EFT000000001559	Lawrence, Tonda Credit Card	Marianna- supplies for Cosmetology program	5/29/2019	\$	2,184.59	12-1273-700-000
EFT000000001559	Lawrence, Tonda Credit Card	Marianna- supplies for Cosmetology program	5/29/2019	\$	13.07	12-1273-700-000
EFT000000001559	Lawrence, Tonda Credit Card	Amazon- Supplies for Cosmetology Program	5/29/2019	\$	44.09	12-1273-700-000
EFT000000001559	Lawrence, Tonda Credit Card	Burmax- Supplies for Cosmetology Program	5/29/2019	\$	6.30	12-1273-700-000
EFT000000001559	Lawrence, Tonda Credit Card	Marianna- supplies for Cosmetology program	5/29/2019	\$	4.48	12-1273-701-000
EFT000000001559	Lawrence, Tonda Credit Card	ink pens	5/29/2019	\$	4.90	12-1273-701-000
EFT000000001559	Lawrence, Tonda Credit Card	Marianna- supplies for Cosmetology program	5/29/2019	\$	4.90	12-1273-719-000
EFT000000001560	Turner, Tony Credit Card	MBB - fuel for recruiting	5/29/2019	\$	33.96	11-5520-617-000
EFT000000001560	Turner, Tony Credit Card	MBB - fuel for recruitiing	5/29/2019	\$	27.38	11-5520-617-000
EFT000000001560	Turner, Tony Credit Card	MBB - recruiting meal	5/29/2019	\$	14.83	11-5520-617-000
EFT000000001560	Turner, Tony Credit Card	MBB - recruiting meals	5/29/2019	\$	49.22	11-5520-617-000
EFT000000001561	Bertie, Brett Purchase Card	Formstack Renewal	5/29/2019	\$	742.50	11-6300-646-000
EFT000000001561	Bertie, Brett Purchase Card	Bicycle Parts for INT Students	5/29/2019	\$	175.49	11-6310-660-000
EFT000000001561	Bertie, Brett Purchase Card	UBTech Conference - Eric M.	5/29/2019	\$	695.00	11-6600-601-000
EFT000000001561	Bertie, Brett Purchase Card	GoDaddy Renewal	5/29/2019	\$	21.17	11-6600-852-000
EFT000000001561	Bertie, Brett Purchase Card	Amazon Web Services	5/29/2019	\$	14.15	11-6600-852-000
EFT000000001561	Bertie, Brett Purchase Card	DNS Filter	5/29/2019	\$	70.00	11-6600-852-000
EFT000000001561	Bertie, Brett Purchase Card	Office 365 - Final	5/29/2019	\$	146.26	11-6600-852-000

EFT000000001562	Martin, Raechal Credit Card	Athletic Training - online license	5/29/2019	\$	500.00	11-5595-698-000
EFT000000001562	Martin, Raechal Credit Card	Athletic Training - supplies	5/29/2019	\$	426.02	11-5595-698-000

**Total Payables: \$ 472,493.23**



# Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD  
President

Date: June 13, 2019

Re: President's Report

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As always, I will report on items that I think the Board needs to know about, needs to be stated publicly, or for which I need feedback from the Board. For the month of June, those items will include:

KBOR Civil Rights Review/Final Letter of Findings  
June Operational Plans  
Practice Field Update  
Food Services Review  
Dashboard



## KANSAS BOARD OF REGENTS

The Civil Rights Review  
FINAL LETTER OF FINDINGS  
For  
Independence Community College  
Independence, Kansas  
Date of Review: February 20, 2019

### Introduction

On March 21, 1979, the Department of Health, Education, and Welfare issued “Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs, 34 CFR Part 100, Appendix B” (Guidelines). The guidelines explain the civil rights responsibilities of recipients of federal financial assistance that offer or administer vocational education programs.

State vocational education\* agencies are required to conduct comprehensive civil rights compliance reviews of selected subrecipients and report these compliance activities to the Office for Civil Rights (OCR), U.S. Department of Education as part of the Methods of Administration (MOA) plan describing how state agencies carry out compliance obligations. The Kansas Board of Regents (KBOR) is the state agency designated by OCR to conduct civil rights reviews at postsecondary technology centers and two-year colleges to determine compliance with the requirements of the above-mentioned Guidelines and the following federal civil rights laws:

Title VI of the Civil Rights Act of 1964 (42 USC §2000d) states, “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This law is effectuated by 34 CFR Part 100 (Title VI).

Title IX of the Education Amendments of 1972 (20 USC §1681) states, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance....” This law is effectuated by 34 CFR Part 106 (Title IX).

\* The outdated term “vocational education” has been replaced by the term “career and technical education”. References in this document to vocational education cite or refer to civil rights laws or regulations using this terminology.

Section 504 of the Rehabilitation Act of 1973 (29 USC §794) states, “No otherwise qualified individual with a disability in the United States, as defined in section 706 (20) of this title, shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...” This law is effectuated by 34 CFR Part 104 (Section 504).

Title II of the Americans with Disabilities Act of 1990 (42 USC §12132) states, “Subject to the provisions of this subchapter, no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.” This law is effectuated by 28 CFR Part 35 (Title II).

### **Targeting Plan**

The MOA requires the designated state agencies to conduct reviews, on an annual basis, of at least 2.5% of the universe of subrecipients and state-operated programs. Subrecipients are local agencies or area vocational education centers that operate vocational education programs and that receive (federal) financial assistance through a state agency (Guidelines II-B). A vocational education program “is defined as a concentration or sequence of vocational education courses” (US Department of Education, Dear Colleague Letter, August 8, 2005).

The KBOR Workforce Development division’s targeting plan selects subrecipients with disproportionate enrollment in protected classes. The targeting plan must be approved by OCR. Based on the size of the universe of subrecipients, the Kansas postsecondary targeting plan requires that a minimum of two onsite reviews are conducted each year. Additional reviews may be conducted if deemed necessary.

The postsecondary universe is divided into four sub-universes representing the institutions by geographic region: Central, North East, South East, and West. During the fall of 2018, a desk audit was conducted of enrollment of Kansas postsecondary institutions offering CTE programs in the Southeast region. The desk audit involved an analysis of 2016-2017 enrollments based on sex, minority, disability, and the year of the last on-site civil rights review. The distribution of enrollment across these factors in CTE programs at each institution was compared to the overall distribution of enrollment and/or county demographics. Institutions were assigned points in each category. Institutions with the highest point totals are selected for onsite reviews.

### **Recipient’s Ongoing Obligation**

As recipients of federal financial assistance, local education agencies, including technology centers and collegiate institutions, are under an ongoing obligation to comply with the requirements of federal civil rights laws enforced by OCR. These laws prohibit discrimination on the basis of race, color, national origin, sex, disability and age.

This Letter of Findings (LOF) reports the observations of reviewers in determining the recipient’s compliance. When no evidence of a violation is found, the findings summarize the observations and information used in reaching this conclusion and state that “no evidence of a

violation was found.” The LOF avoids blanket statements such as “the recipient does not discriminate.” When a violation is found, the details of observations and information used in reaching this conclusion and a citation of the relevant regulation are provided. The recipient will be given the opportunity to identify the corrective action it will take to remedy the violation.

## **ITEMS NEEDING CORRECTIVE ACTION IN THE FINDINGS THAT FOLLOW ARE NUMBERED.**

### **Administrative Requirements**

Subrecipients must take continuing steps to notify students, parents, applicants, employees, and the general public that it does not discriminate on the basis of race, color, national origin, sex, or disability. A “continuous notice of nondiscrimination” should be included on publications and other materials that are distributed to students, parents, applicants, employees, and the general public. Title IX and Section 504 require that the name and/or title of the individual designated to coordinate compliance activities is included in the continuing notice of nondiscrimination. All publications, whether developed by the district or purchased for the district, should be reviewed to ensure that the continuing notice of nondiscrimination is included. Such publications include bulletins, catalogs, application forms, enrollment forms, brochures, recruitment or promotional materials, videos, and any publications that describe offerings, benefits, and services available through the institution. The regulations do not require that a recipient identify the pertinent regulations by title [28 CFR 35.106; 34 CFR 100.6(d); 34 CFR 104.8(a)(b); 34 CFR 106.9(a)].

Subrecipients are required to designate a person(s) to coordinate compliance activities and to investigate complaints alleging noncompliance with the provisions of Title IX, Section 504, and Title II [28 CFR 35.107(a), 34 CFR 104.7(a); 34 CFR 106.8(a)]. These titles also require subrecipients to adopt and publish grievance procedures providing for the prompt and equitable resolution of complaints alleging discrimination including sexual harassment. The Section 504 and Title II regulations do not require designation of a compliance coordinator or the publication of grievance procedures unless the subrecipient has a minimum number of employees, 15 employees under Section 504, 50 under Title II. Separate grievance procedures are not required under each regulation, however any procedure used to resolve complaints of discrimination shall provide elements identified by OCR as essential in considering a grievance procedure “prompt and equitable” [28 CFR 35.107(b); 34 CFR 104.7(b); 34 CFR 106.8(b); and in regulatory guidance provided in Dear Colleague Letter, April 4, 2011].

Prior to the beginning of each school year, subrecipient districts and institutions operating CTE programs must advise students, parents, employees, and the general public that all CTE opportunities will be offered without regard to race, color, national origin, sex, or disability. Announcement of the nondiscrimination policy (a more detailed version of the continuous notice of nondiscrimination) may be made in local newspapers, district publications and/or other media that reach the general public (including women, minorities, those with limited English language skills, and persons with disabilities). A brief summary of program offerings should be included in the announcement; the name and/or title, address, and telephone number of the person(s) designated to coordinate Title IX, Section 504, and Title II compliance activities shall be

included in this notice. This “annual notice of nondiscrimination” shall be published once per school year [Guidelines IV-O; 34 CFR 100.6(d)].

At the time of issuance of this regulation in 1979, the annual notification was to be published once annually in “newspapers and/or other media that reach the general public.” OCR has advised that when an institution’s service area has a substantial degree of web accessibility, the notification may be published electronically, such as publication to the institution’s website and social media. In lieu of listing all degree and certificate programs, a listing of the career clusters covered by the institution’s offerings may be provided.

- Subrecipients must take continuing steps to notify students, parents, applicants, employees, and the general public that it does not discriminate on the basis of race, color, national origin, sex, or disability. A wide variety of publications provided and viewed contain the continuous nondiscrimination notice seen below in Figure 1 at the footer of the school website [www.indycc.edu](http://www.indycc.edu)

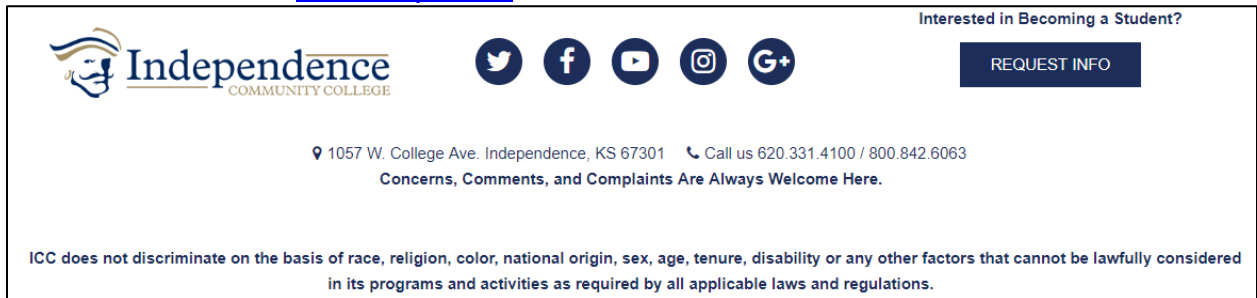


Figure 1

- Program brochures, recruitment materials, student application, printed student handbook, employee handbook, and Board of Trustees policies and procedures manual all contain the continuous nondiscrimination notice. Figure 2 below is taken from the 2018-2019 Academic Catalog:

**NOTICE OF NONDISCRIMINATION**

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment and all unions or professional organizations holding negotiated agreements or professional agreements with the institution are hereby notified that this institution does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning Independence Community College's compliance with the regulations implementing Title VI, Title IX and Americans with Disability Act of 1990 is directed to contact the coordinators who have been designated to coordinate the educational institution's efforts to comply with the regulations implementing these laws.

Specific complaints of alleged discrimination should be referred to:

Compliance Officer, Title IX, and Section 504 Coordinator  
Jessica Morgan-Tate  
Academic Building  
620-332-5672  
jmorgantate@indycc.edu

Title VI, Title IX and Section 504 ADA complaints may also be filed with the Regional Office for Civil Rights.

Address correspondence to:

Kansas City Office  
Office for Civil Rights  
U.S. Department of Education  
One Petticoat Lane  
1010 Walnut Street, 3rd floor, Suite 320  
Kansas City, MO 64106  
Telephone: 816-268-0550  
FAX: 816-268-0599; TDD: 800-877-8339  
Email: OCR.KansasCity@ed.gov

U.S. Equal Employment Opportunity Commission  
Gateway Tower II  
4th & State Avenue, 9th Floor  
Kansas City, KS 66101  
913-551-5655

Figure 2

- The institution has designated Jessica Morgan-Tate, J.D., as coordinator of compliance activities. The job description is clear and direct identifying the duties and responsibilities. Contact information is widely available on many sources.
- Prior to the beginning of each school year, recipients must advise students, parents, employees and general public that all vocational opportunities will be offered regardless of race, color, national origin, sex or disability through an Annual Public Nondiscrimination Notice. The notice must include a brief summary of program offerings and must be published annually prior to the first day of classes. A clipping from the local newspaper, the "Daily Reporter," was provided and contains the required components of the annual public nondiscrimination notice. A copy of the annual notice was emailed to all faculty and staff. The notice was posted in six locations around the community, including retail stores, a pregnancy center, foodbank, mental health center, and grocery stores. This notice was printed in English and Spanish. While the notice appeared to be thorough in its distribution, the clipping was dated December 8, 2018, and the email notification was dated November 9, 2018. Therefore, the institution is in violation of Administrative Equity Requirement #3: Annual Public Nondiscrimination Notification. The same annual public nondiscrimination notice serves Employment Equity

Requirement #1: Notification. We must find your institution **noncompliant** on **Administrative Equity Requirement #3**.

1. Publish and provide a dated image or evidence of the annual public nondiscrimination notices in a manner consistent with the requirements of Guidelines IV-O.
  - The student handbook, employee handbook, academic catalog published the grievance procedures and adequately notified students and employees of procedures for persons who feel they have been discriminated against based on sex or disability. The procedure appears to be readily available to students and employees and it seems prompt and equitable. A search on the institution website brings up PDF files (figure 3) of the procedures:

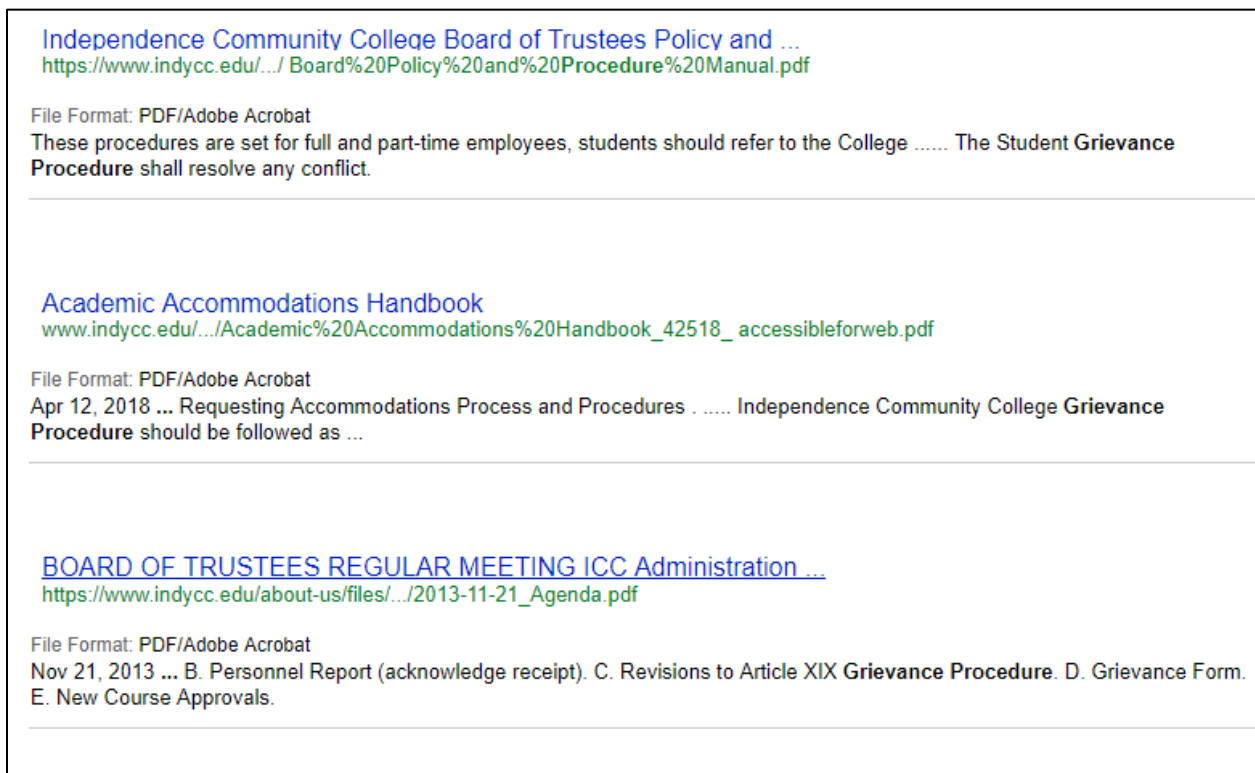


Figure 3

### **Recruitment, Admissions, and Counseling**

A subrecipient may not discriminate on the basis of race, color, national origin, sex, or disability in the administration of its admission or eligibility criteria for CTE programs [28 CFR 35.130(a); 34 CFR 100.3(a); 34 CFR 104.4(a), 34 CFR 106.21(a); Guidelines IV-A].

A subrecipient may not adopt or maintain a system for admission to a secondary vocational education center or program that limits admission to a fixed number of students from each sending school included in its service area if such a system disproportionately excludes students

from the technology center on the basis of race, color, national origin, sex, or disability [34 CFR 104.42(b)(1); 34 CFR 106.21(b)(ii); Guidelines IV-F].

A subrecipient may not judge candidates for admission to programs, activities, or services on the basis of criteria that have the effect of disproportionately excluding persons of a particular race, color, national origin, sex, or disability. An introductory, preliminary, or exploratory course may not be established as a prerequisite for admission to a program unless the course has been and is available without regard to race, color, national origin, sex, and disability [28 CFR 35.130(b)(8); 34 CFR 100.3(b)(1)(v); 34 CFR 104.4(b)(4); 34 CFR 106.21(b)(i); Guidelines IV-K].

Particular care should be exercised when test scores are included in the determination of a student's admission into a program. Policies or practices that have a discriminatory disparate impact on students on the basis of race, color, national origin, sex, or disability are prohibited [34 CFR 100.3(b)(2); 104.42(a)(2), 106.21(b)(2)]. Subrecipients should observe the following basic principles of appropriate test use for admission decisions:

- The important thing about a test is not its validity in general, but its validity when used for a specific purpose. Thus, tests that are valid for influencing classroom practice, “leading” the curriculum, or holding schools accountable are not appropriate for making high-stakes decisions about individual student mastery unless the curriculum, the teaching, and the test(s) are aligned.
- Tests are not perfect. Test questions are a sample of possible questions that could be asked in a given area. Moreover, a test score is not an exact measure of a student's knowledge or skills. A student's score can be expected to vary across different versions of a test – within a margin of error determined by the reliability of the test – as a function of the particular sample of questions asked and/or transitory factors, such as the student's health on the day of the test. Thus, no single test score can be considered a definitive measure of a student's knowledge.
- An educational decision that will have a major impact on a test taker should not be made solely or automatically on the basis of a single test score. Other relevant information about the student's knowledge and skills should also be taken into account.

Access to vocational education programs may not be denied to national origin minority persons with limited English language skills on the grounds that the person cannot participate in and benefit from vocational instruction to the same extent as a student whose primary language is English. Steps must be taken to ensure that vocational programs are open to these students and that language support services are available [Guidelines IV-L].

The lack of English proficiency can hinder educational advancement of students and result in classroom failure or school drop-out. These students may be less likely to seek additional educational opportunities leading to productive employment. To resolve these problems, students must have an equal opportunity to benefit from education programs offered by subrecipients. Subrecipients may not, on the basis of race, color, or national origin (see 34 CFR 100.3(b):



- provide services, financial aid, or other benefits that are different or provide them in a different manner
- restrict an individual’s enjoyment of an advantage or privilege enjoyed by others
- deny an individual the right to participate in federally assisted programs
- defeat or substantially impair the objectives of federally assisted programs

Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a student’s limited proficiency in English. Title VI protects students who are so limited in their English language skills that they are unable to participate in or benefit from regular or special education instructional programs. Specifically, subrecipients violate Title VI if:

- students are excluded from effective participation in school because of their inability to speak and understand the language of instruction
- national origin minority students are mis-assigned to special education classes because of their lack of English skills
- programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or if these programs operate as a dead-end track
- parents whose English is limited do not receive school notices and other information in a language they can understand

A subrecipient may not make pre-admission inquiry as to the marital or family status of an applicant for admission, including whether such applicant is “Miss” or “Mrs.” A subrecipient may make pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination on the basis of sex [34 CFR 106.21(c)(4)].

A subrecipient may not apply any policy or criteria for admission concerning the actual or potential parental/family or marital status of students/applicants that treats persons differently on the basis of sex. A subrecipient may not exclude a woman from admission to, or participation in any vocational program on the basis of pregnancy, childbirth, termination of pregnancy or recovery from pregnancy, or treat the pregnancy or childbirth differently from other temporary disabilities [34 CFR 106.21(c)(1-3)].

Absent a remedial action or voluntary action to overcome the effects of conditions that resulted in limited participation by persons with disabilities, a subrecipient is prohibited from making a preadmission inquiry into an applicant’s disability status in the secondary context [34 104.4; 34 CFR 104.6] and in the post-secondary context [34 104.42].

Subrecipients must conduct recruitment activities so as not to exclude or limit opportunities on the basis of race, color, national origin, sex, or disability. Subrecipients must ensure that materials and media used in recruiting are free from stereotypes and portray males, females, minorities, and individuals with disabilities in a broad range of occupations and roles, paying

particular attention to programs and occupations where groups have been traditionally underrepresented [Guidelines V-C, V-E].

A subrecipient must ensure that its recruitment activities are not focused in geographic areas or at specific demographics that result in the perpetuation of discrimination on the basis of race, color, national origin, sex, or disability. To the extent possible, recruiting teams should represent persons of different race, color, national origin, sex, and include persons with disabilities. Where the service area of a subrecipient includes a significant population of individuals whose native language is not English the subrecipient must disseminate promotional materials in the native language(s). Subrecipients must ensure that those participating in recruiting activities are able to communicate effectively with individuals with limited English proficiency or who have sensory impairments [34 CFR 106.23; Guidelines V-C, V-D, V-E].

Subrecipients must ensure that counseling materials and activities (including student program selection and employment/career selection) promotional, and recruitment efforts do not discriminate on the basis of race, color, national origin, sex, or disability [Guidelines V-A].

Subrecipients that operate vocational programs must ensure counselors, or other staff members who counsel students, do not direct or urge any student to enroll in a particular program or predict a student's prospects for success in any career or program on the basis of race, color, national origin, sex, or disability. Students with disabilities may not be counseled toward more restrictive career objectives than other students with similar abilities and interests. Subrecipients must take steps to ensure that where disproportionate enrollments exist, the disproportionality is not the result of discriminatory counseling and recruitment practices [34 CFR 100.3(b); 34 CFR 104.4(b), 104.33(b), 104.43(a), 104.43(c); 34 CFR 106.31(b), 106.36(b), Guidelines V-B].

Schools must insure that counselors can effectively communicate with national origin minority students with limited English language skills and with students who have hearing impairments. This requirement may be satisfied by having interpreters available [Guidelines V-D].

Subrecipients have an obligation to provide accurate information about licensing and certification requirements that may present obstacles to individuals with disabilities in their pursuit of particular careers in the secondary context [34 CFR 104.37(b)] and in the post-secondary context [34 CFR 104.47(b)].

Ineffective counseling can perpetuate past inequities such as gender stereotyping by limiting the options students might see for themselves as they contemplate future career choices. A subrecipient may not conduct its counseling activities in such a way that has the effect of subjecting individuals to discrimination on the basis of race, color, national origin, sex, or disability [28 CFR 35.130(b)(3); 34 CFR 100.3(b)(2); 34 CFR 104.4(b)(4)].

In order to avoid "steering" minorities, women, and students with disabilities toward more restrictive career objectives, counselors require updated information about the dynamics of the labor force. Subrecipients should ensure that counselors are apprised of the most recent occupational outlook data and emerging opportunities in new fields, and that they inform students of a broad range of career options.

- Recruitment activities indicate efforts to reach a wide student pool. Recruitment materials, program flyers, and images in online media depict a diverse student body and are free from bias and stereotyping. The institution has a published plan for the provision of services for individuals with Limited English Proficiency (LEP) and individuals with hearing impairment. A variety of materials are available in Spanish.
- Admissions policy for CTE programs are clear. Procedures and criteria for selective admissions are clear. No students in programs with selective admissions appear to have been rejected or selected based on race, color, national origin, sex, or disability.
- Counseling materials and activities do not appear to discriminate on the basis of race, color, national origin, sex, or disability. The advising handbook contains a written guidance plan, policy and procedure.
- Recruiting teams and advisors are aware of programs having disproportionate enrollment based on race, color, national origin, sex and disability. Efforts to recruit and retain students in these groups include diverse imagery on program materials and the institution’s website. Instructor support of students choosing nontraditional career paths is evident and impactful, according to student interviews.
- The physical distance (3.1 miles, according to google maps, illustrated at right in figure 4) between the ICC campus and ICC West compounds a perceived separation between the “main campus” and ICC West, where most of the technical programs are taught. Several interviewed students in CTE programs only spend time on the “main campus” for general education classes required by their program. Their perception is that many other CTE students feel similarly. Intentional cooperation and activity between the ICC main campus and ICC West students and faculty could promote a physical and perceptual link between the campuses.

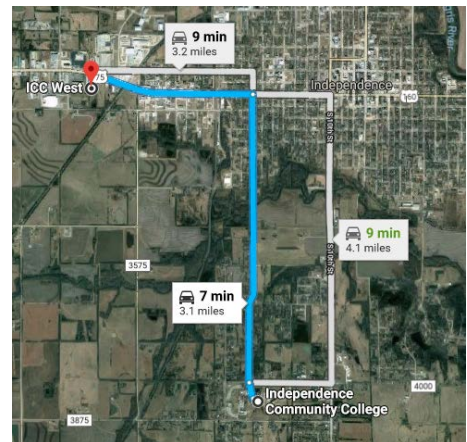


Figure 4

- Scheduled public transportation is available between the two campuses on request for a fee of \$2-\$3. Students seeking an Associate’s Degree in a program offered at ICC West must take general education courses on the main campus. This could be a barrier to some students.

### Services for Students with Disabilities

A subrecipient must make such modifications to its academic requirements to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of disability, against a qualified handicapped applicant or student. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific

courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted [34 C.F.R. 104.44(a)].

Subrecipients may not impose rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings that have the effect of limiting the participation of students with disabilities. Course examinations or other procedures for evaluating the academic achievement of students with disabilities must represent student achievement in the course, rather than reflecting the student's disability [34 C.F.R. 104.44(b), 104.44(c)].

A subrecipient must take such steps as are necessary to ensure that no student with a qualified disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the subrecipient because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills. Auxiliary aids may include taped texts, interpreters or other effective methods of making orally-delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions. Subrecipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature [34 C.F.R. 104.44(d)].

Title II requires a subrecipient to furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity conducted by a public entity. In determining what type of auxiliary aid and service is necessary, a public entity shall give primary consideration to the requests of the individual with disabilities [28 C.F.R. 35.160(b)]. If students are being evaluated to determine their eligibility under Section 504 or the Title II, the recipient must provide auxiliary aids in the interim.

A postsecondary student with a disability who is in need of auxiliary aids is obligated to provide notice of the nature of the disabling condition to the college and to assist it in identifying appropriate and effective auxiliary aids. In postsecondary schools, the students themselves must identify the need for an auxiliary aid and give adequate notice of the need. The student's notification should be provided to the appropriate representative of the college who, depending upon the nature and scope of the request, could be the school's Section 504 or Title II coordinator, an appropriate dean, a faculty advisor, or a professor.

A subrecipient may ask the postsecondary student, in response to a request for auxiliary aids, to provide supporting diagnostic test results and professional prescriptions for auxiliary aids. A subrecipient may obtain its own professional determination of whether specific requested auxiliary aids are necessary.

Where housing is made available, it must be available to all students without discrimination on the basis of race, color, national origin, sex/gender, or disability. Housing provided to students with disabilities must be accessible, comparable in quality, convenient, and priced at the same cost as that available to nondisabled students [34 C.F.R. 104.45(a); Guidelines VI-C].

- Applications for admissions do not include prohibited disability-related inquiries.
- Student handbook and academic catalog include contact information for “Student Support Services.” The coordinator works with faculty to ensure appropriate accommodations are available to students with disabilities
- Board policy contains written procedures for students to access “Student Support Services” on campus. Students indicated in interviews they were told how to request support services. Advisors, teachers, and administrators echoed this. A student with a hearing impairment was interviewed and requested the interviewer use a microphone and handheld amplifier during the conversation. The student reported satisfaction with the accommodations, and it was a good example of the process working at the institution.
- Accessible on-campus housing is available for students with disabilities.

### **Work Study, Cooperative Programs, and Job Placement**

A subrecipient shall make opportunities available in its work-study, cooperative vocational education and job placement programs to students without regard to race, color, national origin, sex, or disability. A subrecipient that assists employers and prospective employers in making employment opportunities available to any of its students must ensure that the employer does not discriminate on the basis of race, color, national origin, sex, or disability in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and pay [34 CFR 100.3(b); 34 CFR 104.4(b); 34 CFR 104.46(b); 34 CFR 106.31(d); 34 CFR 106.38(a), 106.38(b); Guidelines VII-A, VII-B].

- Worksite learning agreements include the nondiscrimination statement and is signed by the participating employer.
- Employment opportunities are posted in a commons area. There was no evidence that the institution discriminates in providing job placement assistance based on race, color, national origin, sex, or disability.

### **Employment**

Subrecipients shall not administer or operate any test or other criterion for any employment opportunity which has a disproportionately adverse effect on persons on the basis of sex unless the test validly predicts successful performance in the position in question and alternative tests or criteria that do not have an adverse effect are unavailable. Subrecipients may not limit their recruitment for employees to schools, communities, or companies that are disproportionately composed of persons of a particular race, color, national origin, sex, or disability except for the purpose of overcoming the effects of past discrimination. Subrecipients must establish and maintain faculty salary scales and policy based upon the conditions and responsibilities of employment without regard to race, color, national origin, sex, or disability [34 CFR 106.52, 106.53, 106.54; Guidelines VIII-A-F].

A subrecipient must provide employment opportunities for teaching and administrative positions to applicants with disabilities who can perform the essential functions of the positions and make reasonable accommodations for the physical or mental limitations of disabled (otherwise qualified) applicants unless it can be demonstrated that such accommodations would impose undue hardship. It is unlawful for a subrecipient to fail to select and administer tests concerning employment in the most effective manner to ensure that, when a test is administered to a job applicant or employee who has a disability that impairs sensory, manual, or speaking skills, the test's results accurately reflect the skills, aptitude, or whatever other factor of the applicant or employee that the test purports to measure, rather than reflecting the impaired sensory, manual, or speaking skills of such employee or applicant (except where such skills are the factor that the test purports to measure) [29 CFR Part 1630; 34 CFR 104.12, 104.13; Guidelines VIII-E].

A subrecipient shall not make pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is "Miss or Mrs." A subrecipient may make pre-employment inquiry as to the sex of an applicant for employment, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination on the basis of sex [34 CFR 106.60].

Except as provided in the paragraph below, a subrecipient may not conduct a pre-employment medical examination or may not make pre-employment inquiry of an applicant as to whether the applicant is a handicapped person or as to the nature or severity of a handicap. A recipient may, however, make pre-employment inquiry into an applicant's ability to perform job-related functions [34 CFR 104.14(a)].

When a subrecipient is taking remedial action to correct the effects of past discrimination the subrecipient may invite applicants for employment to indicate whether and to what extent they are handicapped, provided, the recipient states clearly on any written questionnaire used for this purpose or makes clear orally if no written questionnaire is used that the information requested is intended for use solely in connection with its remedial action obligations or its voluntary or affirmative action efforts; and the recipient states clearly that the information is being requested on a voluntary basis, that it will be kept confidential, and that refusal to provide it will not subject the applicant or employee to any adverse treatment Nothing in this section shall prohibit a recipient from conditioning an offer of employment on the results of a medical examination conducted prior to the employee's entrance on duty, provided, all entering employees are subjected to such an examination regardless of handicap, and the results of such an examination are used only to determine an applicant's to perform the duties required for the position in question [34 CFR 104.14(b)-(c)].

- The institution publishes a "Policies, Processes & Procedures – Personnel Selection" identifying steps in the process from "identification of personnel needs" to "orientation of the new employee." The nondiscrimination statement is part of the written policy.
- The institution uses online services Indeed and LinkedIn as well as their own web page to announce vacancies. Vacancy announcements include the nondiscrimination statement.
- Employment applications were examined for prohibited disability-related inquiries and inquiries into the marital status of applicants. None was found.

- Job descriptions were reviewed. None was found to include requirements that discriminate based on race, color, national origin, sex, or disability.
- Salaries are calculated on a table based on a class designation (type of certificate or degree) and steps.
- There was no evidence that the college discriminates in its employment practices based on race, color, national origin, sex, or disability.

### **Accessibility**

No qualified individual with a disability shall, because a subrecipient's facilities are inaccessible to or unusable by individuals with disabilities, be denied the benefits of, be excluded from participation in, the services, programs, or activities of a public entity, or otherwise be subjected to discrimination by any public entity [28 CFR 35.149; 34 CFR 104.21].

A subrecipient shall operate its programs, activities, or services so that each program, activity, or service when viewed in its entirety is readily accessible to disabled persons [28 CFR 35.150(a); 34 CFR 104.22(a)]. A subrecipient shall maintain in operable working condition the facilities and equipment that are required to be readily accessible to and usable by persons with disabilities [28 CFR 35.133(a)].

Title II and Section 504 require that a new or altered facility (or the part that is new or altered) be readily accessible to and usable by individuals with disabilities [28 CFR 35.151 and 34 CFR 104.23]. Accessibility requirements fall into two categories: those for new construction and alterations and those for existing facilities. New construction is defined as construction that began on or after the effective date of the applicable legislation. Alterations to existing facilities that began on or after the effective date are treated as new construction. The new construction and alterations requirements focus on providing physical access to buildings and facilities rather than on providing access to programs and services. A facility must be built in compliance with specific architectural accessibility standards (or substantially equivalent) in effect on the date that construction began.

The appropriate accessibility standard for a facility is determined by the date of construction or the date of its last alteration or addition. Under Section 504, two effective dates are relevant to making the determination as to whether facilities are considered as existing facilities or as new construction or alterations:

- New construction or alterations to existing facilities that began on or after June 4, 1977 is subject to the American National Standards Institute A117.1 accessibility standard that was originally published in 1961 and reaffirmed in 1971 (ANSI A117.1).
- In 1990, Section 504 was updated to adopt the Uniform Federal Accessibility Standard (UFAS). The effective date of this change was January 18, 1991. This date coincides with the effective date for Title II.

When Title II went into effect on January 18, 1991, subrecipients were required to select UFAS as the appropriate accessibility standard. On January 27, 1992, subrecipients were allowed to choose UFAS or the ADA Standards for Accessible Design (ADA (1991)). Subrecipients were permitted to use the ADA (1991) Standards as an acceptable alternative to UFAS for Section 504 compliance.

On September 15, 2010, the 2010 ADA Standards for Accessible Design were issued. Subrecipients were allowed to choose the 2010 ADA Standards for a new or altered facility until these standards become fully effective on March 15, 2012. After this date the 2010 ADA Standards replace the ADA (1991) and UFAS as the acceptable standard under Title II. Currently, the 2010 ADA Standards are an acceptable alternative to UFAS for Section 504 compliance. Federal regulators are working to revise Section 504 regulations to adopt the 2010 ADA Standards as the appropriate accessibility standard. Consequently, subrecipients are encouraged to adopt the 2010 ADA Standards for new and altered facilities.

In the case of alterations, the following definitions of alterations and additions apply:

- An addition is an expansion, extension, or increase in the gross floor area of a building or facility. Each addition to an existing building or facility is regarded as an alteration and must comply with the requirements for new construction.
- An alteration is a change to a building or facility that affects or could affect the usability of the building or facility or part thereof. Alterations include, but are not limited to, remodeling, renovation, rehabilitation, and changes to the floor plan or other structural elements. Other modifications such as normal maintenance, reroofing, painting, etc. are not alterations because they do not affect the usability of the building or facility. When referring to physical changes to a building or facility, the terms alteration, remodel, update, and modification are frequently used interchangeably. In this document the term alteration will be used exclusively to identify those changes that affect the usability of a facility and hence require a determination of the applicable accessibility standard.

With respect to existing facilities, both Title II and Section 504 require subrecipients to operate each program so that, when viewed in its entirety, the program is readily accessible to and usable by individuals with disabilities [28 CFR 35.150(a); 34 CFR 104.22(a)]. The specific language of Title II also refers to services. This is known as the program accessibility standard. Neither regulation requires that subrecipients make all existing facilities, or every part of the existing facility, accessible to and usable by individuals with disabilities, as long as the program (or service) as a whole is accessible. Subrecipients have non-construction alternatives available to achieve program accessibility such as relocating the service or program to an accessible location, assigning aides to assist individuals with disabilities, and redesigning equipment.

Consideration of the program accessibility standard raises the question “What is a program?” As used in Title II and Section 504, the term “program” refers to the programs, activities, and services offered by a subrecipient in fulfillment of its mission. This includes but is not limited to instructional programs, food services, counseling, assessment services, financial aid (for



postsecondary students), and transportation. In this context, counseling services is a single program.

It is important to remember that accessibility should be evaluated not just in terms of meeting the needs of those with mobility impairments but also those with vision and hearing impairments as well. In addition, accessibility extends to parents, guardians, and members of the public with disabilities for programs, activities, or services that are open to parents or the public, such as parent-teacher meetings, organizational meetings, athletic events, plays, and graduation ceremonies. Although the inspection of athletic facilities is not specifically identified as a component of the MOA compliance review, a district or institution is nonetheless required to ensure that facilities for participants and spectators of athletic events are accessible.

<b>Building Construction and Alterations</b>			
<b>Independence Community College</b>			
<b>Building</b>	<b>Construction or Alteration Date</b>	<b>Applicable Standards</b>	<b>CTE Programs Offered</b>
Student Union	1971, 2006, 2013, 2015	2010 ADA	No, Commons Area, Food Services
Administration Building	1968, 2015	2010 ADA	No, Financial Aid, Admissions, Business Office, Marketing, President's Office
Academic Building	1971, 2015	2010 ADA	Yes
Fine Arts Building	1972	Program Access	Yes
Fieldhouse	1971	Program Access	No, Commons Area
Cessna Learning Center	1996, 2018	2010 ADA	Yes
ICC West	Unknown, Altered 2010	1991 ADA	Yes
Pirate Bay Villas	2016	2010 ADA	No, On-Campus housing
Captains Quarters	2001	1991 ADA	No, On-campus housing

After touring the facilities and reviewing documentation presented, the following items of noncompliance were noted by:

Ray Petty  
 Kansas Coordinator  
 Great Plains ADA Center  
 100 Corporate Lake Drive  
 Columbia, MO 65203

Student Union:

Built in 1971, the most recent alteration was completed in 2015. The building has two floors of commons areas. The upper level restrooms are accessible. The game room and other commons areas feature “high top” tables (figure 5), but also some lower tables (figure 6) for accessibility. The lower level has accessible single-user men’s and women’s restrooms (figure 7). The lower level does not have accessible water fountains. There is no accessible route inside the building leading from the upper and lower levels (figure 8), and no vertical interior access between the upper and lower levels exists. Outside routes are not considered to be accessible.



Figure 5



Figure 6



Figure 7

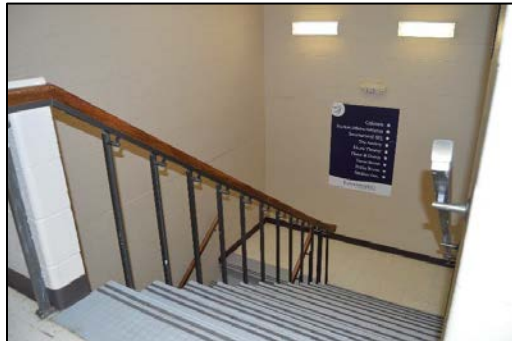


Figure 8

2. In the lower floor, install accessible water fountains along accessible routes in compliance with 2010 ADA 602.
3. Install interior vertical access from the upper floor to the lower floor of the Student Union using 2010 ADA standard 4.3.1 Accessible Route General and 4.3.2 Location for initial guidance. 2010 ADA standard 206 has guidance on elevators, platform lifts, existing site constraints. Below is guidance on elevators and lifts in new construction and alterations from the DOJ Title II Technical Assistance Manual. Additional guidance can be accessed by Ray Petty and KBOR upon request.

<https://www.ada.gov/taman2.html#18%20elevators%20and%20platform%20lifts%20in%20new%20construction%20and%20alterations>

Administration Building:

Originally constructed in 1986 and altered in 2015, the Administration Building houses Financial Aid, Admissions, Business Office, Marketing, and the President’s Office. The unisex restroom is accessible (figures 11, 12).



Figure 11

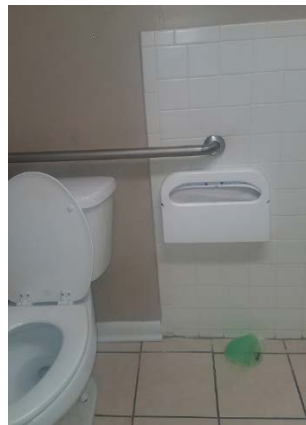


Figure 12

No evidence of a violation was found.

Academic Building:

The Academic Building was built in 1971 and altered in 2015. This building contains the library and offers general education courses associated with CTE AAS degrees. Accessible routes feature adequate spacing between the library aisles. The outside approach to the library (figure 13) includes a ramp which lacks a handrail on the building side (figure14). Handrails must be provided on both sides of a walking surface, according to 2010 ADA standards 405.8 Handrails and 505 Handrails. The library features accessible routes and forward-approachable tables. An elevator shaft exists, but no vertical access route is available. Reasonable accommodations could be made to move a classroom to an accessible level in the building, allowable under ADA for existing construction under Title II. Restrooms are accessible. Classroom features are accessible (figure 15)



Figure 13



Figure14



Figure 15

4. Install a handrail on the building side of the approach to the library entrance. Refer to 2010 ADA standards 405.8 Handrails and 505 Handrails for guidance.

Fine Arts Building:



Figure 16



Figure 17

The Fine Arts Building, built in 1972 is home to commons areas and classrooms. Restrooms are accessible (figure 16). No accessible water fountains were observed on accessible routes and inaccessible water fountains do not comply with 2010 ADA standard 602 (figure 17).

5. Install accessible water fountains along accessible routes in compliance with 2010 ADA 602.

Fieldhouse:

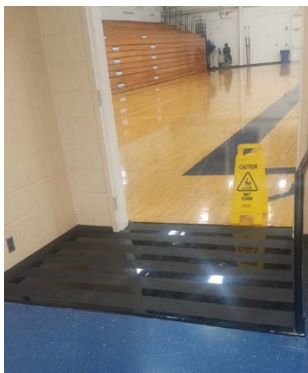


Figure 18

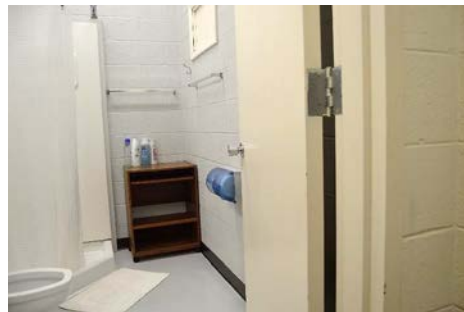


Figure 19



Figure 20



Figure 21

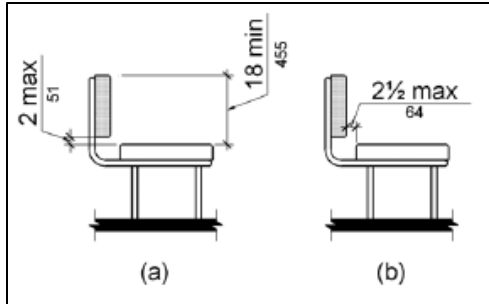


Figure 22



Figure 23



Figure 24



Figure 25



Figure 26

The Fieldhouse was built in 1971 and does not house CTE programs, but contains commons areas, the gymnasium and conference room space. Both entrances to the gym originally had a step leading to the court. A small ramp in figure 18 offers wheelchair access to the accessible entrance under 2010 ADA standard 405. There is no designated accessible seating area in the gymnasium. The most logical location would be the center of the court on the north side of the seating area. Signage alerting spectators to the existence of accessible seating should be added to the North gym doors according to section 216 and 703 of the 2010 ADA standards. Room 104 (figure 19, 20, 21) should be converted to a single-user unisex accessible restroom/shower room: remove the shower cabinet, add an accessible toilet seat and rear 36 inch grab bar, lower the mirror to 40 inches AFF, lower the paper towel dispenser is higher than 48 inches AF, build a “stem wall” on the North side of the toilet, add an accessible shower bench (figure 22). The entrance to room 124 is not accessible in the current configurations. Remove the door to room 124 and build a level space and an accessible ramp through room 124. Public restrooms are accessible (figures 23, 24, 25). Doors feature lever-type handles and accessible permanent signage (figure 26)

6. Create an accessible seating area in the gymnasium according to section 221 of the 2010 ADA standard.
7. Add accessible signage to the North gym doors identifying the route to the accessible seating area of the gym. Refer to sections 216 and 703 of the 2010 ADA standards.
8. Install a transition space and ramp outside Room 124 achieving the proper slope and level landing requirements of 2010 ADA standard 405.
9. Convert Room 104 to a single-user unisex accessible toilet and bathing room using 2010 ADA standards 213, 603, 604, and 608 for guidance on the toilet and shower. The goal is to enable a side transfer to the toilet on the shower side of the toilet.

- a. Remove the shower compartment, convert to a roll-in shower
- b. Add a hand-held shower unit with operable parts 48" max aff
- c. Roll-in shower becomes WC access to both shower and toilet
- d. Build a stem wall between the lavatory and toilet to accommodate a 42" grab bar and toilet paper dispenser
- e. Add lever-handled faucet to lavatory
- f. Add drain insulation to the lavatory
- g. Lower the mirror to 40" AFF max (or add a full-length mirror elsewhere)
- h. Lower soap dispenser to 48" AFF max to operable parts
- i. Lower paper towel dispenser to 48" AFF max to operable parts
- j. Add ADA-compliant changing bench (Figure 22) (see 2010 ADA standard 903.4)

Cessna Learning Center:

The Cessna Learning Center was built in 1996 and was altered in 2018 to house an innovative "Fab Lab." The building's alterations include accessible routes throughout, and adequate access to emergency features (figures 27, 28, 29, 30, 31)



Figure 27



Figure 28



Figure 29



Figure 30



Figure 31

No evidence of a violation was found.

ICC West:

The West campus offers a variety of coursework for CTE students. The building appears to be a former retail building acquired by the institution in 2006. Alterations were completed in August 2010, and include accessible approaches, accessible routes throughout, and adequate access to emergency features. Restrooms are accessible (figure 32, 33).



Figure 32



Figure 33

No evidence of a violation was found.

Pirate Bay Villas:

Pirate Bay Villas provide on-campus housing and were built in 2016. There are 36 suites, six of which are ADA accessible. No barriers to access were determined. Kitchen, restroom, bathing, and emergency features are accessible.

No evidence of a violation was found.

Captain's Quarters:

Captain's Quarters provide on-campus housing and were built in 2001. There are 100 suites of rooms, six of which are ADA accessible. No barriers to access were determined. Kitchen, restroom, bathing, and emergency features are accessible.

No evidence of a violation was found.

## **Comparable Facilities**

Subrecipients must provide changing rooms, showers, and other facilities for students of one sex that are comparable to those provided to students of the other sex. Separate toilet, locker room, and shower facilities may be provided on the basis of sex, but the facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex. This may be accomplished by alternating use of the same facilities or by providing separate, comparable facilities. Such facilities must be adapted or modified to the extent necessary to make the vocational education program readily accessible to handicapped persons [Guidelines VI-D; 34 CFR 106.33].

If a recipient, in compliance with paragraph (a) of this section, operates a facility that is identifiable as being for handicapped persons, the recipient shall ensure that the facility and the services and activities provided therein are comparable to the other facilities, services, and activities of the recipient [34 CFR 104.34(c)].

- After visual examination of the facilities, it appears the institution provides comparable facilities for male and female students with and without disabilities.

## **Student Financial Assistance**

Subrecipients may not award financial assistance in the form of loans, grants, scholarships, special funds, subsidies, compensation for work, or prizes to vocational education students on the basis of race, color, national origin, sex, or disability, except to overcome the effects of past discrimination. Subrecipients may not award less assistance to students with disabilities; provide assistance in a manner that discriminates against students with disabilities; or employ or provide assistance in making available outside employment in a manner that discriminates against students with disabilities in the secondary context [34 CFR 104.4(a) and 104.4(b)] or in the post-secondary context [34 CFR 104.46].

Post-secondary awards that are sex-restricted or that have the effect of discriminating on the basis of disability may be established under wills, trusts, bequests, or similar legal instrument only if the overall effect of financial assistance awarded by the subrecipient does not discriminate on the basis of sex or disability [34 CFR 100.3; 34 CFR 104.46(a), 104.46(c); 34 CFR 106.37, 106.37(b); Guidelines VI-B].

- The majority of financial assistance provided to students was need-based assistance provided through federal Title IV programs. Several awards were set aside for students representing particular groups but these awards were small in number and were established by endowment, gift, or other legal instrument.



## Conclusion

This **final** letter of findings is not intended and should not be construed to cover any other issue regarding the compliance of the district or institution with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1991 not specifically identified herein.

Your institution has reviewed and responded to the preliminary LOF, sent on March 21, 2019. The institution corrected inaccuracies and provided additional information. In many instances, items which needed corrective action were corrected prior to the sending of this letter.

Following receipt of this final LOF, the institution must develop a Voluntary Compliance Plan (VCP). Compliance plans are written using the format described below. Corrective action is required on the numbered items in the Final LOF. The findings requiring correction will be listed on the VCP (sent electronically to the on-site coordinator) and space is provided for the following:

- corrective action planned to remedy each item
- target completion date (month and year)
- how completion of the corrective action will be verified or reported
- name/title of the individual responsible for completing the corrective action

The VCP must be returned to our office within 90 days of the receipt of the final Letter of Findings. Technical assistance for the development and implementation of the VCP will be provided by KBOR staff and is available upon request.

This time frame does not mean that all deficiencies outlined in the VCP must be completed within the 90-day timeframe. The VCP details and tracks your institution's plan to address each of the noncompliance issues identified during the on-site visit. As each of the corrective actions is completed, documentation or evidence verifying completion is to be sent to our office. When all corrective actions are satisfactorily completed and documented the file for your institution will be closed, and a "closed file" letter will be sent.

It is important to note that the professional organization of the materials requested would serve as a 'model of excellence' for any other institution within the state of Kansas. The cooperation and hospitality extended to the onsite review team was greatly appreciated and we encourage your continued proactive efforts to comply with the requirements of Title VI, Title IX, Section 504, Title II and the *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Educational Programs*.

Independence Community College  
Operational Plan  
Quarterly Review  
June 13, 2019

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## Operational Plan for President's Office

**Objective 1:** *The President's Office will improve the College's relationship with the community. (Board Goal: #3/Strategic Plan Area: Service Excellence and Support Excellence)*

### Strategies:

1. Determine baseline community participation in 2018 Inge Festival, measured by dollar support, volunteer participation, and local attendance, show improvement for 2019 in each category.
2. Create 5-year Strategic Plan for Festival.
3. Emphasize those aspects of the Facilities Master Plan which are most likely to see public use.
4. Increase community access to, and publication of, Board meeting materials.
5. Include formal public comment period following adoption of Strategic Plan.

### Measurement:

Measure 1:	Review of 2018 Inge Festival spreadsheets identifies participation and attendance levels, as well as dollar support. Improvement goals are set for each category.
Measure 1 Results:	<p>Q2: Inge Festival 2018 spreadsheets were inconclusively designed and presented; however, the Interim Artistic Director Hannah Joyce-Hoven provided a draft budget for the 2019 Inge Festival, as well as a status report at the November Board of Trustees meeting on progress made toward implementation of the 2019 Inge Festival.</p> <p>Q3: Full planning document for Festival presented to Board of Trustees in November 2018.</p> <p>Q4: Full statistics for 2019 Inge Festival attendance as reported in the Vendini ticketing system are being compiled and analyzed, later this month. Initial reports show that the 20 patrons to the New Play Lab paid \$175 each for a total income of \$3,500. Those 20 attendees represented 14 states. Cash Sponsorships by area businesses and individuals amounted to \$7,900. Gross receipts by all other patrons is \$3,085. This compares to \$2,610 for 2018, despite higher ticket prices that year. Further information about ticket buyers will be compiled.</p>
Measure 2:	Leadership for Inge Festival Strategic Planning initiative is identified. All-inclusive strategy is utilized to compile input for development of 5-year plan.
Measure 2 Results:	<p>Q2: Recruitment of Strategic Planning group members has begun.</p> <p>Q3: No progress.</p> <p>Q4: No progress.</p>
Measure 3:	Facilities Master Plan is scrutinized and incomplete projects are begun and/or completed.
Measure 3 Results:	<p>Q2: With the exception of ADA and safety improvements, no projects are planned for the fall semester. This task will be completed in the early spring following the KBOR Civil Rights audit.</p> <p>Q3: Year One of the ADA projects are on a projected timeline of completion by June 2019. The KBOR audit results could add a few additional projects to the list.</p> <p>Q4: Maintenance is currently working on VCP Plan with Morgan-Tate and Crawshaw. Eight items listed in the KBOR audit findings remain, and have</p>

	been scheduled for completion over the next 3 years. We anticipate completing a majority of these items during 2019-2020 budget year.
Measure 4:	Board of Trustees documents and meeting materials are posted on College website for community accessibility.
Measure 4 Results:	<p>Q2: Board meeting agendas with all backup documentation are posted on the College website for public accessibility. Once approved, the Board meeting minutes are also posted. The entire website is being reviewed for accuracy and usability. In addition, a specific Strategic Planning informational page and separate Accreditation documents page are being created.</p> <p>Q3: Board meeting agendas and minutes continue to post on the College website. Updates to the Accreditation webpage are ongoing, and an access button to the On Notice Report document was created and can be accessed on the College homepage.</p> <p>Q4: In addition to regular monthly meeting materials, Board Strategic Planning Workshop Agendas and minutes were posted on the website for public accessibility. Budget planning documentation will post as the process begins.</p>
Measure 5:	Public comment period following adoption of Strategic Plan is held.
Measure 5 Results:	<p>Q2: The Strategic Planning process is in full swing. The Process Committee was formed by College volunteers Marg Yaroslaski, Breta Campus, and Angela Houston; the committee recommendation was presented during the November 8, 2018 Board of Trustees meeting. Brooke Carroll accepted the Strategic Plan Process Coordinator position. The GAP Analysis Committee was formed with two Trustees, two College employees, two ICC faculty members, three members from the local community, the Committee Coordinator, and Dr. Barwick as an ex-officio; a kick-off meeting was held November 13, 2018. Lisa Wilson, Joslyn Kusiak, Linda Ritter, Angela Houston, Marg Yaroslaski, and Breta Campus were selected as facilitators for the community listening sessions. Three community listening sessions were scheduled during the month of November; two in Independence, and one in Cherryvale. An electronic survey was administered to ICC students. Cody Westerhold, Anita Chappuie, Page Petrucka, and Taylor Crawshaw were also identified as facilitators for campus listening sessions.</p> <p>Q3: Mike Thompson replaced Brooke Carroll in the Strategic Plan Process Coordinator position following her resignation to accept an employment position out of town. The GAP Analysis Committee identified five Work Groups: Academic Excellence, Community Engagement, Economic Development, Cultural and Diversity Excellence, and ICC 2025. Approximately 40 College and community individuals volunteered service on the Work Groups and a kick-off meeting for the Work Group phase was held Monday, February 18<sup>th</sup>, at ICC West. Each Work Group was given the task of creating 3-5 strategic initiatives to address deficiencies noted during the listening sessions and through survey results; reports from the Work Groups are due to the GAP Analysis Committee by March 15. The GAP Analysis Committee will draft a set of recommendations to the Board of Trustees by April 19 for their use during a Strategic Planning Workshop the last of April.</p> <p>Q4: The Board of Trustees held a Strategic Planning Workshop on May 1<sup>st</sup>. Following discussion, a smaller group of Dr. Barwick, Mike Thompson,</p>

	Cordell Jordan, Val DeFever, and a member of faculty, and a member of staff, was created to revise the draft Strategic Plan based on input received, distribute campus-wide and to the Board for additional input, then present for consideration of approval during the regularly scheduled Board meeting in June. During the regular monthly meeting held May 9 <sup>th</sup> , the Board was informed that: the smaller group met on May 6 <sup>th</sup> with excellent outcomes; the group planned an additional meeting May 13 <sup>th</sup> ; Listening Sessions were scheduled for campus-wide input; and, a special Board meeting for consideration of approval was scheduled May 21 <sup>st</sup> . The Board of Trustees approved the five-year Strategic Plan during the May 21 <sup>st</sup> special meeting. Marketing Director, Cordell Jordan, will create a visually attractive and nicely formatted version of the Plan for public dissemination and posting on the College website.
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**Responsibilities:**

President provides guidance for all strategies in Objective 1

**Objective 2: *The President's Office will enhance programs through innovation to improve the overall student experience. (Board Goal #4/Strategic Plan Area: Support Excellence and Service Excellence)***

**Strategies:**

1. Operational Plans for each area that serves students should adopt a specific weak CSSE or Noel Levitz measure or measures that the area's activities influence.
2. Prioritize ADA improvements to existing facilities according to ADA Plan.

**Measurement:**

Measure 1:	Student satisfaction measures identified in the CSSE, Noel Levitz, or other measures utilized in respective areas, reflect improvement.
Measure 1 Results:	Q2: Areas across campus have identified specific weak CSSE or Noel Levitz measures for improvement goals. Q3: Although specific weaknesses have been identified for identification of improvement goals, the CSSE has not been administered yet. Q4: The CCSSE was administered to students. Results should be available sometime this summer.
Measure 2:	The ADA Plan was developed during the spring 2018 semester and included in the Strategic Plan. Prioritize work on those areas for which ICC is out of compliance and could face repercussion if not remedied.
Measure 2 Results:	Q2: Restroom signage in all campus buildings is being updated to match accessibility levels and, signage in campus parking lots is being modified to meet requirements of 60 inches above ground level. Parking areas have been repainted and dimensions have been adjusted to meet accessibility requirements. Training sessions have been held during In-Services. Campus will undergo a KBOR Civil Rights Audit in spring 2019 which will require re-prioritization. Q3: A majority of Year One projects were completed by February and the remainder are on a projected timeline of completion by June 2019. The KBOR Audit results could add a few additional projects to the list. KBOR has 30 days from February 20 <sup>th</sup> to provide ICC with a preliminary Letter of Findings.

	Q4: Projects for the KBOR Audit and Year One of the Accessibility Plan have been completed. ICC has received the final letter of findings from the KBOR audit; 8 remaining findings will be placed in a 3 year Voluntary Compliance Plan (VCP). The VCP will be available for review by August 2019.
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**Responsibilities:**

1. The President will ensure Operational Plans are developed accordingly
2. Compliance/Title IX Officer, Associate Dean for Tutoring and Accessibility Services, and Maintenance Director will review improvements for compliance as work is completed

**Objective 3: *The President's office will identify and address accreditation requirements identified as deficiencies. (Board Goal: #5/Strategic Plan Area: Academic Excellence, Service Excellence, and Support Excellence)***

**Strategies:**

1. Meet or exceed needs identified by HLC.
2. Ensure campus-wide training in new accreditation pathway.
3. Meet any critical needs identified by 2017 Vet Tech Accreditation.
4. Prioritize needs identified by 2017 Cosmetology site inspection.

**Measurement:**

Measure 1:	Operational Plans include specific strategies and progress toward meeting needs identified by the HLC is monitored through Cabinet meetings and shared through Staff Announcements.
Measure 1 Results:	Q2: Progress is shared through Cabinet meetings and distributed campus-wide through the daily e-mail compilation. Monthly accreditation updates are shared campus-wide, included in the President's Report section of the Board meeting, provided to local media and to HLC, and provided as a portion of the electronic Board meeting agendas which are posted on the College website. Q3: Operational Plans: continue to address needs identified by the HLC; are monitored through Cabinet meetings; shared through Staff Announcements; provided to local media; and, included in the electronic Board meeting agendas which post to the College website. Q4: Operational Plan updates will be presented to the Board of Trustees during the June 13 <sup>th</sup> monthly meeting. New departmental and co-curricular plans will be developed to continue processes initiated to meet needs identified by HLC; the new plans will tie to the approved five-year Strategic Plan and budget planning.
Measure 2:	Campus-wide training in the new accreditation pathway is monitored.
Measure 2 Results:	Q2: Campus-wide training has taken place during College In-Service sessions. Q3: Accreditation-related training continues during College In-Service sessions. Q4: Accreditation-related training continues during College In-Service sessions.
Measure 3:	Vet Tech accreditation critical needs are met.
Measure 3 Results:	Q2: Maintenance and custodial staff have conducted repairs on flooring issues noted in the Vet Tech accreditation report. A Vet Tech Director has

	<p>been employed to meet staffing requirements, and an individual has been employed to fill the Vet Tech Instructor position. Full accreditation has been reinstated; however, the deadline for meeting the pass rate requirement has been extended until 2020.</p> <p>Q3: Vet Tech staff continue efforts to assure improvement in the pass rate percentages.</p> <p>Q4: Vet Tech staff continue efforts to assure improvement in the pass rate percentages.</p>
Measure 4:	Cosmetology site inspection needs are prioritized.
Measure 4 Results:	<p>Q2: The Cosmetology area was cited for cleanliness; therefore, the area received a fresh coat of paint, three ducted air returns were installed, a de-humidifier was purchased and installed, and approximately 50% of the floor tiles will be replaced over the Christmas break.</p> <p>Q3: Floor tiles were not replaced; however approximately 60% of the floors were stripped and resurfaced. Cleanliness issues have been addressed.</p> <p>Q4: Cleanliness issues have been addressed.</p>

**Responsibilities:**

1. President works with Division heads to assure that all areas understand their role in satisfying deficiencies and that all initiatives are properly resourced.
2. President, Vice-President for Academic Affairs, and the Assessment Committee ensure that campus-wide training is conducted.
3. President, Vice-President for Academic Affairs, and the Technical Program Division Chair ensure needs are met and addressed accordingly.
4. President, Vice-President for Academic Affairs, and Technical Program Division Chair ensure needs are prioritized and addressed accordingly.

**Objective 4: *The President's Office will improve College financial structures. (Board Goal: #6/Strategic Plan Area: Support Excellence)***

**Strategies:**

1. Work with the ICC Foundation to increase private support for scholarships by 25% over 2016-2017 levels.
2. Create a simple unrestricted quasi-endowment fund, to be created with the current Capital Reserve account and any other available funds, for the primary but not exclusive purpose of funding capital projects in perpetuity.
3. Begin planning/feasibility phase for Centennial Capital Campaign.

**Measurement:**

Measure 1:	For 2018-2019 fiscal year, the year should conclude with an appeal plan and allocation in place for the 2019-2020 fiscal year.
Measure 1 Results:	<p>Q2: The Foundation Director was vacant for several months; however a new Director has been identified and will commence employment in December.</p> <p>Q3: Mandy Monroy has been employed in the position of ICC Foundation Director. To allow Ms. Monroy an adjustment period in her new position, a scholarship appeal and allocation plan has not been developed.</p> <p>Q4: No progress has been made.</p>
Measure 2:	Unrestricted quasi-endowment fund is created with current Capital Reserve and other available funds for funding capital projects in perpetuity.
Measure 2 Results:	Q2: This process has not begun.



	Q3: With the major focus being the HLC On Notice Report, this process has not begun. Q4: No progress has been made.
Measure 3.	Monitoring of planning/feasibility phase shows progress.
Measure 3 Results:	Q2: This process has not begun. Q3: With new leadership in the ICC Foundation Director position and the resignation of the Marketing/Public Relations individual, this process has not begun. Q4: The Director of Marketing/Public Relations has been hired; however, the employment start date is not until July. No further progress has been made.

**Responsibilities:**

1. President will work with ICC Foundation on annual scholarship appeal and allocation plan
2. President, together with legal counsel, will produce unrestricted funding structure recommendations
3. President will collaborate with the ICC Foundation and the Marketing/Public Relations area

**Objective 5: *The President's Office will improve College financial efficiencies. (Board Goal: #7/Strategic Plan Area: Support Excellence)***

**Strategies:**

1. Some portion of academic scholarship dollars be devoted to the recruitment of residential students, separate from athletics and targeted toward academic programs in which residential enrollment growth is specifically desirable. That portion should be designed to produce residential enrollment growth of 10% per year in ICC-owned dorms. Residential enrollment should increase to full dorm capacity with the goal of an increase of 10% per year.
2. Develop a completely new emphasis on online, in which online becomes its own virtual campus. The Director of Online should report directly to the President and should be a member of the President's Cabinet, and should be tasked with and evaluated on his/her success in reaching a minimum target of 25 new, unduplicated students in the fall semester of 2018 and a minimum target of an additional 25 new, unduplicated students in the spring semester of 2019.
3. Led by the Online division, the College should research and produce a recommendation to the Board for the use of marginal cost pricing for students outside of our service area.
4. Reflect the 2017-2018 revenue decrease accurately in the 2018-2019 balanced budget, and do the same for any anticipated revenue decrease in the 2018-2019 budget.

**Measurement:**

Measure 1:	President collaborates to ensure that some portion of academic scholarship dollars is devoted toward recruitment of residential students and enrollment growth in specific academic programs which are separate from athletics. Residential enrollment reaches full dorm capacity with an increase of 10% per year.
Measure 1 Results:	Q2: A process was developed for ensuring a portion of academic scholarship dollars is devoted toward recruitment of residential students and enrollment growth in specific academic programs which are separate from athletics. The President is collaborating with Bluffstone administrators and staff toward increased enrollment growth and greater dorm occupancy. Q3: Collaborations with Bluffstone administrators and staff toward increased enrollment growth and greater dorm occupancy continue.

	Q4: Although efforts toward increased enrollment growth and greater dorm capacity have been ongoing, 10% growth was not achieved.
Measure 2:	Director of On-line position description, with emphasis on on-line becoming its own virtual campus, is developed. On-line Director position is filled. On-line Director is added to President's Cabinet.
Measure 2 Results:	<p>Q2: The On-line Director position description was developed and the position was subsequently filled. The On-line Director was also added to the President's Cabinet. Two 8-week modules of the online Early Childhood Education course will start each semester. The online Certificate and Associate degree in Criminal Justice Programs will also launch; Chief of Police Harrison, and Judge Gettler, will provide instruction and Wichita State University (WSU) is partnering to accept all ICC online credits for students continuing pursuit of a Bachelor degree in Criminal Justice at WSU. Amanda McCormick and Kara Wheeler have been working with Jared toward on-line Pre-Vet and Vet Tech Programs.</p> <p>Q3: The effort toward an Online partnership with an outside source became no longer feasible. Alternative options, with a focus on 2 + 2, are being explored. Online Program updates are provided the Board of Trustees on a monthly basis.</p> <p>Q4: At the Board of Trustees request, the On-line Director will provide regular updates of enrollment in uniquely on-line courses (no on-ground enrollment).</p>
Measure 3:	Marginal cost pricing for students outside of our service area is developed and implemented.
Measure 3 Results:	<p>Q2: This process has not begun.</p> <p>Q3: This process has not begun.</p> <p>Q4: This process has not begun.</p>
Measure 4:	The 2017-2018 revenue decrease is accurately reflected in the 2018-2019 balanced budget.
Measure 4 Results:	<p>Q2: The 2017-2018 revenue decrease has been accurately reflected in the 2018-2019 balanced budget. 2018-2019 and 2019-2010 Cash Flow Projections were presented during the November 8, 2018 Board meeting. A Dashboard has been created to continually update the Board of Trustees and the public on the College's financial status; the Dashboard will be included in the monthly Board Agenda packets and will post to the College website for community accessibility/reference.</p> <p>Q3: 2018-2019 and 2019-2020 Cash Flow Projections are included in Board Agenda packets and posted to the College website for community accessibility/reference on a monthly basis.</p> <p>Q4: Processing of the 2018-2019 and 2019-2020 Cash Flow Projections has evolved with the addition of flow charts and graphs to depict trends and fluctuations.</p>

**Responsibilities:**

1. President collaborates with Enrollment Director, Navigators, and the Scholarship Committee
2. Director of On-line grows enrollment, working together with Marketing
3. Director of Online and College research marginal cost pricing
4. Chief Business Officer reflects revenue decreases accurately in the balanced budget

**Objective 6: *The President's Office will systemize an approach to the remaining projects in the Facilities Master Plan. (Board Goal: #8/Strategic Plan Area: Service Excellence and Support Excellence)***

**Strategies:**

1. Using multiple measurement tools, survey the campus regarding priorities.
2. Edit the Facilities Master Plan to remove finished projects, incorporate the ADA plan and include any new necessary projects.
3. Implement edited plan with the goals of: implementing an appropriate portion of the ADA plan, an appropriate portion of structural needs, and part or all of a prioritized capital project in the revised plan.
4. Prioritize structural improvements to main Academic Building.
5. Incorporate the five-year Technology Plan by reference into the Facilities Master Plan.

**Measurement:**

Measure 1:	Multiple measurement tools are utilized for campus survey of Facilities Master Plan priorities.
Measure 1 Results:	Q2: This process has not begun. Q3: This process has not begun. Q4: This process has not begun.
Measure 2:	Facilities Master Plan is edited and the ADA plan is incorporated.
Measure 2 Results:	Q2: Although the Facilities Master Plan has not been edited, the ADA plan has been incorporated within the plan. Q3: The Facilities Master Plan was updated and included in the On Notice Report to HLC. Q4: Complete; the Facilities Master Plan was updated and the ADA Plan incorporated in the Master Plan.
Measure 3:	Revised Facilities Master Plan is implemented.
Measure 3 Results:	Q2: This process has not begun. Q3: Although the Facilities Master Plan has been updated, the revised Plan has not been implemented. Q4: The revised Facilities Master Plan will be implemented following the budget planning cycle.
Measure 4:	Structural improvement to Academic Building is prioritized.
Measure 4 Results:	Q2: This process has not begun. Q3: This process has not begun. Q4: This process has not begun.
Measure 5:	Reference to the five-year Technology Plan is incorporated in the Facilities Master Plan.
Measure 5 Results:	Q2: The five-year Technology Plan has been incorporated in the Facilities Master Plan. Q3: Although the Facilities Master Plan has not been implemented, the updated five-year Technology Plan has been incorporated in the Plan. Q4: Complete and ready for implementation following the budget planning process.

**Responsibilities:**

1. President will develop a campus survey with assistance from Marketing/Public Relations and the Director of Institutional Research

2. President will edit Facilities Master Plan and incorporate the ADA plan
3. President, Board of Trustees, and Maintenance Director will prioritize structural improvements

**Objective 7: *The President's Office will provide oversight for development of a new 5-year Strategic Plan. (Board Goal: #9/Strategic Plan Area: Support Excellence)***

**Strategies:**

1. Environmental scan completed by Office of Institutional Research.
2. Create Strategic Planning Work Group with representation from the Board of Trustees, Community, Employees, and Students.
3. Identify aspirational peer for use as model (structure, not content).
4. Conduct internal and external draft review/comment sessions.

**Measurement:**

Measure 1:	President and the Office of Institutional Research will develop questions for an environmental scan. Director of Institutional Research completes scan.
Measure 1 Results:	<p>Q2: The President and the Director of Institutional Research collaborated with the Strategic Planning Process and GAP Analysis Committees in development of an environmental scan. A trial session was held during the November 13, 2018 President's Cabinet meeting; a few revisions were implemented and the scan was subsequently distributed to ICC students through the daily e-mail notification. The scan will also be administered to all staff and members in the surrounding communities. The same environmental scan will be administered to all groups for consistency when tracking trends and occurrences internally, as well as external factors beyond our control.</p> <p>Q3: Electronic surveys and in-person listening sessions administered. 600 survey responses were received. Eight listening sessions were held.</p> <p>Q4: Data gathered through electronic surveys and in-person listening sessions was compiled and disseminated to the GAP Analysis Committee; Work Groups were subsequently formed. Approximately 40 College and community individuals volunteered service on the Work Groups and a kick-off meeting for the Work Group phase was held Monday, February 18<sup>th</sup>, at ICC West. Each Work Group was given the task of creating 3-5 strategic initiatives to address deficiencies noted during the listening sessions and through survey results.</p>
Measure 2:	Strategic Planning Work Group is created.
Measure 2 Results:	<p>Q2: The Strategic Planning Process Committee was formed by College volunteers Marg Yaroslaski, Breta Campus, and Angela Houston; the committee recommendation was presented during the November 8, 2018 Board of Trustees meeting. Brooke Carroll accepted the Strategic Plan Process Coordinator position. The GAP Analysis Committee was formed with two Trustees, two College employees, two ICC faculty members, three members from the local community, the Committee Coordinator, and Dr. Barwick as an ex-officio; a kick-off meeting was held November 13, 2018. Lisa Wilson, Joslyn Kusiak, Linda Ritter, Angela Houston, Marg Yaroslaski, and Breta Campus were selected as facilitators for the community listening sessions. Three community listening sessions were scheduled during the month of November; two in Independence, and one in Cherryvale. An</p>

	<p>electronic survey was administered to ICC students. Cody Westerhold, Anita Chappuie, Page Petrucka, and Taylor Crawshaw were also identified as facilitators for campus listening sessions.</p> <p>Q3: Mike Thompson replaced Brooke Carroll in the Strategic Plan Process Coordinator position following her resignation to accept an employment position out of town. The GAP Analysis Committee identified five Work Groups: Academic Excellence, Community Engagement, Economic Development, Cultural and Diversity Excellence, and ICC 2025. Approximately 40 College and community individuals volunteered service on the Work Groups and a kick-off meeting for the Work Group phase was held Monday, February 18<sup>th</sup>, at ICC West. Each Work Group was given the task of creating 3-5 strategic initiatives to address deficiencies noted during the listening sessions and through survey results; reports from the Work Groups are due to the GAP Analysis Committee by March 15. The GAP Analysis Committee will draft a set of recommendations to the Board of Trustees by April 19 for their use during a Strategic Planning Workshop the last of April.</p> <p>Q4: From information accumulated by the Work Groups, the GAP Analysis Committee drafted a set of recommendations to the Board of Trustees for consideration during a Strategic Planning Workshop on May 1<sup>st</sup>. Following discussion, a smaller group of Dr. Barwick, Mike Thompson, Cordell Jordan, Val DeFever, and a member of faculty, and a member of staff, was created to revise the draft Strategic Plan based on input received, distribute campus-wide and to the Board for additional input, then present for consideration of approval during the regularly scheduled Board meeting in June. During the regular monthly meeting held May 9<sup>th</sup>, the Board was informed that: the smaller group met on May 6<sup>th</sup> with excellent outcomes; the group planned an additional meeting May 13<sup>th</sup>; Listening Sessions were scheduled for campus-wide input; and, a special Board meeting for consideration of approval was scheduled May 21<sup>st</sup>. The Board of Trustees approved the five-year Strategic Plan during the May 21<sup>st</sup> special meeting. Marketing Director, Cordell Jordan, will create a visually attractive and nicely formatted version of the Plan for public dissemination and posting on the College website.</p>
Measure 3:	Aspirational peer is identified.
Measure 3 Results:	<p>Q2: This process has not begun.</p> <p>Q3: This process has not begun.</p> <p>Q4: This process has not begun.</p>
Measure 4:	Draft review/comment sessions are conducted internally and externally. This process should be inclusive of all relevant constituencies. Post Strategic Plan adoption, survey participants to determine opinion of process.
Measure 4 Results:	<p>Q2: Strategic Planning Process work is ongoing.</p> <p>Q3: Strategic Planning Process work is ongoing. Work Groups were identified and given the task of creating 3-5 initiatives to address deficiencies noted in the listening sessions and through survey results. Work to be submitted by March 9.</p> <p>Q4: The Board of Trustees held a Strategic Planning Workshop on May 1<sup>st</sup>. Following discussion, a smaller group of Dr. Barwick, Mike Thompson, Cordell Jordan, Val DeFever, and a member of faculty, and a member of staff, was created to revise the draft Strategic Plan based on input received,</p>

	distribute campus-wide and to the Board for additional input, then present for consideration of approval during the regularly scheduled Board meeting in June. During the regular monthly meeting held May 9 <sup>th</sup> , the Board was informed that: the smaller group met on May 6 <sup>th</sup> with excellent outcomes; the group planned an additional meeting May 13 <sup>th</sup> ; Listening Sessions were scheduled for campus-wide input; and, a special Board meeting for consideration of approval was scheduled May 21 <sup>st</sup> . The Board of Trustees approved the five-year Strategic Plan during the May 21 <sup>st</sup> special meeting. Marketing Director, Cordell Jordan, will create a visually attractive and nicely formatted version of the Plan for public dissemination and posting on the College website.
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**Responsibilities:**

1. President will work with Director of Institutional Research to develop scan
2. President will encourage representation from the Board of Trustees, community, employees, and students
3. President and Board of Trustees will identify aspirational peer
4. President will hold Open Forum sessions for review and comment

## Operational Plan for Academic Affairs

**Objective 1:** *Academic Affairs will increase the percentage of students employed in a related field and/or continuing their education within one year of successfully completing any Program. (Strategic Plan Area: Academic Excellence, Support Excellence)*

### Strategies:

CTE Faculty will work with IR and with the Registrar's office to track students after they have left ICC to ensure we have accurate reporting to the Kansas Board of Regents (KBOR).

### Measurement:

Measure 1:	<p>This goal is one of our Key Performance Indicators for KBOR. The denominator is the total number of students on the Follow-Up File provided by the college from KBOR. These students represent all graduates of ICC's career and tech ed. certificates and AAS programs. The numerator are the students who are working in their related field, and/or continuing their education.</p> <p>2012-13: 52% (146/280)          2013-14: 39% (90/229)          2014-15: 66% (11/169)          Baseline: 51% (347/678)          We have set a target of 51% for the upcoming year.</p>
Measure 1 Results:	<p>Q2: We do not report this information to KBOR until the spring, so right now we are completing our regular reports to KBOR for enrollment which will assist in this effort moving forward.</p> <p>Q3: Anita Chappuic (IR) just completed this data entry to KBOR in January, and our results were 82% (45/55). We exceeded our target by 30%!</p> <p>Q4: 82% of students of students are employed in a related field and/or continuing their education within one year of successfully completing any Program.</p>

**Objective 2:** *Academic Affairs will increase the completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course. (Strategic Plan Area: Academic Excellence)*

### Strategies:

1. English faculty will continue to work as a team to ensure grading/expectations are equal across all courses taught at the developmental and English Comp I level through rubrics.
2. English faculty will identify what areas need to be improved based on data received from common assessments in both developmental and English Comp I courses.

### Measurement:

Measure 1:	<p>This goal is one of our Key Performance Indicators for KBOR. Our data set for this measure is:</p> <p>2012: 76% (22/29)          2013: 79% (33/42)          2014: 75% (9/12)          Baseline: 77% (64/83)</p>
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<p>Q2: We are currently finishing the fall semester in which students will be tracked from who have started in Comp Prep. We currently have 37 students enrolled in Comp Prep for the fall semester.</p> <p>Q3: Anita Chappuie (IR) was able to gather our data on this measure and found that students who take Comp Prep successfully and then enroll in English Comp I and pass it successfully was a total of 24/27 or 88.9%. We surpassed our goal!</p> <p>Q4: 88.9% of students who took Comp Prep and enrolled in English Composition I successfully passed English Composition I.</p>
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This data is comprised by using the following table:

	A	B	C	D	E	F	G
<i>Fall of</i>	# Enrolled in Comp Prep	# Successful in Comp Prep	% Loss from Column A	# Enroll in Comp I by end of next AY	% Loss from Column A	# Successful in Comp I	Success Rate (Column F/Column A)
2010	77	53	31%	44	57%	37	48%
2011	75	46	39%	36	52%	30	40%
2012	69	34	51%	29	58%	22	32%
2013	75	57	24%	42	44%	33	44%
2014	40	17	57%	12	70%	9	23%

The numerator is column “F”, which is the number of students who successfully completed English Comp I with an A, B, or C. The denominator is column “D” which is the total number of students who successfully passed Comp Prep and enrolled in Comp I by of the end of the next annual year. This data is pulled from the National Community College Benchmarking Project. Our goal for 2017-18 is to have 80% of students meet this target.

**Objective 3: *Instructors will interact with their students outside of the classroom. (Board Goal #3/Strategic Plan Area: Academic Excellence, Support Excellence)***

**Strategies:**

Faculty will work to engage with students outside of their normal class times and office hours to maintain or improve our scores on the CCSSE. Specific activities that will be focused on are Living Room Conversations that have been organized by Taylor Crawshaw and Sarah Owen, and intramural activities or clubs that have been organized by different individuals/groups on campus.

**Measurement:**

Measure 1:	Our target is to have 10 faculty participate in or lead a Living Room Conversation during the 2018-19 school year, and have 15 different faculty participate in intramurals/clubs during the same time frame.
Measure 1 Results:	<p>Q2: So far we have had 2 faculty participate in Living Room Conversations, and 5 have emailed me with their extra-curricular activities with students outside of class time.</p> <p>Q3: Anita Chappuie (IR) was able to gather our data on this measure and found that students who take Comp Prep successfully and then enroll in English Comp I and pass it successfully was a total of 24/27 or 88.9%. We surpassed our goal!</p>



	Q4: 11 faculty members participated in or lead Living Room conversations during the 2018-2019 academic year. 13 faculty members participated in extra-curricular activities with students outside of class time.
Measure 2:	Our target for the CCSSE data is to maintain or improve upon the 2017 benchmark result of 52.8 on the measure "Student-Faculty Interaction".
Measure 2 Results:	Q2: The CCSSE will be completed in the spring semester. Q3: The CCSSE has not been completed yet for the spring semester. Q4: Students have completed the CCSSE survey, but the results are not yet available.

## Operational Plan for Technical Education and Community Outreach

**Objective 1: Partner with Southeast Kansas Works to discuss the possibility of implementing new apprenticeship program. (Board Goal #2 and #3/Strategic Plan Area: Academic Excellence, Service Excellence, and Support Excellence)**

### Strategies:

1. Meeting with Apprenticeship Program representative to be able to provide information to local businesses.
2. Contact service area Chambers of Commerce to notify them of the possible Apprenticeship Program opportunities.
3. Create five partnerships per year.
4. Update local businesses on the opportunity for the business partner scholarship.

### Measurement:

Measure 1:	Provide notes from meeting with apprenticeship representatives.
Measure 1 Results:	<p>Q2: The Allied Health advisory board met with Charity from the registered apprenticeship program. We discussed the possibilities of apprenticeship opportunities and how businesses could work with KansasWorks to create them. This will be an ongoing project.</p> <p>Q3: Continuing to work with KansasWorks and explore possible apprenticeship opportunities.</p> <p>Q4: Continuing relationship with Kansas Works to identify area businesses that would be interested in implementing the apprenticeship program.</p>
Measure 2:	Will update quarterly with number of partnerships that have been created with the Apprenticeship Programs.
Measure 2 Results:	<p>Q2: As of right now, there have been no partnerships created for the apprenticeship program. Updates will be sent Q2 on any partnerships that have been established.</p> <p>Q3: We will be meeting with Morningstar Care Homes 3/6/19 to create a partnership with our Allied Health Department.</p> <p>Q4: Although we have not created apprenticeship partnerships over this year, we have been able to create multiple partnerships for our students. We have created a partnership with Morningstar Care Homes and are in the process of establishing partnerships with Wal Mart and Labette Health.</p>

**Objective 2: ICC Tech Education will implement and/or revitalize improvements in two programs. (Board Goal #2/Strategic Plan Area: Academic Excellence and Service Excellence)**

### Strategies:

1. Jaicey will be working closely with high school instructors, administration, and an outside consultant to realign our existing programs to better match the high school programs.
2. Rebekah will be working to build partnerships/relationships with local businesses to help students with job placement after program completion.

### Measurement:

Measure 1:	By Fall 2019 the changes to the Welding and Early Childhood Education Programs will be redesigned and enrollment will be increased.
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Measure 1 Results:	<p>Q2: The welding program has been established and will be starting mid spring semester. We will be able to enroll 10 students in the welding program; this will be all new enrollment. Early Childhood Education is an ongoing program and results will be reported Q2.</p> <p>Q3: Welding program will be starting March 26<sup>th</sup>, at this time there are 5 students in the pipeline to enroll. Early Childhood Education is on-going we will be having another advisory board meeting to discuss necessary changes to program.</p> <p>Q4: Due to unforeseen circumstances, the program start date was moved to Fall 2019. Jaicey Gillum did create a Welding advisory board that met in May. She will continue working with this advisory board throughout the summer to increase enrollment for the program. The Early Childhood Education advisory board did not meet in the spring semester. Enrollment for the program has been extremely limited and further discussion needs to be had regarding the program.</p>
Measure 2:	Will be updating every quarter on program progress.
Measure 2 Results:	<p>Q2: We will continue to be updating every quarter on program processes.</p> <p>Q3: We will continue to be updating every quarter on program processes.</p> <p>Q4: We will continue to be updating every quarter on program processes.</p>

**Objective 3: Create advisory boards for new technical programs and current programs that are lacking an advisory board. (Board Goal #2 and Board Goal #3/Strategic Plan Area: Academic Excellence, Service Excellence, and Support Excellence)**

**Strategies:**

1. Reaching out to community businesses to gain strategic advice on how to structure programs and make our students employable after graduation.
2. Speak to local business owners on how to bridge the gap between graduation and employment.
3. Reach out to service area Chambers of Commerce to establish advisory boards.

**Measurement:**

Measure 1:	Update quarterly with notes from Chamber meetings.
Measure 1 Results:	<p>Q2: We have attended first Friday meetings and recently the Montgomery County Action Council board meeting. We will be working with the Montgomery County Action Council on the Talent Turnaround Program to provide training opportunities to potential employees for employers. We will be working with local industries to find what training they are looking for in future employees.</p> <p>Q3: We will be attending the upcoming Montgomery County Action Council board meeting at the end of March. We will give an update on the status of the Talent Turnaround Program.</p> <p>Q4: Rebekah Peitz and Jaicey Gillum attended the Montgomery County Action Council Board meeting in March. Trisha Purdon is continuing to work with WSU Tech on the implementation of the Talent Turnaround Program and Jaicey Gillum will continue working with her on this project. Brittany Thornton and Jaicey Gillum will be attending the next MCAC Board meeting in June and ICC will be sponsoring the MCAC annual golf</p>

	tournament and Brittany Thornton and Jaicey Gillum will be volunteering at the tournament this year.
Measure 2:	Provide quarterly meeting updaters from established advisory boards.
Measure 2 Results:	<p>Q2: This semester we met with the Early Childhood Education advisory board and the Allied Health advisory board to go over the changes that were being made in the programs. At the Early Childhood Education meeting we discussed what changes needed to be made to the certificate and the degree programs to make students more employable.</p> <p>Q3: Will be setting up Early Childhood Education advisory board meeting for the spring semester and will update with progress made to change certificate and degree. We will also be establishing a Welding Advisory Board in the next quarter.</p> <p>Q4: The Early Childhood advisory board did not meet this semester. As mentioned previously, there will be more discussion on the future of the program and how it will look moving forward. We hosted the Welding Advisory board meeting in May. Community members from KansasWorks and MATCOR attended the meeting. The discussion was had that a partnership with MATCOR could be formed where MATCOR would pay to send their employees to ICC for the welding program. Completion of the welding certificate would allow MATCOR employees to advance from their current position. Another Welding Advisory Board meeting will be held in the fall.</p>

**Objective 4: Build the community links programs that ICC offers by at least one program per year (Board Goal #3; Improve the college's relationship with the community; Implement at least one program per year designed to reach out to the non-credit needs and desires of our community members on the 45-64 age group/Strategic Plan area: Service Excellence)**

**Strategies:**

1. Poll the community and see what programs the 45-64-year age group would be most interested in seeing.
2. Target marketing to the 45-64 year age group to ensure they are aware of the course offerings for the semester.

Measure 1:	Results of community poll to see what programs the 45-64 year age group are interested in taking.
Measure 1 Results:	<p>Q2: Progress on this measure will be communicated Q2.</p> <p>Q3: Conducted a general poll via Facebook regarding classes the community was interested in. Classes suggested were office management, QuickBooks, and small office management. Brainstorming to find the correct method to reach the 45-64 demographic.</p> <p>Q4: Brainstorming is still being held on how to reach the 45-64 demographic. We are hoping to implement more classes to reach this age range in Fall of 2019.</p>
Measure 2:	Provide updates on what programs are being offered to reach targeted age group.
Measure 2 Results:	Q2: Progress on this measure will be communicated Q2.

	<p>Q3: We will be discussing the proposed courses when looking at classes for the upcoming semester. We are also attempting to offer more community links courses to reach this age range. I will be continuing to find the best method to survey this group and find what they are looking for.</p> <p>Q4: This semester we were able to offer a Tailoring course in Sedan. This course has been very successful and reached numerous age ranges. We will continue to work with Zoe Newton from Sedan to discuss other program options.</p>
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## Operational Plan for ICC Online Programs

**Objective 1: *ICC Online increases institutional effectiveness through annual departmental review. (Board Goal #3/Strategic Plan Area: Academic Excellence and Service Excellence)***

### Strategies:

1. The Associate Dean of Online will meet with the Online Advisory Committee a minimum of once a month to continually update the online manual.
2. The Online Advisory Committee will reevaluate the outcomes and goals for annual data collection.

### Measurement:

Measure 1:	Online Advisory Committee meeting minutes will be recorded and kept by a rotating member of the Online Advisory Committee, who will post the minutes on sharepoint. Due Date: Input into sharepoint by the last Friday of each month during starting September, 2018.
Measure 1 Results:	<p>Q2: The OAC is being formulated. Many potential members adjusted their committee responsibilities at the onset of a new semester. Additionally the prospect of partnering with LPFS has postponed the necessity for an OAC. Functionally, the President's Cabinet is serving as such during the conversations regarding LPFS.</p> <p>Q3: As of yet, it remains the Cabinet who serves as the de-facto OAC. The Board is aware of the creativity necessary regarding the online agenda thus it makes more sense for the Director of Online Learning to pursue solutions to our issues before spreading the theoretical issues to additional personnel.</p> <p>Q4: Cabinet remains the defacto OAC. The President will select individuals appropriate to contribute to building a new job description for the Online Director position which will be adjusted July 1 2019.</p>

**Objective 2: *ICC Online increases institutional value through employee performance review processes. (Strategic Plan Area: Academic Excellence and Support Excellence)***

### Strategies:

1. In conjunction with the Vice President of Academic Affairs, the Director of Online Learning will evaluate all online courses. This evaluation will include:
  - a. Student Satisfaction
  - b. Adherence to course objectives
  - c. Functionality
2. The evaluations will be presented to the OAC.
3. The OAC, VPAA, and DOL will determine whether invitations should be extended to existing online instructors or recruit additional instructors.

### Measurement:

Measure 1:	Evaluations will be completed by 12/11/18.
Measure 1 Results:	<p>Q2: The Semester is as of yet unfinished.</p> <p>Q3: Online courses are being evaluated. Findings will be shared with the VPAA. An initial, simplistic, summation is as follows: full time faculty showed improvement in leading online courses. More training is necessary to ensure excellence by all online instructors. Students seem to have noticed this improvement.</p>

Q4: The evaluation process will continue when appropriate with the interim VPAA and again when a final VPAA is hired.

**Objective 3: ICC Online increases course and program offerings to increase online enrollment (Board Goal #1, #2, and #3/Strategic Plan Area: Academic Excellence, Service Excellence, and Support Excellence)**

**Strategies:**

1. The DOL and OAC will develop new program offerings in the following areas:
  - a. Early Childhood Education
  - b. Criminal Justice

\*These programs will offer both terminal and transferable options.
2. All online courses will adjust to a modular format in which courses are completed in eight-week sessions.
3. The DOL and OAC will develop partnerships with local school districts, correctional facilities, law-enforcement groups, and military personnel with the intention of creating direct pipelines for enrollment.
4. Online enrollees will be paired with a specific navigator.

**Measurement:**

Measure 1:	The DOL is finalizing program requirements in both ECE and CJ in conjunction with the VPAA, ICC Now coordinator and online navigator. The DOL is working toward articulation agreements.
Measure 1 Results:	Q2: ECE pilot program launches 1/17/19. CJ launches 3/14/19. Q3: ECE courses are in progress. CJ will be at the date of this report. Q4: Both programs continue.
Measure 2:	The modular model has been communicated to the Board of Trustees, Navigators, and VPAA.
Measure 2 Results:	Q2: Presentations have been made to the aforementioned group. Q3: Feedback has been received and implemented when appropriate. Q4: No report necessary.
Measure 3:	The DOL is in conversation with the local police chief regarding officers entering the CJ program. Financial aid issues for members of the correctional community is being addressed by the ICC financial aid department.
Measure 3 Results:	Q2: The correctional community remains difficult to navigate in regard to financial matters. The DOL has met regularly with Jerry Harrison and has Mr. Harrison prepared to lead the CJ program and serve as point instructor. Q3: Mr. Harrison launches courses 3/14; the first two of the CJ program. Q4: Criminal Justice programming has been implemented and refined as recently as the conclusion of the Spring 2019 semester.
Measure 4:	Rebekah Peitz will serve as the online navigator.
Measure 4 Results:	Q2: Rebekah Peitz is serving as the navigator for online students. Q3: The dedicated navigator role is aiding in student retention and communication. Q4: Mrs. Peitz is no longer the advisor and her advisees are being shared among the navigators. When a full-time replacement is identified the assumption is that they will collect her advisees.

\*\*The FTE increase goal for ICC online is an additional twenty-five students at the beginning of the Spring 2019 semester; a further twenty-five added by Fall 2019.



## Operational Plan for Tutoring Services

**Objective 1: Tutoring services increases program quality through the creation of clearly defined policies, procedures, learning outcomes, and mission/vision statements. (Board Goal or Strategic Plan Area: Innovation and Service Excellence, HLC Criterion 5.A 3)**

### Strategy:

The Tutoring Center maintains a policy and procedures manual that is updated annually. Peer tutors meet learning outcomes set forth in College Reading and Learning Association tutor training program criteria. The current mission statement reads as follows, “The Independence Community College Tutoring Center serves all ICC students by supporting and enhancing classroom learning”.

### Measurement:

Measure 1:	Maintaining CRLA Certification for Tutor Training Program – logging all tutor contacts weekly, distributing tutor contact sheets to faculty daily, updating tutor training program in July/August.
Measure 1 Results:	<p>Q2: CRLA certification is maintained until September 2019. Tutor contacts are logged on a regular basis and distributed to faculty daily. The tutor training program was updated to include additional information for assisting students with disabilities.</p> <p>Q3: CRLA certification is maintained until September 2019. Tutor contacts are logged on a regular basis and distributed to faculty daily. The tutor training program was updated to include additional information for assisting students with disabilities.</p> <p>Q4: CRLA certification has been maintained until September 2019. ICC will submit a renewal application to CRLA to continue certification for the peer tutor training program. Maintaining certification provides recognition and positive reinforcement for tutors' successful work from an international organization, CRLA. CRLA's tutor training program certification process sets an internationally accepted standard of skills and training for tutors. ITTPC does not certify tutors or tutor trainers, but instead certifies tutor training programs which can, in turn, recognize their tutors who have met all of the requirements of their tutor training program.</p>

### Responsibility:

Associate Dean for Academic Support Services; Annually

**Objective 2: Tutoring services supports student learning in the classroom through student participation in tutoring services (Board Goal or Strategic Plan Area: Support Excellence, Retention Goals)**

### Strategy:

Invite College Success classes to tutoring center and visit developmental education courses. Provide information and communicate with coaching staff regarding study hall and tutoring sessions. Provide copy of Tutoring Center Contact sheets to appropriate faculty members for review, offer one “Late Night Tutoring” session per month (increased hours), offer student outreach services in form of “Living Room Conversations” and monthly seminars.

### Measurement:

Measure 1:	Visit a minimum of 10 classrooms during the months of August and September to promote Tutoring Center.
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Measure 1 Results:	<p>Q2: Promoted the Tutoring Center to 14 classes, Late Night Tutoring has been held September and October. November was skipped with the plan to offer two sessions in December. 15 Living Room Conversations have been held during the semester. Seminars over Note-taking, Memory and Visualization were also held.</p> <p>Q3. Promoted the Tutoring Center to 9 individual classrooms, twice in December and once in February. The March Late Night Tutoring is in the process of being scheduled for the week before Spring Break. Peer tutors are planning “peer study” nights/sessions for the months March, April and May. The peer tutors set a “number of student check-in’s goal weekly beginning the week ending February 22<sup>nd</sup>.”</p> <p>Q4: This measure was completed in August and September 2018. Tutoring Center staff continued to promote the Tutoring Center in the mid-semester College Success course, through Living Room conversations and through the peer tutors informally encouraging students to come to the Tutoring Center.</p>
Measure 2:	Maintain CCSSE mean score of .96 on question 12.1 D “How often have you used the following services during the current academic year – peer or other tutoring?”
Measure 2 Results:	<p>Q2: Measure will be evaluated with CCSSE report.</p> <p>Q3: Measure will be evaluated with CCSSE report.</p> <p>Q4: Measure will be evaluated with CCSSE report.</p>
Measure 3:	Maintain CCSSE mean score of 1.37 on question 12.2 D, “How satisfied are you with the following services -peer or other tutoring?”.
Measure 3 Results:	<p>Q2: Measure will be evaluated with CCSSE report.</p> <p>Q3: Measure will be evaluated with CCSSE report.</p> <p>Q4: Measure will be evaluated with CCSSE report.</p>

**Responsibility:**

Associate Dean for Academic Support Services

Board Goal or Strategic Plan Area: Support Excellence

**Objective 3: Tutoring services increases effective program quality through effective tutor training (Board Goal or Strategic Plan Area: Support Excellence, HLC Criterion 5.A 4)**

**Strategy:**

The ICC Tutoring Center has been granted certification of its Level I and Level II Tutor Training Program from The College Reading and Learning Association (CRLA.) Recertification occurs every 5 years and recertification information for Level I and Level II will be submitted in 2019 by the Associate Dean for Tutoring and Accessibility.

**Measurement:**

Measure 1:	CRLA Certification Process; Peer tutors will score 60/80 or better on supervisor evaluation.
Measure 1 Results:	<p>Q2: 10/10 peer tutors scored 60/80 or better on the Fall supervisor evaluation.</p> <p>Q3: Spring evaluation will be conducted the week of March 25<sup>th</sup>.</p> <p>Q4: 10/10 peer tutors scored 60/80 or better on the Spring supervisor evaluation.</p>

**Responsibility:**

Level I and Level II peer tutor training is conducted by the Associate Dean for Academic Support Services in collaboration with any other departments (library.) Supervisor evaluations for peer tutors are also conducted by the Associate Dean for Tutoring and Accessibility in October and April.

**Objective 4: Tutoring Services practices effective management of departmental resources (Board Goal or Strategic Plan Area: Service Excellence)**

**Strategy:**

The Tutoring Center will maintain an Excel budgeting sheet for tutor salaries and utilize practices and approaches that are fiscally responsible, including tying expenses to operational plan.

**Measurement:**

Measure 1:	Remaining within budget.
Measure 1 Results:	Q2: The Tutoring Center is on track to spend roughly half of the allocated budget for salaries by December payroll. Q3: The Tutoring Center salary budget is on track for quarterly spending. Q4: The Tutoring Center has an approved budget overage.

**Responsibility:**

Associate Dean for Tutoring and Accessibility; Annually

**Objective 5: Tutoring Services increases institutional effectiveness through annual departmental review (Board Goal or Strategic Plan Area: Service Excellence)**

**Strategy:** Complete Departmental Review by April of 2019

**Measurement:**

Measure 1:	Departmental Review is completed on an annual basis and utilized to collect and present data.
Measure 1 Results:	Q2: Departmental review will be completed in April. Technology needs (electronic sign in system) continue to be an area of weakness. Q3: Departmental review will be completed in April. Technology needs (electronic sign in system) continues to be an area of weakness. Q4: Departmental review has been completed. Technology needs (electronic sign in system) continues to be an area of weakness. Job descriptions for peer tutors will be reviewed and updated before August 2019.

**Responsibility:** Associate Dean for Tutoring and Accessibility

**Objective 6: Tutoring services increases institutional efficiency through employee performance review processes (Board Goal or Strategic Plan Area: Service Excellence, HLC Criterion 5.A 4)**

**Strategy:**

Peer tutors must meet certain criteria to be eligible for hire: A or B in subject desired to tutor, interview with Associate Dean for Tutoring and Accessibility and Director of Student Support Services and two teacher recommendations. Peer tutor performance is evaluated each semester through a self-evaluation and supervisor evaluation at mid-semester and a self-evaluation and supervisor evaluation at the end of each semester. The Associate Dean for Tutoring and Accessibility will participate in annual employee review and professional development planning.

**Measurement:**

Measure 1:	College Reading and Learning Association requires evaluation of peer tutors to be performed each semester – All peer tutors will score 60/80 on supervisor evaluation.
Measure 1 Results:	<p>Q2: 10/10 peer tutors scored 60/80 or higher on supervisor evaluations.</p> <p>Q3: 10/10 peer tutors scored 60/80 or higher on supervisor evaluations. A second peer tutor evaluation will be conducted the week of March 25<sup>th</sup>. The Associate Dean will participate in evaluations at a later date.</p> <p>Q4: 10/10 peer tutors scored 60/80 or better on their supervisor evaluation.</p>

**Responsibility:**

The Associate Dean is responsible for evaluation of peer tutors. The department of Human Resources and ICC President is responsible for the evaluation of the Associate Dean for Tutoring and Accessibility.

## Operational Plan for Library Resources

**Objective 1: *Provide a service-oriented center library that centers on learning and creativity in a secure and welcoming environment. (Strategic Plan Area: Service Excellence)***

### Strategies:

1. Through student workers and staff coverage maintain desk and assistance coverage 90% of the time.
2. Provide 1 creative and/or 1 educational program per month.
3. Monitoring of feedback through survey, suggestion box and Maxient.

### Measurement:

Measure 1:	Report on program and attendance to programs each month
Measure 1 Results:	<p>Q2: Held detergent making session for about 10 student in conjunction with tutoring center. Halloween game day for about 40 students with edible insects throughout the afternoon.</p> <p>Q3: Began a series of events in co-production with SSS. Including writing successful college/scholarship essays, time management, note-taking. We have had very low attendance this semester and are struggling to find a good time to offer the pop up sessions.</p> <p>Q4: Held 2 trivia nights with PTK and Tortoise/Hare Race on May 1. In addition we had quiet hours for finals and were open for Inge.</p>
Measure 2:	<p>Noel-Levitz/CCSSE</p> <ul style="list-style-type: none"> <li>• Noel-Levitz- Decrease the performance gap for question #26 by .05. (Strategic Goal 3)</li> <li>• Decrease the CCSSE performance gap for question 12K by .05</li> </ul>
Measure 2 Results:	<p>Q2: The survey will be done in the spring.</p> <p>Q3: The survey will be done later this spring.</p> <p>Q4: Have not received any feedback yet although the survey was complete.</p>
Measure 3:	Hold Staff training during September and create staff notebooks with training materials.
Measure 3 Results:	<p>Q2: New work study was trained and training updated. This work study resigned and we are in the process of training a new student. Part-time assistant is trained in basic duties and new archive and catalog duties are being added.</p> <p>Q3: Currently updating all process manuals and having current work study and library staff review for clarity.</p> <p>Q4: Currently updating all process manuals and having currently work study and library staff review for clarity.</p>
Measure 4:	Survey students and faculty in March about effectiveness of library as well as monitoring feedback through suggestion box and Maxient.
Measure 4 Results:	<p>Q2: Will be done in March.</p> <p>Q3: Survey is prepared and will be distributed after Spring Break.</p> <p>Q4: Survey was administered but I haven't had a chance to work with IR to look at the data. We had no complaints/ideas in Maxient for the year. We filled about 10 student requests this year and several faculty requests either through program review or individual request.</p>

### Responsibilities:

1. Director of Library Services (training and implementation)

## 2. Other library staff (Implementation of services)

**Objective 2: Encourage lifelong learning and information literacy through quality instruction, reference consultation, and patron service to both on and off-campus students. (Strategic Plan Area: Academic Excellence)**

**Strategies:**

1. Provide formal library/information instruction to classes brought to the library by professors. The College Success classes are the core classes for library instruction.
2. Increase online resources for instructors, students, and faculty through website and Canvas.

**Measurement:**

Measure 1:	Redesign library website to make it more user friendly and provide video tutorials on all database services.
Measure 1 Results:	<p>Q2: Update has begun with moving databases off of Libguide pages so that we do not have to pay that subscription and a new database page has been created.</p> <p>Q3: All Databases have been moved onto ICC website and our paid subscription pages (Libguide pages) are no longer active. New videos and how to information is being added.</p> <p>Q4: Website is up to date and new databases will be added this summer. State databases are on hold as the state library is yet to sign contracts- this may require some updating.</p>
Measure 2:	<p>Noel-Levitz/CCSSE</p> <ul style="list-style-type: none"> <li>• Noel-Levitz- decrease the performance gap by .05 for question #14. (Strategic Goal 3)</li> <li>• Decrease the CCSSE performance gap for question 12K by .05.</li> </ul>
Measure 2 Results:	<p>Q2: The survey will be done in the spring.</p> <p>Q3: Will be done later in the spring.</p> <p>Q4: Have not received any feedback yet although the survey was completed.</p>
Measure 3:	Design online research tutorials for online courses.
Measure 3 Results:	<p>Q2: This has not been started due to time constraints.</p> <p>Q3: Information is being gathered to begin these. I have talked with the director of online classes and we are creating a class shell to make available to all online students.</p> <p>Q4: Information is being gathered to begin these. I have talked with the director of online classes and we are creating a class shell to make available to all online students.</p>
Measure 4:	Director or Staff will interact with 100% of college success classes and 85% of English classes each semester for the 2018-2019 academic year.
Measure 4 Results:	<p>Q2: All college success courses came for an orientation and about half utilized the library for the career research assignment. We have also met with the Comp 2 classes for research assistance as well as the speech classes, pre-comp classes, and many of the government and history students have received individual assistance on the book review assignment.</p> <p>Q3: I have met with the one college success class being held this spring and so far have met with 4 speech classes for research training.</p> <p>Q4: Several classes met during the last 2 weeks of school although they were supervised by their instructors while they finished final papers.</p>

Measure 5:	Meet quarterly with instructors using OER material and begin to formulate policy and procedure manual to be in rough draft from by June 2019.
Measure 5 Results:	Q2: We will meet during in-service to assess how the first semester went. OER site is being added to the library resources. Q3: Delayed due to time constraints. Q4: Delayed due to time constraints. I have been appointed to the state committee as the ICC representative to explore OER sharing resources.

**Responsibilities:**

1. Director of Library Services
2. Other library staff

**Objective 3:** *Establish and support relationships with other groups; on or off-campus; professional and community-based, to support the educational and cultural growth of our library and community. (Board Goal #3/Strategic Plan Area: Service Excellence and Support Excellence)*

**Strategies:**

1. Take an active role in College affairs.
2. Strengthen cooperative relationships with other regional libraries and cultural organizations.
3. Support educational, civic, and cultural activities within the region.
4. Write and support grant proposals that support larger educational initiatives (Strategic Goal 3).

**Measurement:**

Measure 1:	The Director of Library Services will attend at least two professional conferences per year to become aware of regional initiatives.
Measure 1 Results:	Q2: I have attended SEKALC and applied for a scholarship to attend the ACRL (Association of College and Research Libraries) national conference in the spring (this is held every 2 years and I will attend instead of attending the KLA conference this year). Q3: I received a scholarship to partially cover the cost of ACRL and will be attending this national conference in April. Continue to attend SEKALC meetings regularly. Q4: Attended ACRL and learned a great deal of teaching strategies for dealing with at-risk and underachieving students. Plan to incorporate this into many training sessions. Also attended the SEKLS academic in-service that focused on Wikipedia and Archives.
Measure 2:	The Director of Library Services will seek opportunities to cooperate with other institutions in areas such as consortia purchasing, grant writing, and regional project development. <ul style="list-style-type: none"> <li>• Director will apply for at least 1 grant each year to enrich library resources or programming (Strategic Goal 3).</li> </ul>
Measure 2 Results:	Q2: We have received the Academic Library Extended Service grant for \$3000 this year. Q3: Applied for but did not receive a technology grant through SEKLS. Applied for and did receive a national scholarship to attend the ACRL national conference. Q4: Received a materials grant that helps pay for our courier service and in planning stages for grants next year.

Measure 3:	Staff will host at least 2 cultural and 2 educational programs per semester for the public and college community.
Measure 3 Results:	Q2: Held a detergent making and Halloween program and will be co-hosting the Grant Writing meeting in December. Q3: We are hosting some college skills workshops with SSS. They include essay writing, career exploration, time management, etc. Q4: Held 2 trivia nights with PTK and Tortoise/Hare Race on May 1. In addition we had quiet hours for finals and were open for Inge.

**Responsibilities:**

1. Director of Library Services
2. Other library staff

**Objective 4: *Recruit, train, and maintain a professional and student staff sufficient to meet the needs of library users. (Strategic Plan Area: Service Excellence)***

**Strategies:**

1. Investigate strategies to increase funding and/or coverage for library during times of financial hardship.
2. Create task force to evaluate the needs of the community and solutions to increase funding/usage and resources for library.

**Measurement:**

Measure 1:	All student workers and temporary staff will be trained within the first month of employment.
Measure 1 Results:	Q2: Done with work study and temporary staff- lost one work-study student and in the process of training another. Q3: Currently have 2 work-study although one will be leaving for internship soon and we will be looking to replace both for 2019-2020. Q4: Part time staff returning this summer and we will plan a training for new work-study students.
Measure 2:	Informal staff meetings weekly to update all staff on changes or new needs.
Measure 2 Results:	Q2: Communicate daily with staff and have assignment boards for work-study. Q3: Because we are working with a smaller staff, we have gone to a white board assignment board. I still communicate and train daily for new jobs but it is making work flow better to have a consistent communication device for work studies. We have also set up additional work stations to allow them to work on book/disc repair and other tasks that were previously done by me when I had time. Q4: No changes.
Measure 3:	Create task force of students, faculty, staff to determine needs and possible solution to increase funding and support for library- meet each semester.
Measure 3 Results:	Q2: In process- working with sources to find funding. Q3: Time constraints have made this impossible but planning on working with the strategic planning groups to find ideas for the future of the library. Q4: Time constraints have made this impossible, but planning on working with the strategic planning groups to find ideas for the future of the library.

**Responsibilities:**

1. Director of Library Services
2. Other library staff



**Objective 5: *Maintain a special collections research area that allows patrons to have access to special regional or rare materials, often one-of-a-kind items, for primary source research. The William Inge Collection represents the primary special collection at ICC. (Strategic Plan Area: Academic Excellence)***

**Strategies:**

1. Maintain an appropriate room and storage conditions for archival materials including developing a needs list by December 2018.
2. Obtain proper education for all staff and volunteers who are working with the collection.
3. Remain vigilant that the materials are handled, processes, and stored following standard archival procedures.

**Measurement:**

Measure 1:	Prioritize and purchase new storage boxes for paper materials.
Measure 1 Results:	Q2: Began purchasing appropriate storage for photos and paper materials, purchased de-humidifiers for the collection rooms. Q3: Storage room has been rearranged to accommodate the collection and make the storage of items more feasible. It is working. Q4: Organization of this is a summer project for part-time staff.
Measure 2:	Digitize correspondence collection.
Measure 2 Results:	Q2: This has been put on hold due to lack of staff but will begin training temporary staff to help with this in January. Q3: Staff has begun inventory on the collection and we are once again doing some digitization. Q4: Staff has begun inventory on the collection and we are once again doing some digitization.
Measure 3:	The Director of Library Services will work with Inge community to seek out resources to maintain the collections (ongoing). <ul style="list-style-type: none"> <li>• Volunteers are tracking time spent via a sign in/out sheet in the Inge Room. (Strategic Goal 2)</li> </ul>
Measure 3 Results:	Q2: Volunteers have slowed down, we have done digital photos with one volunteer this fall to preserve slides. Q3: Plans were just made this week to have a volunteer room during the Inge festival. Over the past 2-3 months, we have had one volunteer compiling the history of the ICC theatre into digital files and this will be used in online archives for the college. Q4: There was little to no turn out for Inge during the festival, but we will continue to try new things over the summer.
Measure 4:	Director of Library services will enroll in at least one course or attend at least one conference to increase knowledge and resources for the Inge collection.
Measure 4 Results:	Q2: Will be looking at courses through SAA for the spring. Q3: I plan on beginning the courses in May if I can secure professional development money. Q4: Waiting to see if professional development is funded in new budget.

**Responsibilities:**

1. Director of Library Services
2. Other library staff

**Objective 6: Offer a varied and up-to-date collection of materials, resources, and equipment which is adequate to support the educational and recreational needs of the library users. (Board Goal #4/Strategic Plan Area: Academic Excellence)**

**Strategies:**

1. Examine all comprehensive program reviews approved in the previous year and evaluate the collection for each area.
2. Create OER working group to assess current and future needs at ICC and develop policies and procedures for future implementation. Increase the library resources on website.

**Measurement:**

Measure 1:	NOEL-Levitz/CCSSE evaluation. <ul style="list-style-type: none"> <li>• Noel-Levitz- decrease the performance gap by .05 for question #14 (Strategic Goal 3)</li> <li>• CCSSE increase number of non-assigned reading reported by 5% by creating and maintaining a fiction collection relevant to students (Strategic Goal 1)</li> </ul>
Measure 1 Results:	Q2: The survey will be done in the spring. Q3: Will be done in the spring. Q4: Have not received any feedback yet although the survey was complete.
Measure 2:	OER policy and procedure rough draft prepared by May 2019.
Measure 2 Results:	Q2: The survey will be done in the spring. Q3: The survey will be done in the spring. Q4: Survey complete- results being analyzed for new planning.
Measure 3:	Create priority purchase list and purchase books for comprehensive program reviews by Dec. 2018.
Measure 3 Results:	Q2: We have purchased for 3 programs evaluated in the previous year and have booklists for two others to order when allowed by students. This will complete our initial list of programs reviewed last year and allow us to then look at overall collection needs and prepare for purchases of programs being reviewed this year. Q3: We are in the process of purchasing for the final two programs from last year. When this year's program reviews are complete in March we will begin creating a list for those programs. Q4: All programs were purchased for from previous PR. Planning was made in new budget for the current programs.

**Responsibilities:**

1. Director of Library Services
2. Other library staff

## Operational Plan for the Registrar's Office

**Objective 1:** *The Registrar's office will maintain a positive community relationship by continuing to increase stakeholder knowledge of official transcript access. (Board Goal #2/Strategic Plan Area: Service Excellence)*

**Strategy:**

Review concern tickets and their resolutions, and track transcript requests and their fulfillment.

**Measurement:**

Measure 1:	Will fulfill 85% of transcript requests within two business days.
Measure 1 Results:	<p>Q2: This quarter 224 transcript requests were processed. Of those, 95% were processed within two business days. The remaining 5% were not able to be processed within two business days normally due to financial or loan exit counseling holds on the student's accounts.</p> <p>Q3: This quarter 346 official transcripts were processed (331 through the Clearinghouse and 15 through the Registrar's office). If there were no holds on the student's account, 100% were processed within two business days or less. The Registrar's office also processed 32 requests for unofficial transcripts.</p> <p>Q4: Since we began using the National Student Clearinghouse as our official transcript provider in November 2018, the need to track transcript requests and their fulfillment has been mostly eliminated. The transcript process rarely requires human intervention as the transcript does not send if there are holds on a student's account. Unofficial transcript requests have grown, while requests that must be processed by hand have dropped to less than 10 in a quarter.</p>

**Responsibilities:**

Registrar will provide quarterly reports

**Objective 2:** *The Registrar's office will maintain and continuously update policies and procedures as changing student and alumni needs evolve. (Strategic Plan Area: Service Excellence; HLC Criterion 4.A.2)*

**Strategy:**

The Registrar's office maintains a policy manual and a procedure manual to provide for clear direction and instructions for all services provided by the Registrar's office. The manuals are to be reviewed each semester and made available in the office and on the website. This assures continuous improvement for processes and student access.

**Measurement:**

Measure 1:	Semester review of manual.
Measure 1 Results:	<p>Q2: The Registrar's office policy manual continues to be reviewed and updated as needed. The Registrar was given access to the website and trained on updating the pages for the Registrar's office.</p> <p>Q3: The website has been updated to reflect current information. The policy manual has been updated and work has begun on a procedure manual.</p> <p>Q4: The Registrar's website pages are being continuously monitored and updated as required.</p>

**Responsibility:**

Registrar is responsible for review and editing, and communication with web master

**Objective 3: *The Registrar's office will practice effective management of financial resources. (Strategic Plan Area: Service Excellence)***

**Strategy:**

Expenditures will be tied to operational plan

**Measurement:**

Measure 1:	Line numbers will stay within the given constraints.
Measure 1 Results:	Q2: Expenditures for AY 2018-19 thus far are within given budget line amounts. Data collection will continue through AY. Q3: Expenditures are within given budget line amounts. Data collection will continue through AY. Q4: Expenditures were within given budget line amounts.

**Responsibilities:**

Registrar

**Objective 4: *The Registrar's office will help improve long term educational outcomes such as graduation by maintaining graduation and transcript records, which includes insuring graduation applications are correct before issuing a degree. (Strategic Plan Area: Service Excellence)***

**Strategy:**

Advisors will complete a degree check for each graduation application. The Registrar reviews these degree checks for correctness before a student is placed on the graduation list.

**Measurement:**

Measure 1:	Degrees awarded correctly.
Measure 1 Results:	Q2: There will be 64 students awarded degrees on December 11. Q3: Sixty-five students were awarded a degree for Fall 2018. Thus far, there are 57 applicants for spring and 12 for summer. Q4: Ninety-three students were awarded a degree at graduation in May 2019.

**Responsibilities:**

Registrar

**Objective 5: *The Registrar's office will mirror industry standards by annually reviewing CAS Standards, AACRAO standards, VA policies and directives, and monitoring KACRAO trends. (Board Goal #2/Strategic Plan Area: Service Excellence, HLC Criterion 3.C.6)***

**Strategy:**

The Registrar will subscribe to industry listserves, newsletters, and purchase necessary publications; maintain VA liaison contact, provide for VA compliance audits, and participate in VA webinar trainings; will attend the annual KACRAO Conference, utilize the KACRAO listserve, and maintain state registrar relationships.

**Measurement:**

Measure 1:	Conduct reviews in conjunction with Academic Affairs team, help coordinate campus FERPA training, incorporate new relevant information, and successfully complete VA compliance audits.
Measure 1 Results:	Q2: Two campus FERPA training sessions have been held in recent months and ICC's Directory Information has been updated. No VA compliance audit is due.

	<p>Q3: A FERPA presentation was prepared and presented by the ICC Compliance Officer at the January In-service. No VA compliance audit is due at this time.</p> <p>Q4: No VA compliance audit is due at this time. No FERPA presentations were required this quarter.</p>
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**Responsibilities:**

Registrar

**Objective 6: Registrar's office will help improve program delivery and long term educational outcomes, such as graduation, for students and the institution as a whole (Board Goal #1/Strategic Plan Area: Service Excellence)**

**Strategy:**

1. Registrar's office will provide insights regarding the structure of academic programs, such as course sequencing, registration processes, and student progress toward graduation; all of which can strategically affect the outcomes of an academic program.

**Measurement:**

Measure 1:	100% of Academic Council meetings will be attended by Registrar's office staff. KBOR course inventory, program inventory, and course matrix will be maintained.
Measure 1 Results:	<p>Q2: Registrar has attended Academic Council meetings. KBOR continues to be regularly updated by the Registrar.</p> <p>Q3: The January Academic Council meeting was held online. Four courses from the Theatre Department were submitted to KBOR to be considered for SWT (System-wide Transfer) and were approved.</p> <p>Q4: Registrar attended all Academic Council meetings this quarter.</p>

**Responsibilities:**

Registrar

## Operational Plan for Student Support Services

*Objective 1: Increase the number of disadvantaged low-income, first generation college students and students with disabilities who complete a program of study at the postsecondary level (Board Goal or Strategic Plan Area: Excellence in Academics)*

### Strategies:

The SSS Program will achieve these objectives by a series of carefully planned interventions, including:

1. Identify, select, and retain 225 participants with academic need each program year.
  - Collaborate with various departments on campus to gain access to potential participants; facilitate students' application for enrollment into our program; provide services listed below in order to build strong working relationships that lead to positive academic outcomes
2. Assess participants' needs for specific services and develop an individualized graduation plan with each program participant.
  - Review students' applications, financial aid records, placement test scores and academic transcripts
  - Assess student study skills, learning strategies, and career interests through the Learning Assessment and Study Skills Inventory and the My Next Move inventories
3. Academic coaching
  - Specialists and the Director work with program participants to a) facilitate their adjustment to college, b) offer assistance with study skills or other learning strategies, c) help students learn to make healthy choices regarding life on campus and academics, d) develop individualized Graduation Plans, and e) monitor their academic progress. This strategy was a funded Competitive Preference Priority in the 2010 grant competition (a special project that was required for funding)
4. Academic tutoring
  - Tutoring provided by trained educational specialists and by peer tutors
5. Advice and assistance in course selection
  - Specialists work with students to increase their knowledge about the advising process and help students make informed choices regarding course selection and other academic decisions
6. Financial aid resources and application assistance
  - Students are required to complete selected educational modules regarding financial aid in CashCourse as part of their intake into SSS.
  - Specialists work with students individually and in group settings to offer information and education about financial aid resources, completion of the FAFSA, and scholarship opportunities.
  - SSS staff partner with the Office of Financial Aid to educate students about financial aid and to assist them in completing FAFSAs.
7. Personal, career and academic counseling
  - Specialists work with students individually to address any concerns they have regarding these areas, making referrals to other departments on campus or services in the community as appropriate.
8. Mentoring
  - Another funded Competitive Preference Priority during the 2010 grant competition included a "difference education" component associated with panel discussions about

adjustment to college followed by mentoring opportunities for students. The first year of the grant, 2015, was a planning year where staff worked collaboratively with others on campus to design an intervention. In the fall semesters of 2016 and 2017, students enrolled in College Success courses attended panel discussions led by second-year students. In the 2018-19 grant year, classroom surveys will be given in College Success courses at the beginning and end of the course, and a panel discussion will be held in October. Both group and individual mentoring opportunities will be offered during the academic year. Participants will be surveyed and data tracked for subsequent perceptions of non-academic skills and academic outcomes related to persistence, completion and transfer.

9. Recognition events at end of semester and program year

- At the end of the fall and spring semesters, student success is acknowledged and celebrated at a Recognition Ceremony (end of the fall semester) and a Recognition Banquet (end of the spring semester).

**Measurement:**

Measure 1:	61% of all participants will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.
Measure 1 Results:	Q2: Data is not yet available for reporting; annual APR is being completed. Q3: During the 2017-2018 program year, 79% of students persisted from one academic year to the beginning of the next. Q4: During the 2017-2018 program year, 79% of students persisted from one academic year to the beginning of the next.
Measure 2:	73% of all participants will meet the performance level required to stay in good academic standing at the applicant institution.
Measure 2 Results:	Q2: Data is not yet available for reporting; annual APR is being completed. Q3: During the 2017-2018 program year, 84% of students met performance levels required to stay in good academic standing. Q4: During the 2017-2018 program year, 84% of students met performance levels required to stay in good academic standing.
Measure 3:	32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years.
Measure 3 Results:	Q2: Data is not yet available for reporting; annual APR is being completed. Q3: During the 2017-2018 program year, 35% of students graduated from the institution with an Associate's degree or certificate within four (4) years. Q4: During the 2017-2018 program year, 35% of students graduated from the institution with an Associate's degree or certificate within four (4) years.
Measure 4:	31% of participants will receive an associate's degree and transfer to a four-year institution within four (4) years.
Measure 4 Results:	Q2: Data is not yet available for reporting; annual APR is being completed. Q3: During the 2017-2018 program year, 27% of students received an Associate's degree or certificate <u>and</u> transferred to a four year institution within four (4) years. Q4: During the 2017-2018 program year, 27% of students received an Associate's degree or certificate <u>and</u> transferred to a four-year institution within four (4) years.

## Responsibilities

### SSS Program Director and Key Staff

The SSS program will accomplish its goals through direct service of a core group of SSS staff as well as collaboration and partnership with several key departments on campus: Enrollment and Retention; Academic Affairs; Athletics; Business Office; Financial Aid Office; Marketing; and Student Life., in addition to participation in ICC committees and support for student organizations.

***Objective 2: Increase the retention and graduation rates and facilitate transfer from two-year to four-year colleges and universities (Board Goal or Strategic Plan Area: Excellence in Academics)***

#### Strategies:

1. Academic coaching - Specialists and the Director work with program participants to a) facilitate their adjustment to college, b) offer assistance with study skills or other learning strategies, c) help students learn to make healthy choices regarding life on campus and academics, d) develop individualized Graduation Plans, and e) monitor their academic progress. This strategy was a funded Competitive Preference Priority in the 2010 grant competition (a special project that was required for funding).
2. Academic tutoring- Tutoring provided by trained educational specialists and by peer tutors.
3. Specialists work with students individually and in group settings to offer information and education about transferring to four year schools, completion of online applications, management of transcripts, and fee waiver applications.
4. Personal, career and academic counseling - Specialists work with students individually to address any concerns they have regarding these areas, making referrals to other departments on campus or services in the community as appropriate.
5. Career exploration - Specialists work with students individually or in group settings to help them explore their career interests, current market demand for identified careers, schools that offer specific programs, and related information.
6. Cultural events and academic programming activities - Groups of students attend cultural events including music or dance performances, fine arts exhibitions, lectures related to human rights and relations or social issues, or other activities offering experience of different cultures.
7. Mentoring- In the 2018 - 19 grant year, panel discussions will again be offered in the Fall semester, and both group and individual mentoring opportunities will be offered during the academic year. Participants will be surveyed and data tracked for subsequent perceptions of non-academic skills and academic outcomes related to persistence, completion and transfer.

#### Measurement:

Measure 1:	61% of all participants will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.
Measure 1 Results:	Q2: Data is not yet available for reporting; annual APR is being completed. Q3: During the 2017-2018 program year, 79% of students persisted from one academic year to the beginning of the next. Q4: During the 2017-2018 program year, 79% of students persisted from one academic year to the beginning of the next.
Measure 2:	73% of all participants will meet the performance level required to stay in good academic standing at the applicant institution.



Measure 2 Results:	Q2: Data is not yet available for reporting; annual APR is being completed. Q3: During the 2017-2018 program year, 84% of students met performance levels required to stay in good academic standing. Q4: During the 2017-2018 program year, 84% of students met performance levels required to stay in good academic standing.
Measure 3:	32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years.
Measure 3 Results:	Q2: Data is not yet available for reporting; annual APR is being completed. Q3: During the 2017-2018 program year, 35% of students graduated from the institution with an Associate's degree or certificate within four (4) years. Q4: During the 2017-2018 program year, 35% of students graduated from the institution with an Associate's degree or certificate within four (4) years.
Measure 4:	31% of participants will receive an associate's degree and transfer to a four-year institution within four (4) years.
Measure 4 Results:	Q2: Data is not yet available for reporting; annual APR is being completed. Q3: During the 2017-2018 program year, 27% of students received an Associate's degree or certificate <u>and</u> transferred to a four year institution within four (4) years. Q4: During the 2017-2018 program year, 27% of students received an Associate's degree or certificate <u>and</u> transferred to a four-year institution within four (4) years.

**Responsibilities:**

SSS Program Director and key staff

***Objective 3: Foster an institutional climate supportive of the success of students (Board Goal or Strategic Plan Area: Excellence in Academics)***

**Strategies:**

1. Academic coaching- Specialists and the Director work with program participants to a) facilitate their adjustment to college, b) offer assistance with study skills or other learning strategies, c) help students learn to make healthy choices regarding life on campus and academics, d) develop individualized Graduation Plans, and e) monitor their academic progress. This strategy was a funded Competitive Preference Priority in the 2010 grant competition (a special project that was required for funding).
2. Academic tutoring- Tutoring provided by trained educational specialists and by peer tutors.
3. Specialists work with students individually and in group settings to offer information and education about transferring to four year schools, completion of online applications, management of transcripts, and fee waiver applications.
4. Personal, career and academic counseling- Specialists work with students individually to address any concerns they have regarding these areas, making referrals to other departments on campus or services in the community as appropriate.
5. Mentoring- In the 2018-19 grant year, panel discussions will again be offered in the Fall semester, and both group and individual mentoring opportunities will be offered during the academic year. Participants will be surveyed and data tracked for subsequent perceptions of non-academic skills and academic outcomes related to persistence, completion and transfer.
6. Recognition events at end of semester and program year- At the end of the fall and spring semesters, student success is acknowledged and celebrated at a Recognition Ceremony (end of the fall semester) and a Recognition Banquet (end of the spring semester).

**Measurement:**

Measure 1:	61% of all participants will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.
Measure 1 Results:	Q2: Data is not yet available for reporting; annual APR is being completed. Q3: During the 2017-2018 program year, 79% of students persisted from one academic year to the beginning of the next. Q4: During the 2017-2018 program year, 79% of students persisted from one academic year to the beginning of the next.
Measure 2:	73% of all participants will meet the performance level required to stay in good academic standing at the applicant institution.
Measure 2 Results:	Q2: Data is not yet available for reporting; annual APR is being completed. Q3: During the 2017-2018 program year, 84% of students met performance levels required to stay in good academic standing. Q4: During the 2017-2018 program year, 84% of students met performance levels required to stay in good academic standing.
Measure 3:	32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years.
Measure 3 Results:	Q2: Data is not yet available for reporting; annual APR is being completed. Q3: During the 2017-2018 program year, 35% of students graduated from the institution with an Associate's degree or certificate within four (4) years. Q4: During the 2017-2018 program year, 35% of students graduated from the institution with an Associate's degree or certificate within four (4) years.
Measure 4:	31% of participants will receive an associate's degree and transfer to a four-year institution within four (4) years.
Measure 4 Results:	Q2: Data is not yet available for reporting; annual APR is being completed. Q3: During the 2017-2018 program year, 27% of students received an Associate's degree or certificate <u>and</u> transferred to a four year institution within four (4) years. Q4: During the 2017-2018 program year, 27% of students received an Associate's degree or certificate <u>and</u> transferred to a four year institution within four (4) years.

**Responsibilities:**

SSS Program Director and key staff

***Objective 4: Improve financial and economic literacy of students (Board Goal or Strategic Plan Area: Excellence in Academics)***

**Strategies:**

1. Students are required to complete selected educational modules regarding budgeting, student debt and establishing healthy credit in CashCourse as part of their intake into SSS.
2. Specialists work with students individually and in group settings to offer information and education about student loan debt and personal finance
3. SSS staff partner with the Office of Financial Aid to educate students about financial and economic literacy.

**Measurement:**

Measure 1:	30% of SSS participants will complete CashCourse modules and score higher on post-tests assessment than on pre-test assessment.
Measure 1 Results:	Q2: 30% of SSS participants completed CashCourse modules and scored higher on post-tests than on pre-test. Q3: 35% of SSS participants completed CashCourse modules and scored higher on post-tests than on pre-tests. Q4: 69% of SSS participants who completed CashCourse modules scored higher on post-tests than on pre-tests.
Measure 2:	20% of SSS participants surveyed will report that their financial and economic literacy was improved by participation in targeted SSS activities.
Measure 2 Results:	Q2: Data is not yet available for reporting; end of semester survey will be administered in December, 2018. Q3: Data is not available for reporting; Spring 2019 students will be surveyed regarding their improved financial and economic literacy. Q4: Fifty nine percent (59%) of SSS participants surveyed reported that their financial and economic literacy was improved by participation in targeted SSS activities.

**Responsibilities:**

SSS Program Director and key staff

**Process Improvement Objectives**

Note: The following objectives are not part of services contracted with the U.S. Dept. of Education; they are included as internal initiatives intended to enhance the effectiveness of contracted services and provide the highest quality services possible to stakeholders.

***Objective 5: Improve staff knowledge and skills related to serving students with disabilities (Board Goal or Strategic Plan Area: Excellence in Academics)***

**Strategies:**

1. The Program Director will collaborate with the Associate Dean for Academic Support Services to assess resources and needs related to serving students with disabilities.
2. The Program Director will perform an audit of program participants having disabilities and their unique needs, including accommodations and assistive technology.
3. Any identified assistive technology that would benefit current students with identified disabilities will be included in the planned budget.
4. SSS staff will receive twelve hours of training annually specific to serving students with disabilities.

**Measurement:**

Measure 1:	50% of SSS participants designated in admissions criteria as having a disability will report on annual survey that they received high or excellent quality services related to their disability-related access or accommodations.
Measure 1 Results:	Q2: Data is not yet available for reporting; end of semester survey will be administered in December, 2018. Q3: Data is not available for reporting; Spring 2019 students having disabilities will be surveyed regarding their perceptions related to quality of services.

	Q4: Seventy one percent (71%) of participants designated as having a disability reported on the annual survey that they received high or excellent quality services related to their disability-related access or accommodations.
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**Responsibilities:**

SSS Program Director and key staff

## Operational Plan for Recruiting

**Objective 1: Reach out and connect with high schools and potential students locally, regionally, nationally and internationally to increase enrollment. (Board Goal or Strategic Plan Area: Support Excellence)**

### Strategies:

1. Set up group tours with all local service area schools:
  - Independence
  - Neodesha
  - Fredonia
  - Altoona
  - Cherryvale
  - Sedan
  - West Elk
  - Elk Valley
2. International enrollment increased by creating partnerships with local 4 year schools.
3. Utilize new firework system to increase enrollment.

### Measurement:

Measure1:	Enrollment comparison from fall 2018 to fall 2019 <ul style="list-style-type: none"> <li>• Fall 2019</li> </ul>
Measure 1 Results:	Q2: Available Fall 2019. Q3: Available Fall 2019. Spring 2018 to Spring 2019 retention rate is 31.67% Q4: Comparison complete.
Measure 2:	Increase international student population to 30 students by fall of 2019
Measure 2 Results:	Q2: The Emporia State University MOU has been completed for our International agreement. Through our partnership, Andrea Hucke was able to attend a recruiting fair in South America. While in South America she attended Education USA fairs, high school visits, and worked with the Kansas Paraguay Partnership program to establish a relationship. At this time, we are on track to have at least 4 incoming international students for the Spring semester. This will be an ongoing process.  Independence, Neodesha and Fredonia have all completed group tours this fall. Q3: Tours and Visits from November – February: November 1st – Sedan HS Visit & Coffeyville Career Fair (Kansas Works) November 2nd – Galena HS Visit November 6th – Fredonia 8th Grade Campus Tour (~50 Students, ICC West & Main Campus, Lunch provided) November 15th – Erie HS Visit November 16th – Chanute College & Career Fair November 28th – Pittsburg College & Career Fair January 30th – Fredonia HS J.O.B. Blitz

	<p>February 13th – Labette HS JAG Campus Tour (20 Students, Lunch provided)</p> <p>Q4: International – Goal not met.          Graduated Spring 2019 – 4          Returning for fall 2019 – 5          Transferring – 5 (two had bad experiences with sports, one had bad experience in dorms, one is because we don't offer the classes she wants, and one more with a very bad overall experience.          I-20s sent for fall – 6          Andrea Hucke is currently talking to about <b>16</b> students (including the ones that I've already sent their I-20s) that seem pretty interested. We are waiting to see if multiple Turkmenistan students receive the Top-Up scholarship that they're applying for and if the others get approved for the visas.          We will most likely have <b>5</b> returning and <b>10</b> incoming for a total of <b>15</b>.</p> <ul style="list-style-type: none"> <li>• Reached out to all local counselors to make sure we are not letting any of our local area high school student fall through the cracks.          Contacting every application that comes in within 24hrs.          Making another pass through our Fall 2019 recruiting list</li> <li>• Tours and Visits from February 18<sup>th</sup> – June 3<sup>rd</sup> <ul style="list-style-type: none"> <li>February 18<sup>th</sup> – Campus Tour (Emma Portenier)</li> <li>February 20<sup>th</sup> – Campus Tour (Hayleigh McCutchen)</li> <li>February 21<sup>st</sup> – Campus Tour (Andrea Blackwell, morning)</li> <li>February 21<sup>st</sup> – Campus Tour (Cameryn Friend, afternoon)</li> <li>February 22<sup>nd</sup> – Campus Tour (Alhaffane Sofana, morning)</li> <li>February 22<sup>nd</sup> – Campus Tour (Ray Keady, afternoon)</li> <li>February 22<sup>nd</sup> – Campus Tour (Riley Upshaw, afternoon)</li> <li>March 7<sup>th</sup> – KansasWorks Youth Summit</li> <li>March 12<sup>th</sup> – Campus Tour (Caleb Daniels)</li> <li>March 13<sup>th</sup> – Campus Tour (Adam Brant)</li> <li>March 15<sup>th</sup> – Campus Tour (Josie McNutt)</li> <li>March 20<sup>th</sup> – IHS Career Fair (Spring Break)</li> <li>March 26<sup>th</sup> – Campus Tour (Grace Hickert)</li> <li>March 26<sup>th</sup> – Neodesha HS Visit</li> <li>March 28<sup>th</sup> – Group Tour (Cherryvale HS)</li> <li>March 29<sup>th</sup> – Campus Tour (Diamante Rule)</li> <li>April 1<sup>st</sup> – Independence HS Visit</li> <li>April 2<sup>nd</sup> – Campus Tour (Ian Comford)</li> <li>April 4<sup>th</sup> – Campus Tour (Guadalupe Mercado)</li> <li>April 16<sup>th</sup> – Labette County HS Career Fair</li> <li>April 18<sup>th</sup> – Campus Tour (Angel Reimer)</li> <li>April 24<sup>th</sup> – Quapaw Career Fair</li> <li>April 25<sup>th</sup> – Quapaw Career Fair (Cont.)</li> <li>May 7<sup>th</sup> – Campus Tour (Terri Chilcutt)</li> <li>May 10<sup>th</sup> – Campus Tour (Riley Duwey)</li> <li>May 22<sup>nd</sup> – Campus Tour (James Foster)</li> </ul> </li> </ul>
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June 3 <sup>rd</sup> – Campus Tour (Dylan Waterman)
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**Responsibilities:**

1. Dillon Packard – Recruiting Coordinator
2. Rebekah Peitz – Asst. Director of Enrollment and Retention – International
3. Brittany Thornton – Director of Enrollment and Retention Management

<b>Objective 2: All ICC West programs will be at capacity by Fall 2019. (Strategic Plan Area: Support Excellence)</b>
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**Strategies:**

1. Relocate Asst. Director of Enrollment and Retention Management to the ICC West campus to work with all programs on recruiting goals.
2. Asst. Director of ERM will work with all west departments by implementing the new Firework recruiting system.
3. Asst. Director of ERM will meet with all west departments one a month to set goals and track progress on recruits.

**Measurement:****Responsibilities:**

Measure 1:	<p>Enrollments Increase by Fall 2019</p> <ul style="list-style-type: none"> <li>• Meet EMT enrollment capacity of 15 students</li> <li>• Meet Cosmetology enrollment capacity of 20 students</li> <li>• Meet Culinary enrollment capacity of 12 students</li> </ul> <p>Meet Vet Tech capacity of 24 students</p>
Measure 1 Results:	<p>Q2: We are currently still processing contact cards and will update progress in Q3.</p> <p>Q3: After processing the Fall contact cards from College Planning Conferences and Career Fairs, we collected the following interest for the 2019 class: EMT – 27, Cosmetology – 71, Vet Tech – 63, Allied Health – 48 / CNA – 13, Culinary – 42.</p> <p>Q4: Incoming: Cosmo 14, Vet Tech 14, Allied Health: 16, EMS: 10 Projected Enrollment for the Fall as of 6/3/2019: Cosmetology 22, Vet Tech 20, Allied Health 17, EMS 10. Still making passes through Fall 2019 recruitment list and following up with emails and phone calls.</p>
Measure 2:	<p>Firework reports will be run quarterly to update how many students are in the recruiting funnel</p>
Measure 2 Results:	<p>Q2: Fireworks is currently not up and running. Will update in Q3.</p> <p>Q3: Fireworks reports have been requested and sent to all of the fine arts departments and cheer/student. Will update in Q4 meeting with various departments and where their students are at in the Fireworks funnel.</p> <p>Q4: We struggled with the technical and marketing aspects of this product and terminated the contract. The \$15,000 that was spent on this system will be given to the marketing department to create a recruiting position.</p>

Rebekah Peitz – Assistant Director of Enrollment and Retention Management

## Operational Plan for Enrollment

**Objective 1: Increase ICC's overall retention rate to 31% for Fall to Fall (2017-2018). (Board Goal #3: Improve college relationship with the community, Board Goal #4: Improve overall student experience, Board Goal #5: Respond to HLC Criteria 4.C.)**

### Strategy:

1. Navigators will check 5/8/12 week grades. Any student with a C or lower will be contacted for a meeting with Rebekah to discuss any issues they might be having and to review campus resources for success.
2. Continue recruiting families and working with students to apply for the CP2 program.
3. Navigators track reason why students are leaving each semester.

### Measurement:

Measure 1:	Meet retention goal of 31% from Fall to Fall (2017-2018). Continue to measure each quarter.
Measure 1 Results:	<p>Q2: We exceeded our goal for Fall 2017 to Fall 2018 retention at 37.84%.            Q3: Spring 2018 to Spring 2019 retention rate is 31.67%.            Q4: Retention goals for this year were exceeded. The graduation retention survey was implemented and data was collected for the Fall 2018 graduation and the Spring 2019 graduation. There were three reoccurring themes in survey Question 9: <i>What would you change about ICC to make it a better experience for future students?</i>            The three things students mentioned the most were:  <b>Lack of Activities on Campus</b>  <b>Quality of Cafeteria Food</b>  <b>Dorm Experience/Cleanliness of the Dorms</b>            Data was sent to the Student Satisfaction Committee for review. Full results of this survey are available upon request.            CP2 program will be implemented again in the Fall. Mandy Monroy from the Foundation will be stepping in for Rebekah Peitz to help Brittany Thornton with the CP2 program. Plans to contact families, students and implement orientations for both have begun. Will update in next year's operational plan Q1.</p>

### Responsibility:

1. Navigators
2. Director of Enrollment and Retention Management

**Objective 2: Increase retention rate by 5% for Cosmetology, Vet Tech, Allied Health, and EMS (Board Goal #5: Respond to HLC Criteria 4.C)**

### Strategies:

1. Full time Navigator at ICC West.
2. Rebekah will be checking 5/8/12 week grades. Any student with a C or lower will be contacted for a meeting with Rebekah to discuss any issues they might be having and to review campus resources for success.
3. Making students feel like they are part of the campus community
  - Welcome table first day of school
  - Rebekah Peitz visited all programs the first day of class to introduce herself and check on students



- Pirate Pantry location established in Rebekah's office for ICC West students.
- Work with students on Canvas issues.

**Measurement:**

Measure 1:	Measure retention each quarter.
Measure 1 Results:	<p>Q2:</p> <ul style="list-style-type: none"> <li>• Welcome table was set up and for the first 3 days of school and had multiple students stop by.</li> <li>• Rebekah Peitz visited all programs the first day of class to introduce herself and check on students</li> <li>• Multiple students have utilized the pantry this semester.</li> <li>• Worked with students on Canvas issues.</li> <li>• Retention at West - Cosmo 9 out of 10 students returning.</li> </ul> <p>Vet Tech 9 out of 14 students returning from pre-requisites to complete the program. Will report updated progress in Q2.</p> <p>Q3:</p> <ul style="list-style-type: none"> <li>• Students have continued stopping by the navigator office to utilize the pirate pantry, to discuss courses, canvas issues, etc.</li> <li>• Retention at West – Cosmetology 8 out of 10 students returned for the Spring 2019 semester. Vet Tech 8 out of 15 students successfully completed their courses and were accepted into the Vet Tech program.</li> <li>• All students are being contacted for their 5/8/12 week grade checks.</li> </ul> <p>Q4: Returning students enrolled: Cosmo 8, Vet Tech 6, Allied Health 1 Incoming: Cosmo 14, Vet Tech 14, Allied Health: 16, EMS: 10 Projected Enrollment for the Fall as of 6/3/2019: Cosmetology: 22, Vet Tech: 20, Allied Health: 17, EMS: 10.</p>

**Responsibility:**

ICC West Navigator

**Objective 3: Increase offerings at the high school to broaden enrollment opportunities to increase concurrent enrollment by 25%. (Strategic Plan Area: Support Excellence)**

**Strategy:**

1. Work with high school counselors on what classes high school students are taking from other colleges.
  - Early Childhood Education
  - Welding
  - Certified Nursing Aide -Online

**Measurement:**

Measure 1:	Two new SB155 course offerings by Fall 2019.
Measure 1 Results:	<p>Q2: Confirmed with Nedesha High School that we will be offering Computerized Accounting in Fall 2019. Currently working on a plan for Welding to be offered in multiple high schools. Will update in Q2.</p> <p>Q3: Confirmed SB155 classes for Fall 2019:</p> <ul style="list-style-type: none"> <li>• Fredonia – Welding</li> </ul>

	<ul style="list-style-type: none"> <li>• Neodesha – Computerized Accounting, OSHA 10, and Welding</li> </ul> <p>Q4: To allow more students the opportunity for SB 155 courses, we will be offering a program at ICC West that high schools will be sending their students to. Courses being offered are cosmetology, EMT, culinary, allied health, phlebotomy, and intro to vet tech.</p>
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**Responsibility:**

Coordinator of ICC NOW, Testing, and Technical Education

**Objective 4:** *Navigators will be proactive at enrolling students. Navigators will have 55% of returning students enrolled before students leave for Christmas break. (Strategic Plan Area: Support Excellence)*

**Strategy:**

Navigators will call or text every person on their advising list.

**Measurement:**

Measure 1:	Report # of students enrolled each quarter.
Measure 1 Results:	<p>Q2: Currently enrolling students. Out of 437 students that we know are returning or unknown if returning, we have 153 enrolled. This currently puts us at 35% enrolled. I will update final percentage in Q3.</p> <p>Q3: We exceeded our goal and hit 57% enrolled by the time we got back from break. On January 3<sup>rd</sup> we had in 438 out of the current 765 headcount enrolled.</p> <p>Q4: Goal was met in Q3.</p>

**Responsibility:**

Navigators

## Operational Plan for Athletics

**Objective 1: *Be innovative and resourceful in our approach to provide a quality student athlete experience. (Board Goal or Strategic Plan Area: Enhance programs through innovation to improve the overall student experience: Service Excellence)***

### Strategies:

1. Increase student athlete satisfaction by providing safe and exceptional Athletic Practice and Game Facilities by 2% based on ICC Student Athletic Experience Survey.
2. Increase our Live Streaming Games and Webpage/Social Media interaction with our athletic programs by 10%.
3. Increase student athlete satisfaction by providing a safe and exceptional student athlete travel experience by 5% based on ICC Student Athlete Experience Survey.
4. Maintaining the development of leadership skills in student athletes through athletic participation above 90% based on the ICC Student Athletic Experience Survey.

### Measurement:

Measure 1:	We will use the Noel Levitz, ICC Student Athletic Experience Survey and web page online tracking.
Measure 1 Results:	<p>Q2: We have created a stronger presence online by live streaming with Blue Frame - software that allows us to use advertising to a larger network. We went from averaging 500-1400 views during football to 14,000. We will be using that same technology during the basketball season.</p> <p>Q3: No update available.</p> <p>Q4: Based on the Student Athletic Experience survey we had an increase in 15% rating our athletic practice facilities as Excellent. The survey showed a 7% decrease in satisfaction traveling to games this year. The Survey also showed that 97% of our athletes felt that participation in athletics developed leadership qualities – which is an 8% increase from last year.</p>

### Responsibilities:

All Athletic staff

**Objective 2: *Maintain a coaching staff who recruits highly skilled full time student athletes who are committed to obtaining an education while furthering their athletic careers. (Board Goal or Strategic Plan Area: Enhance programs through innovation to improve the overall student experience: Service Excellence)***

### Strategies:

1. Maintain student athlete retention rates at 85% based on NJCAA Athletic Department Review Report.
2. Increasing locker room and practice facilities that meet gender equity guidelines.
3. Evaluate salaries based on the Equity in Athletics Report and KAACRO salary reports to maintain exemplary coaching staff and continue to work toward gender equity guidelines based on Equity in Athletics Report.
4. Increase the level of faculty understanding of student athletes with unique and diverse life experiences 5% based on Student Athlete Experience Survey.
5. Maintain the percentage of student athletes at 80% who are committed to continuing their educations at the four year level based on the ICC Student Athlete Experience Survey.

### Measurement:

Measure 1:	We will use the Noel Levitz Survey, NJCAA annual reports, Equity in Athletics report, KAACRO report, Coaches Bonus Pay Bench Mark Report and ICC Student Athlete Experience Survey.
Measure 1 Results:	<p>Q2: Locker rooms were created for both Stunt and Softball Teams. Volleyball locker room was renovated so that we meet Title IX guidelines by providing locker room spaces for all of our athletic programs.</p> <p>Q3: Women's salary lines were adjusted. Started having coach-faculty living room conversations in the student union during lunch time. The group chooses from a list of topics. This has allowed the athletic staff and faculty to share without the typical hot topics they communicate about. Athletic Director is hosting separate lunch discussions as well.</p> <p>Q4: Retention rates measured by our Athletic Department Review reports were 84% which was a 2% increase from last year of the 278 rostered athletes (233 finished the school year and will return or transfer on to four year). According to the ICC Student Athletic Survey 91% of our student athletes plan to continue their educations at the four year level. We will provide a list of all student athletes that have graduated and the four year colleges they will be attending by the June Board Meeting.</p>

**Responsibilities:**

Athletic Director and Coaches

**Objective 3: *Interact and engage with the local community while increasing donor giving. (Board Goal or Strategic Plan Area: Improve College's relationship with community and Increase Private Support)***

**Strategy:**

1. Maintain the number of Community Service hours performed by student athletes to 5 hours annually per athlete.
2. Increase the number of dollars in Fundraising by the Athletic Department 10%.
3. Increase booster club membership by 10%.
4. Be innovative in creating revenue through online apparel sales from Last Chance U.

**Measurement:**

Measure 1:	We will use in-house surveys/feedback and Community Service Report – by sport.
Measure 1 Results:	<p>Q2: With the community help of Hugos and Andy we were able to team up with our college staff and create an online Last Chance Apparel store for people worldwide to purchase ICC gear and game day tickets. Final numbers will be in the next report. We are currently taking Booster Club memberships for the Basketball Season and will have final numbers in the next report.</p> <p>Q3: Still collecting information on Last Chance Apparel sales.</p> <p>Q4: Our student athletes as a whole volunteered 2017 hours of community service – which averaged 7.25 hours per student athlete. As of today I have not been provided the total sales of Last Chance U Merchandise from the Bookstore for walk in sales and football games. Andy and I will be working on final numbers next week and can provide them before the July Board Meeting. Total number of booster club</p>

	dropped by 25 down from last year - but all of those members became CP2 Parents. Corporate Sponsorships increased by \$170,000.00 however those monies were donated to the Turf Field rather than to the Athletic Department.
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**Responsibilities:**

The Athletic Director, Game Management Coordinator, SID and Head Coaches

**Objective 4: Systemize an approach to the remaining projects in the Facilities Master Plan. The projects that remain in the Facilities Master Plan should be prioritized, based on campus need and donor partner potential. (Board Goal or Strategic Plan Area: Improve College's relationship with community and Increase Private Support)**

**Strategies:**

1. Reach out to donors in the community, regionally and nationally to raise \$200,000.00 in donor dollars towards Phase I of the Facilities' Plan for turf in an Athletic Practice Facility.
2. Reach out and work with the Foundation to receive matches for donor dollars raised and to provide additional donor names to the Foundation.
3. Have an architect/engineer draw up plans for Phase II of the Athletic Facilities Plan.

**Measurement:**

Measure 1:	We will use feedback from Foundation.
Measure 1 Results:	Q2: Fundraising from the Athletic Department has reached to \$350,000 by donors including matches from the Foundation. Q3: Athletic Director has been setting up meetings with donors in regard to donating monies for scholarships. Q4: Since we were in the process of a new Strategic Plan - I decided not to contact an architect/engineer for a Phase II Plan for athletic facilities. As of 6/5/2019 we have raised \$203,932.62 in donations for the Turf Field and in addition the Foundation match of \$200,000.00 giving us a total of \$403,932.62 raised dollars since July 1, 2018 (this does not include pledges).

**Responsibilities:**

The Athletic Director, SID and Coaching Staff

## Operational Plan for Student Life

**Objective 1: *Encourage students to participate in Student Organizations and activities that enhance the student experience (Board Goal #1/Strategic Plan Area: Service Excellence)***

### Strategies:

1. Scanner/rewards program
  - Set up a mobile scanner that can be placed at games, theater performances, and events around campus. Each time a student attends one of these events they receive an entry to an end of the semester drawing for prizes.
2. Monthly Calendars
  - Print large calendars and hang them in strategic locations around campus. Students will then be able to see what events are taking place during the month.
3. Engage all campus organizations for input on calendars to provide students with more activities.
  - Increased Social Media presence
  - Utilizing text messaging, email and existing campus media outlets (TV's and computers).
- 4 Work with students and facility to create more clubs on campus to engage students on campus.

### Measurement:

Measure 1:	We will use the Noel Levitz/CCSE surveys and in house student feedback to determine if students are made to feel welcome on campus.
Measure 1 Results:	Q2: Waiting for survey to be administered. Q3: Issuing and collecting data from in-house student survey. Q4: Have not received data from this survey at this time.
Measure 2:	Utilize data from scanners to identify student participation. After the first quarter benchmark is set the goal will be to increase student participation at games and events by 10%.
Measure 2 Results:	Q2: Creating a plan to successfully implement use of scanners. Q3: Decided not to implement scanners. Q4: Did not utilize scanner program.
Measure 3:	Using the in house Student Survey have 85% of students say "Yes" to the question "The college shows concern and makes an effort to provide activities for students."
Measure 3 Results:	Q2: Waiting for survey to be administered. Q3: Issuing and collecting data from in-house student survey. Q4: 84.6% of students responded "Yes" that the college makes an effort to provide activities for students.
Measure 4:	Actively recruit enrollment in Student Government to represent 10% of the student body.
Measure 4 Results:	Q2: Student Government is comprised of all leadership from different clubs, organizations and athletic groups on campus. They will be enrolled in a leadership class during the spring semester. All students on campus are welcome and invited to attend meetings. Seeking new student leadership to begin recruiting new students. Q3: Leadership class has been meeting, students regularly attend Cabinet meetings, and are creating foundation for a sustainable Student Government.

	Q4: Student Government has been created and representatives from all co-curricular stake holders have been selected and will serve on SGA in the upcoming school year.
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**Responsibilities:**

1. Every group on campus is responsible for communication of events in a timely manner for inclusion on calendars
2. Director of student life - Ensure timely production of calendars and quality control of material
3. RA's- Set up and run Scanners at events. Utilize them to create a student social media presence on campus. "Tweet Team"
4. Work study - Put together calendars, hang material, and help out with social media

**Objective 2: *Create innovative spaces in the student union that will engage students and create a better student experience. (Board Goal #4/Strategic Plan Area: Service Excellence)***

**Strategies:**

1. Maintenance/upgrade furniture, equipment and games.
  - Make rooms/spaces appealing and comfortable by creating an atmosphere that resemble a student's space from home.
  - Increase the variety of table games - The ping pong table and pop a shot baskets are very popular with the students and get lots of use during the semester.
3. Enhance and be innovative in the Electronic Gaming Area.
  - Purchase more games for students.
  - Allow students to play games online with Xbox Live competition.

**Measurement:**

Measure 1:	We will use the Noel Levitz/CCSE surveys and in house student feedback.
Measure 1 Results:	Q2: Waiting for survey to be administered. Q3: Issuing and collecting data from in-house student survey. Q4: Have not received data from this survey at this time.
Measure 2:	Using the Noel Levitz survey question "The student center is a comfortable place for students to spend their leisure time." Lower the "Gap" from .47 in 2018 to .43 in 2019.
Measure 2 Results:	Q2: Waiting for survey to be administered. Q3: Issuing and collecting data from in-house student survey. Q4: Have not received data from this survey at this time.
Measure 3:	From the in house Student Survey question "The Student union is a comfortable place for me to spend my free time." Raise the number of students who responded "yes" in 2018 from 86% to 88% in 2019.
Measure 3 Results:	Q2: Waiting for survey to be administered. Q3: Issuing and collecting data from in-house student survey. Q4: On the in house survey 90.5% of students said the student union was a comfortable place for them to spend free time.

**Responsibilities**

1. Director of Student Life- In charge of maintaining and ensuring proper use of Equipment
2. RA's- in charge of checking out equipment to students

**Objective 3: *Create a safe campus environment and educate students how to prevent, reduce, report, and prevent crimes. (Board Goal #4/Strategic Plan Area: Service Excellence)***

**Strategies:**

1. Campus Clarity
  - Have students participate in online training during college success classes
  - Before each movie show a short clip about campus safety, sexual awareness, bystander intervention, etc.
2. Programming training and ongoing prevention for sexual misconduct
  - Guest Speakers and Webinars
  - Bystander Intervention
  - Awareness campaigns and special events
  - Partner with local legal and civic organizations to provide seminars and information for our students
- Raise awareness of the Maxient system and encourage students to utilize the software so that effective change can be made on campus.

**Measurement:**

Measure 1:	Using the in house Student Survey have 80% of students respond “yes” to the question “Did you learn about Bystander Intervention while at ICC?”
Measure 1 Results:	Q2: Had meetings with the Resident Student Population about Bystander Intervention and Sexual Assault. RA’s received training on Sexual Assault and safety in the Dorms through Housing. Waiting for survey to be administered. Q3: Issuing and collecting data from in-house student survey. Q4: 72.5% of students reported learning about bystander intervention while at ICC.
Measure 2:	From the in house Student Survey question “Do you feel safe on Campus?” Raise the number of students who responded “yes” in 2018 from 94.1% to 95% in 2019.
Measure 2 Results:	Q2: Waiting for survey to be administered. Q3: Issuing and collecting data from in-house student survey. Q4: 90% of students reported yes they feel safe on campus.

**Responsibilities:**

1. Director of Student life - Provide programming materials and issue materials to campus groups
2. RA’s - Help create awareness within the dorms about program materials
3. Dorm Supervisors - Direct students how to handle issues



## Operational Plan for Institutional Research

**Objective 1:** *Institutional Research will administer the Community College Survey of Student Engagement and use the data received back to identify strengths and areas for improvement for the college. (Board Goal #4/Strategic Plan Area: Support Excellence)*

### Strategies:

1. IR will order, administer, and return CCSSE surveys.
2. Use online resources as well as collaboration with ICC departments to figure out what our CCSSE results mean for the college and how we can use those results going forward.

### Measurements:

Measure 1:	The objective will be met if the CCSSE survey is properly administered and returned to the CCSSE office for scoring before Spring Break and results are available for interested parties as soon as scoring is complete.
Measure 1 Results:	Q2: I've registered for the CCSSE and it will be administered in the Spring semester. Q3: I've sent CCSSE a file with all of our class sections and the days/times of those classes and received from them our sampling file, determining which classes will be surveyed. Q4: CCSSE was administered to students and were all shipped back. Results should be available sometime this summer.

**Objective 2:** *Institutional Research facilitates continuous quality improvement initiatives through improved inter-departmental communication. (Board Goal #1/Strategic Plan Area: Support Excellence)*

### Strategy:

1. IR will produce reports appropriate to audience need within thirty (30) business days of receipt of information. Reports to include NCCBP, IPEDS Data Feedback Report, Student Reaction to Instruction, Transfer Survey, and Graduate Exit Survey.
2. IR will work with the Assessment Committee to create appropriate reports, report-out formats and processes for disseminating student learning outcomes assessment information to internal and external stakeholders.
3. IR will collaborate with the Marketing Department in order to utilize the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework guidelines in order to better disseminate assessment information to external stakeholders.

### Measurement:

Measure 1:	The objective will be met if 100% of reports are disseminated within thirty (30) business days of receipt or by the deadline specified by the federal government (Student Right to Know).
Measure 1 Results:	Q2: NCCBP reporting was completed over the summer. I've worked with Navigators to develop a new Graduate survey that is currently in use. Q3: IPEDS Winter collection was completed and submitted before the deadline. I've also worked with the Registrar to update the Graduate Exit Survey. I worked with Assessment Committee to create a spreadsheet to ensure that all course assessment was completed and reviewed. Q4: I've registered ICC to participate in the NCCBP again this year. I've now provided Navigators with 2 semesters of data from the new Graduate

	survey (developed in Q2). I worked with the Assessment Committee to update for the Spring semester their spreadsheet to ensure that all course assessment was completed. I helped Athletics create and distribute a survey of student athletes and provided that department with survey results and analysis.
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**Objective 3: *Institutional Research facilitates institutional compliance with external accountability, regulation, and control. (Board Goal or Strategic Plan Area: Support Excellence)***

**Strategies:**

1. IR will learn and become more familiar with the external reporting requirements and data collection needs.
2. IR will collect and/or report data for all external accountability needs including state (KBOR), federal (IPEDS), and accreditation-related (HLC).

**Measurement:**

Measure 1:	The objective will be met if the deadline is met for every released report The objective will be met if 100% of data collections are completed and reported by the deadline specified if IR is the reporter and three weeks prior if another department is the reporter.
Measure 1 Results:	Q2: KHEDS User Validation report, KSPSD Academic Year Report, KSPSD Fall Preliminary report, IPEDS Fall collection, KSA Data Request, KBOR Faculty & Staff survey, Fall KHEER, and KSPSD Fall report have all been completed and submitted prior to the deadline for each. Q3: KHEDS Q2 User validation, IPEDS Winter Collection, and KSPSD Follow Up collection were completed and submitted prior to the deadline. Also Program Review data was provided to every academic program. Q4: IPEDS Spring Collection, KSPSD Special Collection, and KHED's Quarterly User Validation were completed and submitted prior to the deadline. I've also registered to attend the KBOR Data & Planning Conference, to stay informed of any reporting changes that may be coming at the State level.

## Operational Plan for Financial Affairs

**Objective 1. Provide economically-disadvantaged students with more opportunities to graduate or transfer from ICC without student debt. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)**

### Strategy:

Increase number of students receiving scholarships from outside providers at the national, state and local levels. Also increase the amount of awards in Federal Supplemental Education Opportunity Grant (FSEOG) for those students with the highest cost of attendance.

### Measurement:

Measure 1:	Increase the number of scholarship awards from the national, state and local levels by 10% (87 awarded during the 2017-18 AY; increase to 96 awards).
Measure 1 Results:	<p>Q2: To-date students have received 55 scholarships from outside sources at the national, state and local level. At the same time last year, students had received 71 outside scholarships; a decrease of 22.5%. The OSFA will be focusing on assisting students with scholarship applications for the Spring 2019 term by targeting emails and letters to students with scholarship opportunities.</p> <p>Q3: To-date students have received 62 scholarship from outside sources at the national, state and local level. At this time last year, students had received 85 outside scholarships, a decrease of 27%. The OSFA was unable to meet its goal of targeting students with outside scholarship opportunities. The OSFA lacks the personnel to focus on projects that do not consist of federal aid regulation compliance in between terms (reporting, SAP review, counseling notices, transfer monitoring, etc.). Additionally, ICC saw an overall decrease in enrollment, which can affect the number of scholarships.</p> <p>Q4: The number of outside scholarships rose slightly to 64 scholarships from outside sources at the national, state and local level due to some late receipt of outside scholarships by students. The OSFA continues to lack the personnel resources to adequately review, verify and advertise outside scholarship opportunities to current and prospective students.</p>
Measure 2:	Increase awards of FSEOG to students with the highest cost of attendance.
Measure 2 Results:	<p>Q2: The FSEOG awarding scheme was updated by OSFA to allocate a larger percentage of the award to on-campus residents, which represent the student population with the highest cost of attendance. To-date OSFA has increased FSEOG awards by \$3125 compared with the same time last year; an increase of 14%. Additionally, the average award per student is \$148 compared to \$75 per student at the same time last year. Despite increasing grant funding to residents, the total loans borrowed by students at the same time last year has still increased by \$87,214; an increase of nearly 20% even in light of a decrease in enrollment. Increased funding in Federal Student Aid programs are being outpaced by increased costs of attendance. A more aggressive awarding criteria to address the neediest students should be implemented to address the increase in loans for next award year.</p> <p>Q3: The FSEOG awarding scheme as implemented appears to not have as significant an effect at reducing the loan burden of ICC students as intended. To-date, students have borrowed \$995,107 this award year, compared with</p>

	<p>\$932,801 at the same time last year; an increase of 6.7%. Loan burden continues to increase although enrollment has decreased at a higher rate. ICC has disbursed \$45,350 in SEOG funding, compared with \$44,500 at the same time last year. Though the amount of increase is small, this still represents an increase of SEOG funding because enrollment has declined this award year.</p> <p>Q4: The increase in SEOG for the 2018-19 award year continues to appear to not have had an effect on the level of borrowing; the overall student loans borrowed for 2018-19 is \$1,161,265 versus \$921,707 at the same time last year. The increased cost of student fees, room &amp; board is out-pacing federal grant aid available to ICC students.</p>
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**Responsibility:**

Financial Aid Director and Financial Aid Specialists

**Objective 2: Educate students about personal financial wellness. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)**

**Strategy:**

Provide educational support, materials and references for staff educating students about financial responsibility. Provide students with resources for managing their personal finances and educating themselves about financial wellness.

**Measurement:**

Measure 1:	Increase number of workshops and presentations for students and staff by utilizing Cash Course program in tandem with Student Support Services.
Measure 1 Results:	<p>Q2: The OSFA hosted the Price is Right financial literacy event again this year in collaboration with SSS. The attendance rate of students dropped marginally by 5 students; this may have been due to the change in timing of presenting during a weekday rather than in the evening. OSFA also offered to present for transfer students to advise about transferring institutions—no student appeared at the presentation. Finally, OSFA presented to three (3) staff information about the Public Service Loan Forgiveness program.</p> <p>Q3: The OSFA scheduled transfer workshops in collaboration with SSS in the fall and in the spring for students with the intention of educating students preparing to transfer to four-year universities on the steps for financial aid, but no students appeared at either workshop.</p> <p>Q4: OSFA attended the spring College Success course to discuss student aid and responsible borrowing practices as well as attending a Living Room discussion concerning student loans; this is the first time the OSFA staff has attended a Living Room discussion.</p>

**Responsibility:**

Financial Aid Director

**Objective 3: Increase the number of students completing their FAFSA earlier to allow students the opportunity to view financial awards from multiple institutions and make an informed decision about their choice(s) of school(s). (Board Goal or Strategic Plan Area: Innovation and Service Excellence)**

**Strategy:**

Hold FAFSA completion events and provide students access to computers and parents to complete the FAFSA with financial aid staff available to assist. Award institutional and Foundation Scholarships earlier.

**Measurement:**

Measure 1:	Begin sending award letters including Federal Student Aid, Institutional Aid, and ICC Foundation Aid beginning February 22, 2019.
Measure 1 Results:	<p>Q2: The OSFA is on schedule to begin processing the 2019-20 award year on or before February 22<sup>nd</sup>. The only outstanding issue that needs to be resolved prior to awarding is the decision concerning scholarship award allocations and policies.</p> <p>Q3: The OSFA issued its award letters for the 2019-20 award year on 2/26/2019. The award letters were slightly delayed because the U.S. Department of Education issued updated Pell Grant Awards the third week of February and we opted to wait until the awarding software was updated rather than send an incorrect award letter early. Our office has issued 290 award letters to 2019-20 applicants, 24 of which include potential ICC scholarship awards. At this time last year, 225 students were issued award letters, an increase of 29%. The OSFA has also discussed the awarding of Foundation scholarship for Fall 2019 with the ICC Foundation Director, Mandy Monroy. Applications are now automatically being sent to the Foundation for consideration and awarding in the Fall 2019 term.</p> <p>Q4: The OSFA has been continually issuing award letters and has packaged \$435,000 in institutional aid for the 2019-20 year (no comparable figure from 2018-19 available). The OSFA continues to struggle meeting this objective because of the lack of available information from individuals &amp; departments that are offering scholarships to students without notifying the OSFA. The Foundation also has not issued any award offers for the 2019-20 year.</p>

**Responsibility:**

Financial Aid Director and Financial Aid Specialists

**Objective 4: *Reduce the rate of students entering loan default after transferring, graduating, or leaving ICC. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)***

**Strategy:**

Utilize default management provider, W.I.S.S. to contact and counsel students about repayment options. Also use borrower data provided by the National Student Loan Database System (NSLDS) and Mohela to contact and counsel students about default consequences and repayment options. Contact graduates personally each term to discuss exit counseling.

**Measurement:**

Measure 1:	Increase the number of student borrowers completing Loan Exit Counseling within thirty (30) days of graduating/leaving ICC by 10%.
Measure 1 Results:	<p>Q2: OSFA cannot yet implement this process until the first term (Fall 2018) has ended. OSFA plans to personally contact loan recipients who are listed as graduates or who ultimately do not return for the Spring 2019 term. OSFA currently lacks the staff to proactively address default during peak times (April through October).</p> <p>Q3: The OSFA staff continues to be unable to individually contact students for loan counseling. There are too many regulatory duties required between terms and ICC continues to offer intercession courses, which further</p>

	<p>increases the workload for the minimal staff available. ICC saw 64 students complete exit counseling December and January, compared with 33 students during the same time last year; an increase of 94%. However, this increase in counseling completion is likely attributed to other factors (like the higher December graduation/transfer rate).</p> <p>Q4: The OSFA did not contact students individually regarding loan exit counseling due to time constraints at the end of the spring term. ICC saw a decrease (when compared to last year at the same time) in the number of students completing loan exit counseling; 42 this year compared to 52 at the same time period last year. This is a decrease of 19% from year-to-year, but the decrease may be attributed in part to the overall decrease in enrollment of 9% from Spring 2018.</p>
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**Responsibility:**

Financial Aid Director

**Objective 5: *Improve the student's experience with the Office of Student Financial Aid (Board Goal or Strategic Plan Area: Innovation and Service Excellence)***

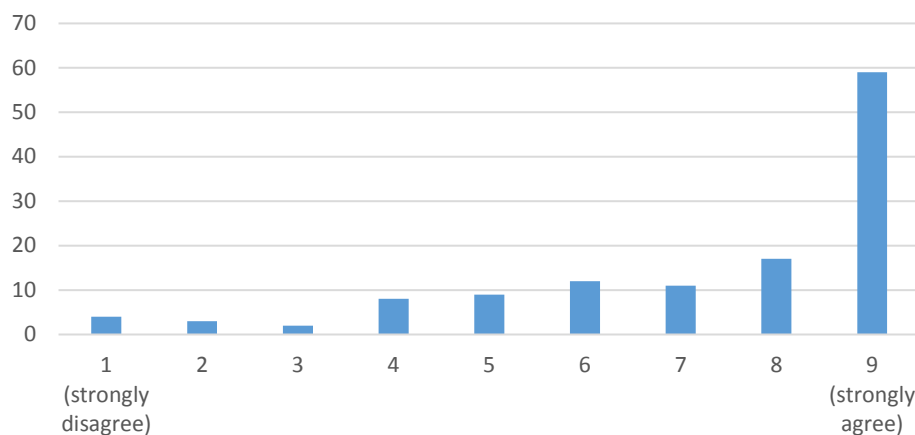
**Strategy:**

Collect customized survey data about students' experiences with the OSFA and tailor processes and modes of contact based on student responses. Use student feedback from the Graduate Exit Survey and CESSE to improve students' experience with ICC and the OSFA.

**Measurement:**

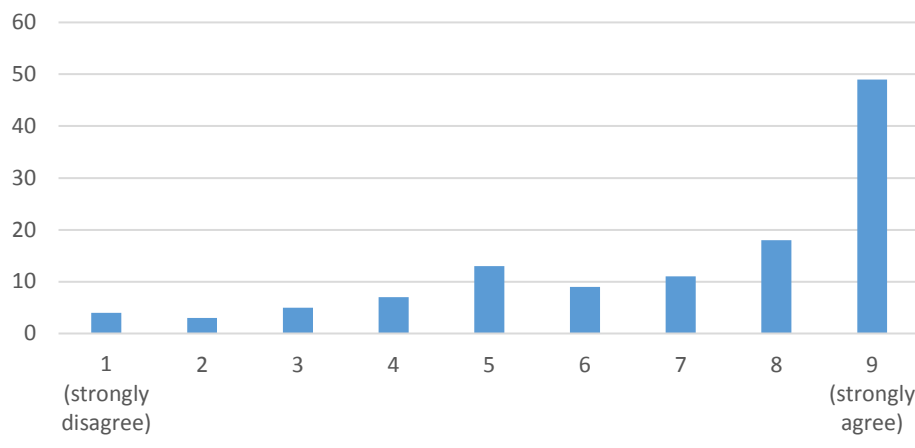
Measure 1:	Increase scores in CESSE and Graduate Exit Surveys related to students' experiences with the OSFA.
Measure 1 Results:	<p>Q2: Survey has not yet been implemented for Fall 2018 term; will be conducted upon conclusion of the term.</p> <p>Q3: The OSFA conducted a survey specific to the Financial Aid and Business Office to assess students' experience with the staff and technology in each of these offices. The majority of questions asked respondents to rate their experience on a 10-point scale, 1 being they strongly disagreed that their experience was positive, 10 being they strongly agreed their experience was positive. The OSFA received 125 total responses from Summer 2018 and Fall 2018 terms. Overall, the OSFA received positive responses from survey respondents. Seventy-nine percent (79%) of respondents rated the OSFA Customer service with a score of 6 or better:</p>

### I am satisfied with the Financial Aid Office customer service

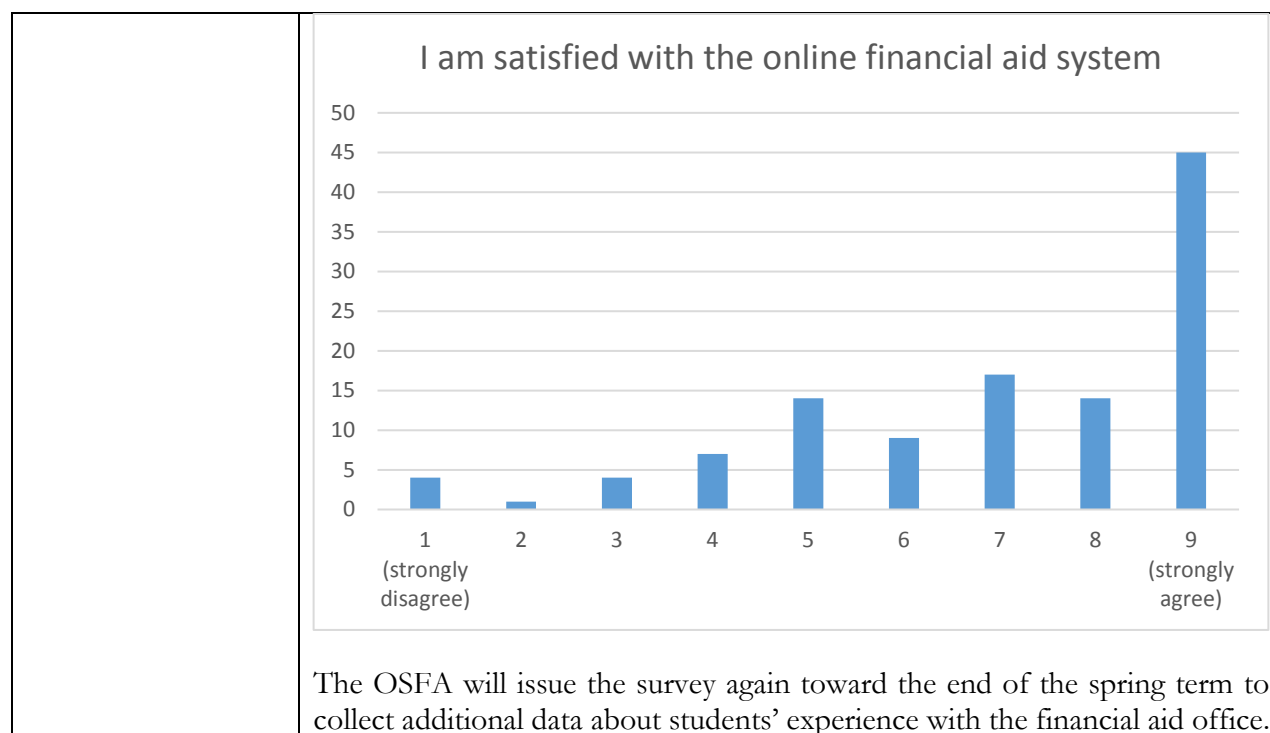


Slightly lower scores were received in regard to the OSFA responsiveness, which may be due to the lack of staffing to quickly respond to students (especially phone calls). Seventy-three percent (73%) of respondents rated the OSFA responsiveness as 6 or better:

### I am satisfied with the responsiveness (speed/accuracy) of the financial aid staff



In regard to the technology the OSFA uses to present financial aid information to students (the Online Financial Aid System) received relatively positive reviews. Seventy-four percent (74%) of respondents rated the system with a score of 6 or better:

**Responsibility:**

Financial Aid Director and Financial Aid Specialists

**Objective 6: *Improve employee performance and customer service through continuing education (Board Goal or Strategic Plan Area: Innovation and Service Excellence)***

**Strategy:**

Attend professional webinars, conferences and workshops hosted by Kansas Association of Financial Aid Administrators (KASFAA) and the Department of Education.

**Measurement:**

Measure 1:	Successfully complete conferences and workshops by earning continuing education credits and certifications. Reduce or eliminate audit findings through proper training and understanding of regulations.
Measure 1 Results:	<p>Q2: No conferences have yet been attended by OSFA staff. The RMASFAA conference in North Dakota and the US Dep't of Education Conference in Georgia were not budgeted for attendance due to the cost. The OSFA will view recordings of the U.S. Dep't of Education Conference sessions once available online in December/January. The next training opportunity will occur in Q2 in Hutchinson. The OSFA will attend the Two Year Institution Roundtable at that time.</p> <p>Q3: The OSFA members attended the Two Year Institution Roundtable in Hutchinson. As a result of attending the meeting, the OSFA was able to gather information about best practices concerning the administration of institutional aid and federal student aid. The OSFA will have another opportunity for training in Q3 at the annual Kansas Association of Student Financial Aid Administrators (KASFAA) conference where training by the U.S. Dep't of Education and National Association of Student Financial Aid Administrators (NASFAA) will take place.</p>



	Q4: The OSFA staff attended the KASF AA annual conference in Lawrence, KS where staff received Department of Education updates & training. Staff also completed (without additional cost) certification training by NASFAA U on the subject of Cost of Attendance; a federally-required component of assessing student need and awarding need-based aid.
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**Responsibilities:**

Financial Aid Director and Financial Aid Specialists

**Objective 7: *Create new avenues to receiving Federal Student Aid for new and existing programs at ICC (Board Goal or Strategic Plan Area: Innovation and Community)***

**Strategy:**

Create and implement policies and procedures for online education for inmates and Ability-To-Benefit for Fab Force/Small Business Management.

**Measurement:**

Measure 1:	Create policies and procedures for incarcerated and ABE students to obtain Federal Student Aid.
Measure 1 Results:	Q2: OSFA researched and created draft policies/procedures for admission criteria and financial aid criteria for incarcerated and ABE student. OSFA attended informational/planning meetings with Online Education Director and ABE program members to discuss policies and regulatory requirements for federal student aid. Next steps for programs will need to be implemented by the respective program directors. Q3: There has been no additional activity by either of these programs. Q4: There has been no additional activity by either of these programs.

**Responsibilities:**

Financial Aid Director

**Objective 8: *Improve the college's relationship with the community by exploring bookstore retail opportunities at campus activities and events. (Board Goal or Strategic Plan Area: Improve college relationship with community)***

**Strategy:**

Increase visibility and sales at Athletic games and events by 50%. Increase advertisements in local paper and media outlets.

**Measurement:**

Measure 1:	Maintain Attendance Log for Sales Events and increase by 10%.
Measure 1 Results:	Q2: The bookstore was present at 6 football games and downtown Neewollah. There has been an increase in sales by 40% or \$5,700 at these events. Q3: I have not attended any other games in the Spring. I hope to go to a few softball games when it warms up. My goal is to do attend at least 3. Q4: I have not attended any other games.

**Responsibility:**

Director of Bookstore Operations

**Objective 9: *Improve the college's relationship with the community by expanding and enhancing the College Bookstore webpage/sales. (Board Goal or Strategic Plan Area: Improve college relationship with community)***

**Strategy:**

Increase number of items offered on the webpage.

Increase social media posts for the Bookstore webpage.

Add new shipping options.

**Measurement:**

Measure 1:	Add 50% of new items to website.
Measure 1 Results:	Q2: Online items have increased by 50%. Approximately 80% of the bookstore items are available online, compared to 30% previously. Q3: 95% of ICC imprinted items are currently for sale on the web site. Q4: 95% of ICC imprinted items are currently for sale on the web site.
Measure 2:	Increase Social Media advertisement by 25%.
Measure 2 Results:	Q2: The Bookstore has been actively promoted on social media. There has been approximately a 70% increase in social media postings. Q3: This has decreased a lot since Brad Henderson has left the Marketing position. Q4: No change.

**Responsibility:**

Director of Bookstore Operations

**Objective 10: *Improve the college's relationship with the stakeholders through targeted surveys. (Board Goal or Strategic Plan Area: Improve college relationship with community)***

**Strategy:**

1. Update survey for bookstore and solicit feedback once a year.
2. Create a strategy to remain open last week of June to service students and complete the Bookstore end of year inventory process.

**Measurement:**

Measure 1:	Increase Customer Satisfaction by 10%.
Measure 1 Results:	Q2: Survey results will be available after the end of the Fall term. Q3: Have not done a survey yet, but I am working on one currently and will have results the end of Spring. Q4: Survey not done.
Measure 2:	Hold a book return event at the dorms 2 days in the Fall, 2 days in the Spring, 1 day in the Summer June, and 1 day in the Summer July.
Measure 2 Results:	Q2: The remote return of books required the purchase of a laptop and setup assistance from IT. The laptop has been ordered and is in the process of being setup. Q3: This did not occur in the Fall, because of computer access and time. Everything is set up to do a book return at the dorms in the Spring. Q4: Picked up books at the dorms one day and has about four totes full. It is hard to get away from the Bookstore.

**Responsibility:**

Director of Bookstore Operations

**Objective 11: *Improve customer satisfaction and student experience with the Business Office. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)***

**Strategy:**

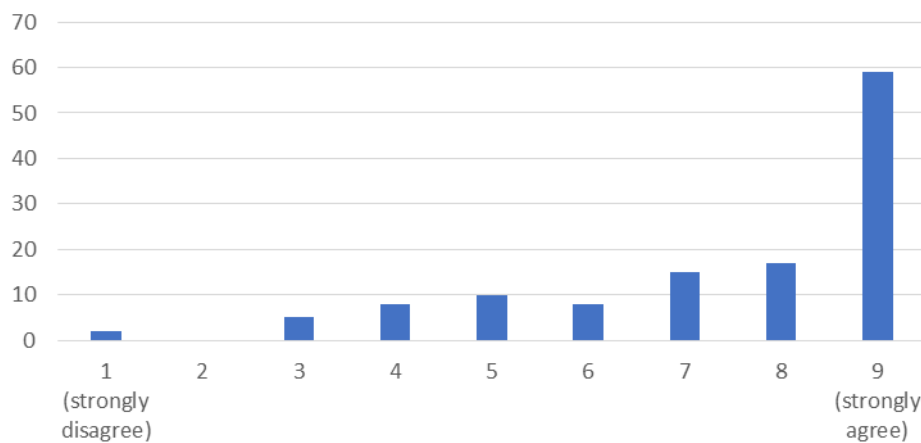
1. Improve Communication with Students regarding billing and balances due.
2. Survey students about experiences and improvements with the Business Office.

3. Add survey questions to drill down on the Noel Levitz results.

**Measurement:**

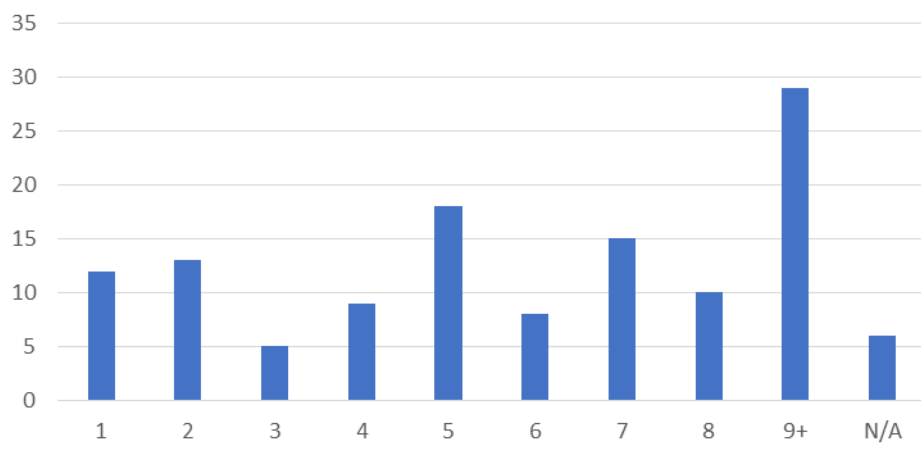
Measure 1:	Increase ratings on campus-wide and area specific surveys.																				
Measure 1 Results:	<p>Q2: Surveys have been developed and will be sent out the week before finals.</p> <p>Q3: The Business Office conducted a survey specific to the Business Office to assess students' experience with the staff and technology in this office. The majority of questions asked respondents to rate their experience on a 10-point scale, 1 being they strongly disagreed that their experience was positive, 10 being they strongly agreed their experience was positive. The Business Office received 125 total responses from Summer 2018 and Fall 2018 terms.</p> <p>Q4: The Business Office is utilizing the existing survey for students that entered in Spring 2019. The data will be aggregated by July 1.</p>																				
Measure 2:	Surveys, Noel Levitz data, and Graduate Exit survey.																				
Measure 2 Results:	<p>Q2: Surveys will be reviewed after Fall term surveys have been completed and received.</p> <p>Q3: Overall, the Business Office received positive responses from survey respondents. Seventy-six percent (76%) of respondents rated the OSFA Customer service with a score of 6 or better:</p> <p>Q4: Awaiting data from Spring 2019 surveys.</p> <div data-bbox="467 848 1425 1423" data-label="Figure"> <table border="1"> <caption>I am satisfied with the Business Office customer service</caption> <thead> <tr> <th>Rating</th> <th>Number of Respondents</th> </tr> </thead> <tbody> <tr> <td>1 (strongly disagree)</td> <td>3</td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td>3</td> <td>2</td> </tr> <tr> <td>4</td> <td>12</td> </tr> <tr> <td>5</td> <td>13</td> </tr> <tr> <td>6</td> <td>3</td> </tr> <tr> <td>7</td> <td>18</td> </tr> <tr> <td>8</td> <td>19</td> </tr> <tr> <td>9 (strongly agree)</td> <td>55</td> </tr> </tbody> </table> </div> <p>Eighty percent (80%) of respondents found the business office to be professional and courteous:</p>	Rating	Number of Respondents	1 (strongly disagree)	3	2	0	3	2	4	12	5	13	6	3	7	18	8	19	9 (strongly agree)	55
Rating	Number of Respondents																				
1 (strongly disagree)	3																				
2	0																				
3	2																				
4	12																				
5	13																				
6	3																				
7	18																				
8	19																				
9 (strongly agree)	55																				

### The Business Office representative(s) is/are professional and courteous



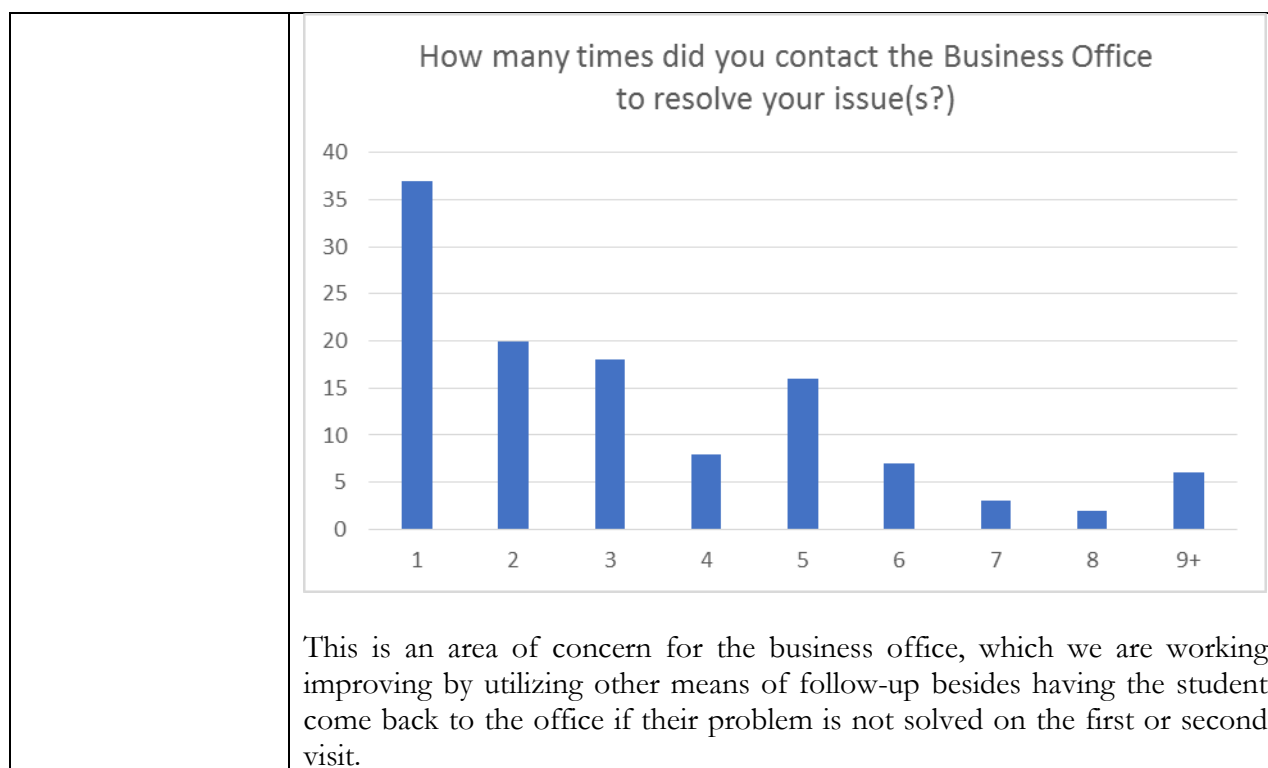
The one area that we would like to see improvement is having students access their finances through Pirate Portal, as only fifty percent (50%) of respondents were taking advantage of this access:

### How many times have you accessed/viewed your Finances via the Pirate Portal



We believe that this is due to the fact that students are unaware that this is available through Pirate Portal. One way we believe we can make student more aware is by sending out instructions at least once a term when mailing statements.

Another area for improvement is resolving issues within the first or second visit to the business office, as only forty-six (46%) of respondents stated that they had their issue resolved within the first or second visit:

**Responsibility:**

Chief Business Officer

**Objective 12: Reduce the amount of debt owed by students when leaving ICC. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)**

**Strategy:**

1. Continue improved communication of amount owed to students.
2. Staff receive Professional Development on Collection Strategies.
3. Mail paper statements by end of 1<sup>st</sup> week of classes and continue mailing by the 5<sup>th</sup> of each month.
4. Promote Online Payment options.
5. Maintain availability during peak times such as Move-In Days.
6. Apply more aggressive adherence to Payment Policy in Summer.
7. Continue communications with Coaches/Navigators about incoming students as early as possible.
8. Share Accounts Receivable stats with campus.
9. Mass text to students when statements are published and mailed.

**Measurement:**

Measure 1:	Reduction of A/R Aging by 2% for Fall and Spring, 5% for Summer.
Measure 1 Results:	<p>Q2: This percentage will be reviewed at the end of Fall term 2018. Communication with Coaches and Navigators has been provided on a regular (monthly) basis. Reports have been created and shared with campus (Fiscal Dashboard). Association Reports have been shared with campus representatives.</p> <p>Q3: As of September 30<sup>th</sup>, the Spring 2018 A/R Uncollected Percentage was 7.20% and the Fall 2018 A/R Uncollected Percentage was 50.97%. When looking at the data on December 31<sup>st</sup>, the Spring 2018 A/R</p>

	<p>Uncollected Percentage was 5.82% and the Fall 2018 A/R Uncollected Percentage was 11.00%. We did not quite meet our goal for the Spring semester, but were able to achieve this for the Fall 2018 semester. As for the Summer 2018 semester, the A/R Uncollected Percentage as of September 30<sup>th</sup> was 25.78% and on December 31<sup>st</sup> the A/R Uncollected Percentage was 19.00%, which met our goal of a 5% reduction. We continue to communicate with Coaches and Navigators in order to assist with A/R collection process.</p> <p>Q4: As of May 31<sup>st</sup>, the Spring 2018 A/R Uncollected Percentage is 4.58% and Fall 2018 A/R Uncollected Percentage is 7.95%. The Spring 2019 A/R Uncollected Percentage is currently 15.14%. Both Spring 2018 and Fall 2018 had significant reductions in the Uncollected Percentage. We are continuing our collection process efforts in order to achieve further reduction of all outstanding A/R accounts.</p>
Measure 2:	Monthly review of A/R Summary and Balance Reports by Staff.
Measure 2 Results:	<p>Q2: Accounts Receivable staff meet on a weekly basis to strategize on collection efforts, groups to focus on. The A/R Summary is provided on a regular (weekly) basis.</p> <p>Q3: Accounts Receivable staff met weekly during the second quarter of the year. The A/R summary was provided weekly to keep on top of collections. Moving into the third quarter, the high turnover of staff within the business office, especially the accounts receivable position, will make it difficult to follow this procedure. We aim to gain stability within the accounts receivable position in order to get back on track so that we can continue to collect outstanding A/R.</p> <p>Q4: There have been some current leadership transitions in the Business Office. We will resume our weekly meetings regarding collection efforts once the Director of Business Services position is filled.</p>

**Responsibility:**

Chief Business Officer

**Objective 13: Improve Facilities. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)**
**Strategy:**

Respond to campus facility maintenance and needs in a timely fashion.

1. Respond to 95% of maintenance tickets within one business day.
2. Resolve 80% of maintenance tickets within one week.

**Measurement:**

Measure 1:	Data collected from maintenance ticket system indicates the maintenance department responded to 95% of maintenance tickets within one business day.
Measure 1 Results:	Q2: Current metrics software system does not allow tracking. Working with IT to transition to new software which will allow tracking of key performance indicators. Based on the data we can currently extrapolate, for August 1 thru October 31, 2018 we received 242 Maintenance Tickets. 237 of those tickets were resolved and 5 are open tickets for projects to be completed with expenditure approval and during campus closures due to nature of work needing to be completed when buildings are not in use.

	<p>Q3: Current metrics software system does not allow tracking. Working with IT to transition to new software which will allow tracking of key performance indicators. Based on the data we can currently extrapolate, for August 1 thru October 31, 2018 we received 180 Maintenance Tickets. 176 of those tickets were resolved and 4 are open tickets for projects to be completed with expenditure approval and during campus closures due to nature of work needing to be completed when buildings are not in use.</p> <p>Q4: Current metrics software system does not allow tracking. Working with IT to transition to new software which will allow tracking of key performance indicators. Based on the data we can currently extrapolate, for the remainder of fiscal year 2018-2019 to date the Maintenance Department has received a total of 718 Maintenance Tickets. 701 of those tickets have been resolved and 10 remain as open tickets for projects to be completed with expenditure approval and based on weather related restrictions and classroom/office access.</p>
Measure 2:	80% or more of tickets were resolved within 1 week.
Measure 2 Results:	<p>Q2: Current metrics software does not allow for detailed tracking. Responding promptly to tickets and resolving issues is a priority and I am confident this goal has been attained.</p> <p>Q3: Current metrics software does not allow for detailed tracking. Responding promptly to tickets and resolving issues is a priority and I am confident this goal has been attained. Most tickets are responded to the same day they are submitted and resolved almost immediately, unless further resources are required to resolve which requires ordering of replacement parts, contract services that need to be scheduled.</p> <p>Q4: Current metrics software does not allow for detailed tracking. Responding promptly to tickets and resolving issues is a priority we are confident the goal has been attained. Most tickets are responded to the same day they are submitted and resolved almost immediately, unless further resources are required to resolve which requires ordering of replacement parts, contract services that need to be scheduled.</p>

**Responsibilities:**

Director of Maintenance

<b>Objective 14: <i>Improve Facilities.</i> (Board Goal or Strategic Plan Area: <i>Innovation and Service Excellence</i>)</b>
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**Strategy:**

1. The ICC Maintenance department will work to complete ADA compliance requirements using maintenance personnel to resolve issues in a fiscally responsible manner. The Director of Maintenance will also be responsible for working with contractors to receive estimates/bids for projects. The Maintenance Department will utilize ICC Maintenance personnel for projects prior to out-sourcing.
2. Track completion of ADA Compliance List; complete all Year 1 ADA Compliance punch list items by June 30, 2019.
3. Director of Maintenance will review projects with the campus Compliance Officer to accomplish goals within allocated budget and timeframe.

**Measurement:**

Measure 1:	Complete 50% of Year 1 projects by December 31, 2018.
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Measure 1 Results:	Q2: @ 20% of year 1 projects completed. Q3: We completed our KBOR/ADA site visit/audit on 20 February 2019. The majority of projects have been completed. We are waiting to see full KBOR report to determine additional projects to be completed. A minimum of 70% of our projects have been completed. Q4: Currently working on VCP Plan with Morgan-Tate and Crawshaw. Eight items remain, which have been scheduled for completion over the next 3-years. We anticipate completing a majority of these items during 2019-2020 budget year.
Measure 2:	Complete 100% of Year 1 projects by June 30, 2019.
Measure 2 Results:	Q2: @ 20% of year 1 projects completed. Q3: Estimated 70% projects completed. Q4: 100% completion of year 1 projects have been completed with an 83% total project completion. Originally 48 items on list following KBOR sight visit, we have completed all but 8 of those items.

**Responsibilities:**

Director of Maintenance

**Objective 15: Service Excellence (Board Goal or Strategic Plan Area: Innovation and Service Excellence)****Strategy:**

The ICC Maintenance department will create and maintain fiscally responsible practices in the areas of maintenance/repairs, security, transportation, and grounds/landscaping.

1. Review budget on a monthly basis to stay within allocated budgeted. Communicate budget information to maintenance team.
2. Refinish floors in each building on a rotating schedule every other year.
3. Reduce Fire Marshall findings by 35% for ICC facilities (not including housing).
4. Reduce Fire Marshall findings by 15% for Captains Quarters and Brick housing units.
5. Maintenance will perform previously contracted projects (vehicle maintenance, large painting projects, landscaping, floor refinishing, pest control & locker room remodel).
6. Maintenance team will foster community relationships to receive landscaping and plants for a reduced rate or as donations.

**Measurement:**

Measure 1:	Stay within budgeted dollars allotted for the Maintenance Department.
Measure 1 Results:	Q2: 7/1 thru 11/28/2018 total budget spent is 37.85% breakdown as follows: Transportation 34.10%; Grounds/Security 27.34%; Repairs and Maintenance 30.28%; Supplies and Special Projects 22.38%; Salary 48.14%; Fringe Benefits 33.25% Q3: 7/1/2018 thru 2/28/2019 total budget spent is 64% breakdown as follows: Transportation 64%; Grounds/Security 55%; Repairs and Maintenance 62%; Supplies and Special Projects 45%; Salary 75%; Fringe Benefits 61%. Q4: 7/1/2018 thru 6/1/2019 total budget spent is 90.1%.
Measure 2:	Reduce or maintain savings on Contracted Project Costs by \$5000/year.
Measure 2 Results:	Q2: Security lighting repaired by Maintenance Team. Q3: Snow and ice storms ICC Maintenance Team has reduced greatly costs to hire out for clearing campus. Servicing fleet equipment instead of sending out for repairs; majority of ADA compliance work has been completed in-



	<p>house; floors in Student Union dining area refinished by ICC Custodial Staff during Christmas break. AC room 101 floor refinished by ICC Custodial Staff.</p> <p>Q4: ADA handrail and multiple other ADA projects completed by ICC maintenance staff, door removed and walls refinished in President's and HR offices. Snow and ice impacts handled primarily by ICC Maintenance team. Painting of rooms in Academic building (AC 107 in progress).</p>
Measure 3:	Solicit donations of plants and landscaping materials.
Measure 3 Results:	<p>Q2: Through donations from Walmart and Winkleman's the following projects were completed/started: Fountain, Rose bushes and annuals planted; Sculpture area, roses and various perennial shrubs and trees were planted in anticipation of creating a butterfly/hummingbird habitat; Student Union West Entrance, shrubs planted to complete walkway; Administration Building, Roses planted along east patio and various evergreens and shrubs planted around exterior of building; Academic Building (flag pole flower beds) annuals planted; various campus locations trees planted and flower pots with annuals placed to add aesthetic value. Estimated value of donated trees, shrubs, annual flowers, mulch and potting soil is \$1500.00.</p> <p>Q3: Seasonal weather has kept us from completing any landscape projects at this time (campus beautification).</p> <p>Q4: Walmart has started donating potting soil and decorative mulch. Items will be used once annual plants are purchased to be located in various locations on campus. Estimated value as of July 1 2017 for donated items exceeds \$1700. Winkleman's sold out this year and not able to donate any plants for spring/summer use.</p>
Measure 4:	Quarterly inspections of campus facilities.
Measure 4 Results:	<p>Q2: Campus facilities inspected August 2018 with KSFM; Campus facilities inspected first quarter for ADA compliance issues.</p> <p>Q3: Campus facilities inspected 20 February 2019 with KBOR for ADA compliance; Director of Maintenance, Lead Maintenance Specialist along with Associate Dean and Compliance officer have scheduled several inspections of campus facilities to check on ADA compliance/project list creation.</p> <p>Q4: Roof inspections were completed March 2019 due to high winds and heavy rains. We have been fortunate to not have any damage to buildings. Strong wind storm did cause damage/uprooting of very large trees (12 trees in total on north end of campus). These trees have been removed as well as damaged branches on trees that sustained the storm.</p>
Measure 5:	Semi-annual inspections of dorms.
Measure 5 Results:	<p>Q2: Dorms completely inspected with KSFM August 2018.</p> <p>Q3: Partial dorm inspection completed December 2018 with Director of Maintenance, Lead Maintenance Specialist, President of College, Associate Dean, Compliance Officer and Bluffstone General Manager to check for ADA compliance.</p> <p>Q4: At this time no inspections by ICC Maintenance staff have occurred as of December 2018. Have not received go ahead to do so.</p>

**Responsibilities:**

Director of Maintenance

**Objective 16: Service Excellence (Board Goal or Strategic Plan Area: Innovation and Service Excellence)**

**Strategy:**

The ICC Maintenance department will work to improve campus relations, response to emergency situations, identify needs for faculty and staff and empower all ICC employees to have pride in facilities and campus grounds.

1. Survey results will indicate satisfaction improvement by 5% over previous year.
2. 90% of Maintenance Team will receive training or review of CPR and AED training.
3. Timely Reminders will reach faculty and staff within 10 days of new semester.
4. Security report notifications will be sent out to President's Cabinet and put in Maxient within 24 hours of notice to Director of Maintenance to reduce/eliminate propped open and unlocked doors on campus buildings.

**Measurement:**

Measure 1:	Improve campus satisfaction by 5%.
Measure 1 Results:	Q2: Semi-annual survey to be conducted January 2018; survey questionnaire being constructed. Q3: At this time the campus survey has not been sent out. Q4: At this time the campus survey has not been sent out.
Measure 2:	90% Maintenance team will be trained and/or recertified in CPR and AED.
Measure 2 Results:	Q2: Training of new employees and re-certification rescheduled for February 2019. Q3: Currently the Maintenance Team is planning on CPR and AED training April 2019. Q4: We have been operating short-handed, we have not been able to pull resources from buildings to complete certification/re-certification. Hope to complete over summer months.
Measure 3:	Timely Reminders communicated within 10 days of new semesters.
Measure 3 Results:	Q2: Timely reminders were issued regarding transportation; trash in buildings for Fall 2018 semester. Q3: Timely reminders will be going out mid-March reminding campus of using space heaters, food trash and propping open of doors. Q4: At this time no timely reminders have been sent out as of Q3.
Measure 4:	Decrease amount of occurrences of unsecured doors/buildings by 5%.
Measure 4 Results:	Q2: Security has reported 32 incidences of unsecured doors/buildings from 7/1 through 10/31 to President's Cabinet and via Maxient Ticket system. Q3: Security has reported 14 incidences of unsecured doors/buildings from 11/1 through 2/28/2019 to President's Cabinet and via Maxient Ticket system. Q4: Security has reported 12 incidences of unsecured doors/buildings from 3/1 through 6/1/2019 to President's Cabinet and via Maxient Ticket system. Total of 56 reports of unsecured doors as of 7/1/2018. 69% decrease from 7/18 to date.

**Responsibilities:**

Director of Maintenance

## Operational Plan for Information Technology

**Administrative Technology Systems** focuses on campus wide systems that are mission critical to the success of the administration at Independence Community College. Portions of the administrative processes will change with the continued implementation of customized forms and reporting links within the Power Campus Portal.

**Objective 1: *Information Technology supports academic excellence through administrative technology systems (Board Goal or Strategic Plan Area: Support and Academic Excellence)***

### Strategies:

1. Continue integrating reporting structures that are consistent with the needs of Independence Community College.
2. Provide the ability for all users to access data through customizable reporting.
3. Restructure the employee entrance process.

### Measurements:

Measure 1:	Implement reusable and Administratively wide accessible reports for remaining KBOR and IPEDs collections.
Measure 1 Results:	Q2: Revamping and changing the reports based upon feedback from this year's KBOR data pull. Q3: Complete. We will continue to examine the reports for accuracy and consistency. Q4: Complete. No change from Q3.
Measure 2:	By restructuring the employee entrance process to allow for 75% of all new employees to be setup and ready prior to the first day of employment.
Measure 2 Results:	Q2: Integrating the entrance process with our IT policies and procedures. Q3: Complete. Information Security and Privacy Policy integrated into On-Boarding and Off-Boarding procedures. Q4: Complete. No change from Q3.

**Education Technology Systems** focuses on institutional educational systems including student information systems, Learning Management Systems (Canvas), while supporting faculty and student course related systems. Integrate parts of the Technology committee to help support and bridge the gap between the Department of Information Technology and the Faculty.

**Objective 2: *Information Technology increases institutional efficiency through new technology. (Board Goal or Strategic Plan Area: Support and Service Excellence)***

### Strategies:

1. Setup focus groups, with the help of Marketing, to identify possible technological improvements.
2. Revamp the Technology Committee to allow for a more active approach of its member's in planning and directing the overall Technological direction of institution.
3. Redesign our current infrastructure to offer online account creation and password reset abilities.

### Measurements:

Measure 1:	By implementing an automated account creation and password reset process
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	we should be able to have the students logged in online within an hour and have the number of helpdesk account requests decline by 80%.
Measure 1 Results:	Q2: Currently researching technologies that can accommodate this process. Q3: After several software integration reviews we have chosen Manage Engine as our software of choice for this process. We are currently undergoing training and implementation. Q4: We are still working through the integration process now that we have upgraded to Server 2016 to meet the January 2020 deadline from Microsoft.

**Operations and Infrastructure** is the foundation for all services offered to the Institution, including networking, email, Student Information System, Learning Management Systems and all secondary processes. The Information Technology is responsible for key areas including network operations; server and system administration; distributed IT support of desktops and servers; desktop virtualization; security systems and services.

***Objective 3: Information Technology increases institutional efficiency through technological infrastructure. (Board Goal or Strategic Plan Area: Service and Support Excellence)***

**Strategies:**

1. Continue evolving the Infrastructure Roadmap to develop a optimal digital identity life-cycle.
2. Implement an inventory management system to help better identify necessary replacements as defined by acceptable standards.
3. Implement technology based Security Systems.

**Measurements:**

Measure 1:	Setup a series of checks to have less than a 10% active account overlap from semester to semester.
Measure 1 Results:	Q2: Gathering data in order to implement the appropriate process and procedure. Q3: Complete. This has been accomplished with the help of our newly purchased Manage Engine software. Q4: Complete. No change from Q3.

**Administration** includes Project, Process Management, and general administration. In support of the operational areas the CIO will help to develop standard work processes to improve consistency of project and service delivery. Monitoring and review of this area are reviewed regularly by the President's Cabinet and the President.

***Objective 4: Information Technology strives to improve departmental administration. (Board Goal or Strategic Plan Area: Support Excellence)***

**Strategies:**

Develop and implement a communications plan to keep institution aware any changes or enhancements that may impact their daily workflow.

**Measurements:**

Measure 1:	The CIO will implement a communication plan, working in conjunction with Marketing and Human Resources to allow for minimum downtime for all institution platforms.
Measure 1 Results:	Q2: On hold pending the replacement of the Marketing Director.

	<p>Q3: On hold pending the replacement of the Marketing Director and the Human Resources Director.</p> <p>Q4: We will be revamping Objective four for the next operational plan.</p>
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## Operational Plan for Human Resources

**Objective 1: Support ICC's Vision to be "Excellent" by hiring and developing the right resources who will create value for ICC and their students in the long term. (Board Goal or Strategic Plan Area: Support Excellence)**

### Strategies:

1. Continue with the efforts of the Great Places to Work Committee. This initiative has contributed to the enjoyment of working at ICC for many employees.
2. Create opportunities for employees to come together for the purpose of coming up with innovative ideas. These opportunities will promote the idea of everyone learning to innovate in their areas.
3. Continue with the Leadership Development Program for supervisors and/or high potential employees. This initiative has yielded great results for ICC.
4. Personally coach individual employees on performance issues where needed. I usually have one or two employees that I am working with at any given time in attempt to improve their performance.
5. Host various employee development opportunities throughout the year that focus on specific developmental needs of the organization which is based off Performance Reviews.
6. Work with the college President and Cabinet members to think strategically about their people resources. Goal is to make sure that the college's limited resources are being utilized correctly.
7. Continue to look for and hire employees who have the capacity to be innovative and who have the right balance of character and competence.
8. Promote the ideals of "Being in Service to Others" and "Working together for the common good of ICC" through ongoing review of this idea through the Performance Review Process with individuals and by promoting this idea at Cabinet Meetings. Plan is to make this an overall goal for ICC Faculty and Staff.

### Measurement:

Measure 1:	Quarterly review of turnover statistics reflect that ICC is retaining both "at" and "above expectation" employees.
Measure 1 Results:	Q2: 1 <sup>st</sup> Quarter turnover is 5% of "at" to "above" employees. Q3: 73% bad turnover, 23% good turnover. This amount represents losing 8/11 employees that were at or above expectation. Q4: Turnover of employees "at" or "above expectations" continues at a higher than desirable rate, with replacement of new hires in three key leadership positions (CFO, HR Director and Marketing Director) during the fourth quarter.
Measure 2:	Organizational survey results will demonstrate a positive change in the ICC culture. Specifically we will strive to improve the ratings in the following areas. <ul style="list-style-type: none"> <li>• Our campus focuses on the positive rather than the negative. 2016 rating is 45%, 2017 is 24%</li> <li>• Stakeholders are loyal because your organization consistently does what it says it will do. 2016 rating is 45%, 2017 rating is 23%</li> <li>• Good performances from staff or management receive favorable public commendation. 2016 rating is 52%, 2017 rating is 41%</li> </ul>
Measure 2 Results:	Q2: No new survey results available. Q3: Survey not available until Q4.

	<p>Q4: The College's Campus Culture Survey results suggest that the College has not created a positive change in the ICC culture as evidenced by a decline in the ratings in the above referenced areas as follows:</p> <ul style="list-style-type: none"> <li>• The rating for the statement "our campus focuses on the positive rather than the negative" declined from 24% to 18% for the 2018-2019 academic year.</li> <li>• The rating for the statement "the organization consistently does what it says it will do" declined from 23% to 18% for the 2018-2019 academic year.</li> <li>• The rating for the statement "good performances from staff or management receive favorable commendations" declined from 41% to 24% for the 2018-2019 academic year.</li> </ul>
Measure 3:	Anecdotal stories from employees, community members, and students that describe "why they like ICC".
Measure 3 Results:	<p>Q2: No stories to share.</p> <p>Q3: Former HR Director did this; an update will occur upon employment of new Human Resources Director.</p> <p>Q4: The Campus Culture Survey open responses, which have been submitted to all College employees and the College's Board of Trustees, include anecdotal evidence of positive experiences at ICC.</p>
Measure 4:	There will be a shift in ownership from just the senior leaders (Cabinet) to at least one level down in each of their respective areas. The next level down will be owning events and activities of the college such as Soirees, Holiday activities, Faculty/Staff nights at major athletic events, community events, etc.
Measure 4 Results:	<p>Q2: There has been a migration of handing over responsibilities but typically still requires a senior leader to get involved to finalize.</p> <p>Q3: Status unknown; will be updated in Q4.</p> <p>Q4: No progress.</p>
Measure 5:	Surveys administered during the Leadership Development Program show participants feel they are receiving value from the development program.
Measure 5 Results:	<p>Q2: Due to Fall semester pressures the Leadership Development Program was put on hold during the Fall semester to allow for focus on enrollment and collections.</p> <p>Q3: This group has been inactive since Human Resources Director resigned.</p> <p>Q4: No progress.</p>
Measure 6:	Provide information to Cabinet-level leaders on topics such as teamwork, leadership, innovative thinking, etc.
Measure 6 Results:	<p>Q2: HR has continued to send articles and videos to leaders for their review regarding various leadership topics.</p> <p>Q3: Former HR Director did this and initiative will be reassessed with new HR Director.</p> <p>Q4: No progress.</p>

#### Responsibilities:

1. Continue with the Great Places to Work (GPW) Committee and assign sub-groups to assist with major employee events/opportunities.

2. Continue meeting with Leadership Group (made up of primarily the top leaders at ICC) and the Staff Development Group (nominated by their supervisors to attend) on a weekly basis throughout the Fall and Spring Semester. Both of these groups read through various leadership books, watch videos, and come up with projects.

**Objective 2. *Improve Communication Across the Entire Organization as relates to Human Resource Area. (Board Goal or Strategic Plan Area: Support Excellence)***

**Strategies:**

1. Create a list of items (policies, processes, developmental information, etc.) that need to be communicated and how they should be communicated to the organization on an ongoing basis. These would be items that are related to Human Resources. An example might be sending out a mass communication to the entire organization regarding the purpose of the Performance Development Process at ICC.
2. Encourage positive communication across the entire campus. Employees have stated that it feels we focus too much on the negative vs. the positive. Strive to make sure that there are many more positive messages being delivered vs. negative messages.

**Measurement:**

Measure 1:	<p>Campus Culture Survey will reflect improvement in the areas of communication. Specifically, we will strive to improve the ratings of the following three statements.</p> <ul style="list-style-type: none"> <li>• Our campus focuses on the positive rather than the negative. 2016 rating is 45%, 2017 rating is 24%</li> <li>• Stakeholders are loyal because your organization consistently does what it says it will do. 2016 rating is 45%, 2017 rating is 23%</li> <li>• Good performances from staff or management receive favorable public commendation. 2016 rating is 52%. 2017 rating is 41%</li> </ul>
Measure 1 Results:	<p>Q2: No new survey results available.  Q3: This survey has not been administered as of Q3.  Q4: The College's Campus Culture Survey results suggest that the College has not created a positive change in the ICC culture as evidenced by a decline in the ratings in the above referenced areas as follows:</p> <ul style="list-style-type: none"> <li>• The rating for the statement "our campus focuses on the positive rather than the negative" declined from 24% to 18% for the 2018-2019 academic year.</li> <li>• The rating for the statement "the organization consistently does what it says it will do" declined from 23% to 18% for the 2018-2019 academic year.</li> <li>• The rating for the statement "good performances from staff or management receive favorable commendations" declined from 41% to 24% for the 2018-2019 academic year..</li> </ul>
Measure 2:	Prepare two more surveys during the AY that are just a few questions that would be insightful about the level of communication across the campus.
Measure 2 Results:	<p>Q2: Hasn't occurred yet.  Q3: Current interim is working with Anita Chappuie on developing and implementing more employee culture surveys.  Q4: No progress.</p>



Measure 3:	Number of HR communications will increase to be at minimum twice monthly to Cabinet Level employees and monthly to the entire campus through Staff Announcements.
Measure 3 Results:	<p>Q2: HR meets this requirement.</p> <p>Q3: Current interim attends Cabinet meetings and continues communication through Staff Announcements as well as All Staff emails.</p> <p>Q4: The HR Department has provided personnel related communications to Cabinet both during Cabinet meeting update discussions and via email communications. In addition, the HR Department has also sent monthly, or nearly monthly, personnel related communications to the entire campus through Staff Announcements.</p>

**Responsibilities:**

1. Meet with Michelle Kleiber and create a calendar for the 2018-2019 AY of the specific communications that will be sent out and by what means they will be delivered.
2. Develop two new campus surveys that relate to the level of communication employees feel they are receiving. Include other Cabinet Level employees in the development of the surveys so that we are measuring what matters.

## Operational Plan for Upward Bound

**Objective 1: *Upward Bound increases participant success in high school through academic skills training. (Strategic Plan Area: Academic and Support Excellence)***

### Strategy:

1. Improve participants' GPA to 2.5 or better on a four-point scale at the end of the school year.
2. Participants will attend an ACT Bootcamp in November 2018; a 3.5 hour workshop designed to increase ACT scores and testing skills.
3. Participants who hold a GPA lower than a 2.5 will log 20 hours a semester using NetTutor available through Canvas.

### Measurement:

Measure 1:	<b>85%</b> of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.
Measure 1 Results:	Q2: As of 11/26/2018, we have 65 participants. Only five students are on academic probation, meaning they fall below the 2.5 GPA requirement. Q3: Two students dropped and we are in the process of recruiting two to keep the 65 participant rate to 100%. The students who previously were on academic probation are now off and currently we have five students in February who are receiving tutoring services at their school site. Q4: All students ended school with at 2.5 or higher GPA. We currently have a summer tutor on campus during our Summerfest Program to help students who may experience academic issues while enrolled in classes.
Measure 2:	<b>95%</b> of all targeted students will log their usage of time on NetTutor to equal 20 hours.
Measure 2 Results:	Q2: Students used tutors at school sites and did not access NetTutor. This program will be used in the Spring Semester. Q3: We are looking at purchasing ACT Success for ACT prep. Students are not taking advantage of the online services so my staff and I are investigating a new intervention. Q4: Ongoing from Q3.

### Responsibility:

Director, Academic Coordinator, Tutor

**Objective 2: *Upward Bound will increase the number of students who score proficient in reading/language arts & math, Level 3, on the state of Kansas assessment from the previous academic year. (Strategic Plan Area: Academic and Support Excellence)***

### Strategy:

1. Review state test scores in 2018 for reading/language arts and math and target those students who did not score proficient.
2. Provide tutoring using NetTutor for the lowest scoring skills in reading/language arts & math and Accuplacer to benchmark scores in the fall and spring.
3. UB seniors will achieve proficiency in reading/language arts & math by the time they leave high school.

### Measurement:

Measure 1:	85% of targeted participants will have increased scores by the end of the academic year. Students will be measured on their semester grades and compare to cumulative grade in May 2019.
Measure 1 Results:	Q2: We will compare October's grade report as a benchmark and compare it with the December's grade report to see growth or decline. Q3: Only one student had a significant drop in grades in core subjects in December and is receiving tutoring services at the school site. Q4: All students had a GPA higher than a 2.5 to end the academic year. We do not have their cumulative GPAs and should receive those by the end of summer 2019.
Measure 2:	95% of all targeted students will log their usage of time on NetTutor to equal 20 hours.
Measure 2 Results:	Q2: Students used tutors at school sites and did not access NetTutor. This program will be used in the Spring Semester. Q3: Process not begun. Q4: Process not begun.
Measure 3:	50% of UB seniors served during the project year will have achieved at the proficient level on the state assessments in reading/language arts & math.
Measure 3 Results:	Q2: There are 16 seniors, 12 out of 16 are proficient in RLA and 10 out of 16 are proficient in Math. Q3: No change, will know more after state testing. Q4: We do not have official state assessment scores.

**Responsibility:**

Academic Coordinator, Director, Program Specialist

***Objective 3: UB will provide mentoring and advising in order to retain students for continuous enrollment throughout high school. (Strategic Plan Area: Academic and Support Excellence)***

**Strategy:**

1. UB staff will take part in checking grades, making sure participants are enrolled in appropriate classes and are trained in how to address academic/social issues when they arise.
2. Site visits will occur twice a month, when in alignment with school's calendar, to provide resources and interventions deemed appropriate for students' success.
3. Summerfest is an intensive summer program to enhance the academic component preparing participants for the next grade level and all UB participants are eligible to attend.

**Measurement:**

Measure 1:	94% of Project Participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.
Measure 1 Results:	Q2: There were no terminations from the 17-18 school year. All students have participated for 18-19. Q3: No change, will know more after state testing. Q4: All students were promoted to the next grade level, 49 students will be 10 <sup>th</sup> -12 <sup>th</sup> and 16 students will enroll in a higher education institution.

**Responsibility:**

Academic Coordinator, Director, Program Specialist

**Objective 4: Upward Bound ensures that participants will enroll in rigorous programs of study for Secondary School Completion/Graduation. (Strategic Plan Area: Academic and Support Excellence)**

**Strategy:**

1. UB staff will work with school counselors to make sure students are enrolling in rigorous programs offered at their school site.
2. The Academic Coordinator and Director will frequently monitor grades through the parent portal and/or request monthly progress reports from school counselors.

**Measurement:**

Measure 1:	75% of all current and prior year participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study.
Measure 1 Results:	Q2: UB/ICC had 90% of the participants in the 17/18 reporting year to complete a rigorous secondary program of study. There are 16 senior and 24 junior participants that will be reported on in the 18-19 academic year to complete a rigorous secondary school program of study. Q3: No change, will have updated data during the APR report in November 2019. Q4: Ongoing from Q3.

**Responsibility:**

Academic Coordinator, Director, Program Specialist

**Objective 5. Upward Bound ensures participants enroll in college after high school graduation. (Strategic Plan Area: Academic and Support Excellence)**

**Strategy:**

1. Current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program of post-secondary education by fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester.
2. Rising 12<sup>th</sup> graders will enroll and complete Junior Seminar during the summer component prior to their 12<sup>th</sup> grade year. In this class, seniors will apply (if applicable) to at least one college.
3. Senior participants will complete the FAFSA during the November 2018 Saturday Seminar; parents will be encouraged to attend.
4. Senior participants will meet with the UB Director at least two times (one per semester) to discuss specific college planning.
5. Seniors are encouraged to attend the Senior Days offered by the college of their choice; UB Director or Academic Coordinator are responsible for notifying participants of these dates.
6. Qualifying seniors will enroll in the Bridge program upon graduation.

**Measurement:**

Measure 1:	85% of all current and prior UB participants who graduated from high school during the school year with a regular secondary diploma will enroll in a program of post-secondary education by the fall term immediately following high school graduation, or will have received notification by the fall term
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	immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester (e.g., spring semester).
Measure 1 Results:	Q2: 14 out of 20 students from 17-18 enrolled in a Post-Secondary institution. This is 70% of the participants who enrolled in Fall 2018 or deferred enrollment for Spring 2019. This fell short of the 85% target set by the UB Program. We are currently reviewing past practices and implementing new strategies to increase numbers for the 2019 Cohort. Q3: Ongoing, will have an update in November 2019. Q4: Ongoing from Q3.

**Responsibility:**

Academic Coordinator, Director, Program Specialist

*Objective 6. Upward Bound will provide career development opportunities to increase the likelihood that a student will graduate from college. (Strategic Plan Area: Academic and Support Excellence)*

**Strategy:**

1. Increase the numbers of participants who attain either an associate or bachelor's degree within six years following graduation from high school.
2. Encourage dual enrollment and the UB Junior Scholarship program with ICC NOW.
3. Encourage Bridge and participation.

**Measurement:**

Measure 1:	44% of participants who enrolled in a program of postsecondary education by fall term immediately following high school graduation or by next academic term (e.g. spring term) as result of acceptance but deferred enrollment, will attain either an associate or bachelor's degree within six years following graduation from high school.
Measure 1 Results:	Q2: We reported on 2012 Cohort which ends their six year track. Only 4 out of the 11 (36%) seniors attained either an Associates or Bachelor's Degree. Q3: No change, Cohort 2013 will be reported on in November 2019 on APR. Q4: Ongoing from Q3.

**Responsibility:**

Academic Coordinator, Director, Program Specialist

## Operational Plan for Compliance

**Objective 1:** *Oversee the implementation of ICC's student and employee complaints process to ensure that the College collects, reviews and analyzes complaint data in order to identify trends and develop appropriate solutions to stakeholder complaints in a manner that satisfies the requirements of the Higher Learning Commission. (Board Goal or Strategic Plan Area: Enhance programs through innovation to improve overall student experience; Respond aggressively and appropriately to institutional needs identified by external accrediting organizations; Service Excellence; Support Excellence)*

### Strategies:

1. The Compliance Department will work with departments across campus to oversee ICC's student and employee complaints process, which will allow multiple users across campus and in the community to interact within one system to compile information relating to student, faculty, staff and community complaints.
2. The Compliance Department will assist the Student Satisfaction and Complaints Review Committee, whose membership includes ICC students, faculty and staff, in achieving its mission to meet quarterly to discuss student complaint trends to develop solutions and update student related policies and procedures in an effort to understand and address root causes that lead to student complaints.
  - The Compliance Department, in cooperation with the Student Satisfaction and Complaints Review Committee, will engage in a campus-wide marketing campaign to encourage students, faculty, staff and the community to provide the College with both positive and negative feedback as a means of satisfying the Higher Learning Commission's recommendation that the College focus on compiling, reviewing and analyzing student complaint data to assist in identifying and addressing trends in student complaints.
  - The Compliance Department will assist in the compilation of aggregated data for use by the Student Satisfaction and Complaints Review Committee.

### Measurement:

Measure 1:	The Student Satisfaction and Complaints Review Committee will meet at least quarterly to discuss student concerns based upon aggregate data collected through Maxient and will commit to creating at least one action project initiative to increase student satisfaction per committee meeting.
Measure 1 Results:	<p>Q2: The Student Satisfaction and Complaints Review Committee met in October 2018 and is scheduled to meet again in December 2018 to discuss information submitted to the College through the Maxient system.</p> <p>Q3: The Student Satisfaction and Complaints Review Committee met in January 2019 and is scheduled to meet again in April 2019 to discuss information submitted to the College through the Maxient system.</p> <p>Q4: The Student Satisfaction and Complaints Review Committee met in April and May 2019 and is scheduled to meet again in June 2019 to discuss information submitted to the College through Maxient. During its April 2019 meeting the committee developed an action project around improving communications with stakeholders filing complaints and during its May 2019 meeting the committee developed a plan for updating the College's Student Handbook for 2019-2020 academic year. The Committee will review progress on its action project, discuss changes to the Student</p>

	Handbook and discuss training on the complaint system software during its regularly scheduled June 2019 quarterly meeting.
Measure 2:	The Compliance Department will make quarterly reports to the President's Cabinet regarding aggregated data and trends revealed through the Maxient software and solutions and action projects developed by the Student Satisfaction and Complaints Review Committee.
Measure 2 Results:	<p>Q2: The President's Cabinet received a report of aggregate data and trends identified through the complaints, concerns and compliments submitted to the College through the new Maxient system. Cabinet will receive a similar report in December 2018.</p> <p>Q3: The President's Cabinet received a report of aggregate data and trends identified through the complaints, concerns and compliments submitted to the College through the new Maxient system. Cabinet will receive a similar report in April 2019.</p> <p>Q4: The President's Cabinet has received a report providing information on all of the complaints received through the Maxient system during the 2018-19 academic year, as originally provided to the Higher Learning Commission as part of the College's response to its site visit.</p>

**Responsibilities:**

Compliance Officer, Vice President of Student Affairs, Director of Student Life and the Student Satisfaction and Complaints Review Committee

**Objective 2: *Ensure that ICC's internal policies and procedures comply with the Board of Trustees Policy and Procedure Manual, accurately reflect current processes, meet the needs of the College and ensure that ICC is satisfying all of its external legal/regulatory requirements. (Board Goal or Strategic Plan Area: Respond aggressively and appropriately to institutional needs identified by external accrediting organizations; Support Excellence)***

**Strategies:**

1. The Compliance Department will assist the College in its efforts to comply with the Board of Trustees Policy and Procedure Manual and will provide guidance on Board of Trustee policy and procedure compliance.
2. The Compliance Department will initiate conversations with each department of the College regarding its current internal policy and procedure handbooks and manuals to ascertain whether current policy and procedure documents:
  - Comply with the policies and procedures of the Board of Trustees;
  - Meet the needs of the department;
  - Accurately reflect the current processes of the department (as recommended by the Higher Learning Commission); and
  - Satisfy any external legal/regulatory requirements placed upon the department.
3. Based on conversations with each department of the College and an independent review of each department's policy and procedure documents, the Compliance Department will:
  - Identify those departments that are at higher risk of having compliance related issues;
  - Assist departments across campus in the updating of policy and procedures beginning with those that present the highest risk for possible liability until all College policy and procedure handbooks and manuals have been updated; and

- Disseminate updated policy and procedure documents to College stakeholders through trainings, newsletters, announcements and on the College website.

**Measurement:**

Measure 1:	The Compliance Department will review and, where necessary, approve the revision of at least one-third of the College's policy, procedure and compliance related documents.
Measure 1 Results:	<p>Q2: The Compliance Department has undertaken a review of all non-discrimination policies especially as they relate to race, color, national origin, age, gender and disability in conjunction with its preparation of audit materials requested by the Kansas Board of Regents.</p> <p>Q3: The Compliance Department provided extensive documentation to the Kansas Board of Regents and assisted in the on-site civil rights audit completed by KBOR in February 2019.</p> <p>Q4: The Compliance Department continues to assist the College in the development of new and updated policies, procedures, processes and other compliance documents, including those required by KBOR and the Higher Learning Commission.</p>

**Responsibilities:**

Compliance Officer in conjunction with staff from each department of the College

**Objective 3: *Implement campus wide compliance training to ensure that ICC faculty and staff have the tools they need to properly respond to legal and ethical obligations on behalf of the College. (Board Goal or Strategic Plan Area: Respond aggressively and appropriately to institutional needs identified by external accrediting organizations; Support Excellence)***

**Strategies:**

1. The Compliance Department will coordinate, and when necessary, provide the following compliance related training to the College's students, faculty and staff:
  - Maxient complaints/concern log training;
  - Title IX/Section 504 training;
  - CLERY Act Reporting and Campus Security Authorities training;
  - Federal, state and local reporting requirements;
  - Fire and safety training; and
  - General compliance related topics.
2. The Compliance Department will ensure that the above trainings meet federal and state requirements and provide relevant and up-to-date information to the College community by:
  - Assisting in obtaining/creating training materials when requested;
  - Maintaining a record of all compliance training provided to the College community; and
  - Retaining a copy of all training materials offered to students, faculty and staff.
3. The Compliance Officer will strive to stay up-to-date on current developments relevant to compliance in higher education by regularly attending compliance training webinars and/or regional conferences.

**Measurement:**



Measure 1:	Over 90% of College faculty and staff will attend two or more live compliance training sessions, with over 90% of faculty and staff completing 100% of assigned <i>Get Inclusive</i> webinars.
Measure 1 Results:	<p>Q2: Faculty and staff have been assigned <i>Get Inclusive</i> compliance related training for completion.</p> <p>Q3: Faculty and staff continue to receive access to <i>Get Inclusive</i> compliance training.</p> <p>Q4: College faculty and staff were provided several opportunities for live compliance training on various topics, including several mandatory sessions held during the College's in-service training and throughout the course of the academic year. College employees have also been assigned training through the College's <i>Get Inclusive</i> subscription; however, only 68% of employees have completed <i>Get Inclusive</i> Title IX training and only 40% have completed the recently assigned <i>Get Inclusive</i> Harassment and Discrimination Prevention training. Continued efforts to increase participation in both live and assigned trainings will be a Compliance Department priority during the next academic year under the College's new Strategic Plan initiatives.</p>
Measure 2:	Over 90% of freshman enrolled in College Success, student-athletes and students living in resident housing will attend two or more compliance training sessions and over 60% of the general student population will attend at least one compliance training session during the 2018-2019 school year.
Measure 2 Results:	<p>Q2: 90% of actively attending College Success students completed bystander intervention training through <i>Get Inclusive</i> during the Fall 2018 semester.</p> <p>Q3: College Success students will be provided access to <i>Get Inclusive</i> during the course of the spring 2019 semester.</p> <p>Q4: At least 90% of actively attending College Success students completed bystander intervention training through <i>Get Inclusive</i> during the Spring 2019 semester. Student-athletes and students living in resident housing had the opportunity to attend at least two mandatory compliance training sessions over the course of the year. All students were invited to participate in <i>Get Inclusive</i> Voices of Change webinar training, covering topics such as bystander intervention, diversity and implicit bias, with 10% of the entire student body electing to complete the training. Continued efforts to increase participation in both live and webinar trainings will be a Compliance Department priority during the next academic year under the College's new Strategic Plan initiatives.</p>
Measure 3:	The Compliance Officer will attend monthly compliance training webinars and/or conferences.
Measure 3 Results:	<p>Q2: The Compliance Officer has attended at least one compliance training webinar or conference per month on various compliance related topics including Title IX, ADA, academic freedom and <i>Cleary</i>.</p> <p>Q3: The Compliance Officer continues to attend training on a monthly, or near monthly basis.</p> <p>Q4: The Compliance Officer continues to receive training on a monthly, or nearly monthly, basis and is planning to attend a four-day conference in June 2019 to receive training which will assist the College in improving its use of</p>

	the Maxient system and its data collection and analysis as a means of enhancing the student and employee experience at the College.
Measure 4:	All employees involved in the investigation and/or adjudication of Title IX complaints will attend Title IX training.
Measure 4 Results:	Q2: The Compliance Officer and a newly appointed Title IX investigator attended a two-day Title IX conference. Q3: All employees received in-service training on Title IX related topics at the College's spring in-service and the Board of Trustees received civil rights training during its February 2019 Board meeting. Q4: As recommended by the Higher Learning Commission, the Compliance Department has appointed two new Title IX investigators and plans to provide extensive Title IX and/or investigatory training to all employees involved in its Title IX investigation or adjudication process during the first quarter of the upcoming fiscal year.

**Responsibilities:**

Compliance Officer in conjunction with Vice President of Student Affairs, Associate Dean of Tutoring and Accessibility, Director of Student Life and Human Resources Director

**Objective 4: Respond to the recommendations of the Higher Learning Commission and ensure that all federal, state and local reporting requirements are met. (Board Goal or Strategic Plan Area: Respond aggressively and appropriately to institutional needs identified by external accrediting organizations; Support Excellence)**

**Strategies:**

1. The Compliance Department will assist the College in interpreting and complying with the recommendations made by the Higher Learning Commission in order to maintain accreditation.
2. The Compliance Department will assist all departments in the submission of federal, state and local reports to ensure that external reporting satisfies legal and regulatory requirements in a manner that accurately reflects the College's attributes and accomplishments.

**Measurements:**

Measure 1:	ICC will satisfactorily meet the requirements of the Higher Learning Commission according to the timeline the Higher Learning Commission sets for the College.
Measure 1 Results:	Q2: The Compliance Department continues to assist the College in its efforts to comply with HLC requirements through continued development of Civil Rights, Student Complaints, Title IX and <i>Clery</i> policies, procedures and processes. Q3: The Compliance Officer assisted the President in preparing the HLC accreditation report for submission to the Higher Learning Commission. Q4: The Compliance Department continues to assist the College in its efforts to meet the requirements of the Higher Learning Commission. The Compliance Officer has also assumed the role of HLC liaison.
Measure 2:	All federal, state and local reports will be submitted on time and will meet all federal and state legal and regulatory reporting requirements.
Measure 2 Results:	Q2: The Compliance Department continues to assist departments across campus in completing federal, state and local legal and regulatory reporting requirements in a timely manner.

	<p>Q3: The Compliance Department was heavily involved in the preparation of documentation for the KBOR civil rights audit, the HLC accreditation report and has assisted the College in its review of institutional complaints.</p> <p>Q4: The Compliance Department continues to assist departments across campus to meet legal and regulatory reporting requirements, including assisting the College in the creation of a civil rights Voluntary Compliance Plan and in its HLC accreditation reporting.</p>
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**Responsibilities:**

Compliance Officer in conjunction with the President and faculty and staff from applicable departments

## Operational Plan for Accessibility Services

### **Objective 1: Increase knowledge of academic accessibility and universal design in the campus community (Board Goal or Strategic Plan Area: Service Excellence)**

**Strategy:** Meet with Associate Director of Enrollment and Retention Management, Technical Division Chair and instructors to review admissions policies, work with instructors and marketing to complete WCAG checklist, research and communicate universal design practices with campus.

**Measurement:**

Measure 1:	Review technical program admissions policies.
Measure 1 Results:	Q2: Technical program admissions policies have been reviewed. Q3: Technical program admissions policies have been reviewed. Allied Health chose to remove the specific reading level requirement for CAN, because it is not required by the state. Q4: Measure completed in Q2.
Measure 2:	Complete Web Content Accessibility Guide (WCAG) checklist at a rate of 25% per quarter.
Measure 2 Results:	Q2: The WCAG checklist has been reviewed periodically, but not a rate of 25% per quarter. During Quarter 2, we will reevaluate and place more emphasis on completing the checklist. Q3: Review of WCAG checklist has been difficult without a full time webmaster. The website continues to be reviewed but at a slower rate than 25% per quarter. Q4: The checklist has not been completed due to lack of a webmaster. The Associate Dean has fixed non-accessible features on the website as technical ability allows. The IT department has also begun working on the website. This project will continue for the next academic year.
Measure 3:	Provide a minimum of one universal design resource to faculty and staff each quarter.
Measure 3 Results:	Q2: One article, one design resource, and an introduction video were shared in November. Two different educational resources that could be incorporated into a universally designed curriculum were shared through the Tutoring Center Newsletter. Q3: One website resource and one Twitter resource were sent through Staff Announcements in the month of February. <a href="http://udloncampus.cast.org/home#.XHQ27FVKiUk">http://udloncampus.cast.org/home#.XHQ27FVKiUk</a> Monthly UDL Twitter Chat @UDL_OnCampus Q4: Dyscalculia resource was shared with math faculty on 4/2/2019. Select faculty were also invited to attend a one day Accessibility Camp at Wichita State University in June.

**Responsibility:**

Associate Dean for Tutoring and Accessibility

### **Objective 2: Utilize effective management and best practices for student accommodations (Board Goal or Strategic Plan Area: Service Excellence)**

**Strategy:** Utilize Maxient to process all academic accommodation requests, review AHEAD and Kan-AHEAD information to handbook updates, and attend Kan-Ahead Conferences in October and April

**Measurement:**

Measure 1:	Process academic accommodation requests with proper documentation within 2 business days.
Measure 1 Results:	Q2: All requests with proper documentation were completed within 2 business days. Q3: All requests with proper documentation were completed within 2 business days. Students continue to have difficulty providing adequate documentation (including detailed request information) in a timely manner. Q4: All completed requests were completed within 2 business days.
Measure 2:	Send reminder notifications to participating students in November and April to request accommodations for next semester.
Measure 2 Results:	Q2: Reminder notifications were sent to students during the week of November 30 <sup>th</sup> . Q3: Reminder notifications will be sent during the month of April. Q4: Reminder notifications were sent to students on May 6 <sup>th</sup> .
Measure 3:	Review and Revise Accommodations Handbook as necessary.
Measure 3 Results:	Q2: Accommodations Handbook name has been changed to Accessibility Handbook. Limited English Proficiency, Auxiliary Aides and Pregnancy guidelines were added.
Measure 4:	Maintain CCSSE mean score of .2 on “How satisfied are you with services-disability services”.
Measure 4 Results:	Q2: This measure will be evaluated using the CCSSE report. To date, no student complaints or grievances have been received by the Office of Disability. Q3: This measure will be evaluated using the CCSSE report. To date, no student complaints or grievances have been received by the Office of Disability. Q4: This measure will be evaluated using the CCSSE report. One student submitted a complaint regarding their instructor’s compliance with their academic accommodations.

**Responsibility:**

Associate Dean for Tutoring and Accessibility

**Objective 3: Accessibility Services increases institutional effectiveness through annual departmental review (Board Goal or Strategic Plan Area: Service Excellence)****Strategy:** Complete Departmental Review using AHEAD standards and ICC Departmental Review document by April of 2019**Measurement:**

Measure 1:	Complete Departmental Review at end of Spring Semester.
Measure 1 Results:	Q2: This will be completed during the spring semester. Q3: This will be completed during the month of March. Q4: Accessibility Departmental review has been completed. Areas of strength include staff knowledge and education. An area of weakness includes budget funds for accessible technology and an office mission statement. A mission statement will be created this summer that aligns with the 2019-2024 ICC Strategic plan.

**Responsibility:**

Associate Dean for Tutoring and Accessibility

**Objective 4: Increase physical access on campus buildings utilizing Year One of Campus Accessibility Plan (Board Goal or Strategic Plan Area: Service Excellence, “Enhance programs through innovation to improve overall student experience”)**

**Strategy:** Develop a project plan for Year One with maintenance department.

Measure 1:	Develop a timeline to complete Year One projects during Q2.
Measure 1 Results:	<p>Q2: Year One projects are currently on a timeline to be completed before KBOR visits in February.</p> <p>Q3: A large majority of projects were complete by February. The audit will produce a few additional projects that need to be completed before June 2019. We are waiting on the initial Letter of Findings from KBOR.</p> <p>Q4: Projects for KBOR Audit and Year One of Accessibility plan have been completed. ICC has received the final letter of findings from KBOR with 9 remaining findings that will be placed in a 3 year Voluntary Compliance Plan. The VCP will be available for review by August 2019.</p>
Measure 2:	Complete Year One projects by June 2019.
Measure 2 Results:	<p>Q2: Year One projects are on schedule to be completed by June 2019 or before KBOR visits in February.</p> <p>Q3: Year One projects continue to be on a projected timeline of completion by June 2019. A large majority of projects were finished before the KBOR Audit on February 20<sup>th</sup>. The audit results could add a few additional projects to the list. KBOR has 30 days from February 20th to provide ICC with a preliminary Letter of Findings.</p> <p>Q4: Projects for KBOR Audit and Year One of Accessibility plan have been completed. ICC has received the final letter of findings from KBOR with 9 remaining findings that will be placed in a 3 year Voluntary Compliance Plan.</p>

## Operational Plan for Academic Council

**Objective 1:** *Academic Council will assist all areas of the campus in achieving continuous quality improvement through an intentional review of curricular and academic-related policy changes. (Board Goal #1/Strategic Plan Area: Academic Excellence)*

### Strategies:

1. Academic Council will submit all approved curricular and policy changes to the VPAA.
2. Academic Council will approve the final draft of the academic catalog.
3. Academic Council will complete a comprehensive review of its activities to the President.

### Measurement:

Measure 1:	All approved curricular and policy changes will be submitted to the VPAA for final approval on a monthly basis throughout the academic year.
Measure 1 Results:	Q2: At the conclusion of our meetings in September, October, and November all approved paperwork was submitted to the VPAA for final signature within one week of the meeting. Q3: At the conclusion of our meetings in February, March, April, and May all approved paperwork was submitted to the VPAA for final signature within one week of the meeting. Q4: Academic Council does not meet in June, July, or August unless there is a need for a special session.
Measure 2:	The final draft of the academic catalog will be approved for publication by the end of the academic year.
Measure 2 Results:	Q2: In progress...majority of work on the catalog will occur at the end of the Spring semester. Q3: In progress...we will review and approve the catalog once it is presented to us this spring. Q4: In progress...we will review and approve the catalog once it is presented.
Measure 3:	The Chair of Academic Council will submit a one-page comprehensive review of the Council's activities to the President by the end of the academic year.
Measure 3 Results:	Q2: In progress...majority of work on this comprehensive review will not occur until May. Q3: In Progress...compiling information for the comprehensive review. Q4: The comprehensive review was submitted to the President during the finals for the Spring Semester.

## Operational Plan for Assessment Committee

**Objective 1: *Ensure that assessment is happening across all academic programs, college departments, and co-curricular groups. (Strategic Plan Area: Academic Excellence and Support Excellence).***

### Strategies:

1. Create an assessment plan for co-curricular groups.
2. Generate list of what campus groups qualify as a co-curricular group and therefore need to follow the assessment plan.
3. Review of current academic program and departmental assessment plans will continue.

### Measurement:

Measure 1:	Co-curricular assessment plan will be complete by November 1.
Measure 1 Results:	Q2: Plan was completed on time. Q3: Co-curricular groups now each have Operational Plans. Q4: Co-curricular groups have been reporting on their Operational Plan progress to Cabinet.
Measure 2:	List of co-curricular groups will be complete by October 14.
Measure 2 Results:	Q2: List of groups was compiled at our November 1 meeting. Q3: Measure completed. No further updates. Q4: Measure completed. No further updates.
Measure 3:	New Institutional Assessment Plan will be finalized by November 1.
Measure 3 Results:	Q2: New plan was completed on time. Q3: This plan is in place and is currently being followed. Q4: Measure completed. No further updates.

**Objective 2: *Create a campus culture that embraces assessment (Strategic Plan Area: Support Excellence).***

### Strategies:

1. Provide training and help to any groups having trouble with assessment
2. Create a reward/incentive system to encourage groups that are meeting their assessment goals.

### Measurement:

Measure 1:	Reward system will be complete by January 1.
Measure 1 Results:	Q2: Reward system will be discussed in December meeting. Q3: Reward system still needs to be worked out. Currently we only have a spreadsheet for recognizing which areas have completed assessment. Q4: Reward system was created for course assessment. Full-time faculty were split into assessment teams and the team that accurately completed all Spring assessment first was rewarded with Ane Mae's gift cards.
Measure 2:	On the campus survey of assessment, increase score on the question, "Rate your participation level in Assessment" from 2.58 to 3.0 or higher.
Measure 2 Results:	Q2: Survey will be given in the Spring. Q3: Survey will be given later in Spring. Q4: This survey was not given this year. Campus seemed overwhelmed with surveys this spring, we held off on giving this one. Assessment Committee is instead working to support this objective by attending the HLC Assessment Academy Midpoint Roundtable in June (all committee



	members have now registered for this) and using that time to draft manuals for writing Operational Plans.
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## Operational Plan for Council of Chairs

**Objective 1: *Ensure a deliberative, inclusive and timely process for producing College policies and procedures. (Strategic Plan Area: Support Excellence)***

### Strategies:

1. Respond promptly to proposals received by the committee.
2. Report results to campus community and Board of Trustees where appropriate.

### Measurement:

Measure 1:	Goal to respond within 2 weeks to requests to Council – produce summary of response times quarterly.
Measure 1 Results:	Q2: Council met on September 27, 2018 and November 1, 2018, with both meetings within 10 working days of requests. Q3: Council met on January 1, 2019 and two weeks later by e-mail. Both meetings occurred within 10 days of requests. Q4: Council met on April 28 in preparation for HLC and within 10 days of agenda requests.
Measure 2:	Satisfaction survey administered May 1 of those who submitted proposals to Council of Chairs, and establish baseline.
Measure 2 Results:	Q2: Not scheduled to be completed until May 1. Q3: Same as Q2. Q4: Not completed in planned timeframe.
Measure 3:	Minutes of meetings distributed to campus within 1 week of meetings.
Measure 3 Results:	Q2: Not completed in planned timeframe. Q3: Not completed in planned timeframe. Q4: Not completed in planned timeframe. Executive Assistant will attend future meetings for consistency in recording meetings minutes and subsequent campus-wide distribution.

## Operational Plan for Events Committee

**Objective 1:** *The Events Committee will create new processes that create financial efficiencies. (Board Goal: #7/Strategic Plan Area: Service Excellence and Support Excellence)*

### Strategies:

1. Implement Different Process for Annual Back to School Celebration.
2. Restructure Graduation Exercises.
3. Research and Implement Alternative Venue for Annual Holiday Celebration and Employee Recognition Events.

### Measurement:

Measure 1:	Administer campus-wide survey for level of satisfaction and identify benchmarks.
Measure 1 Results:	Q2: Survey is being prepared for the events in December. Q3: Survey has been compiled and had an 84% response from the attendees. Q4: 84% of survey responders are likely to attend again, and 16% indicated they would attend in the future.
Measure 2:	Conduct year-to-year financial comparison for tracking purposes.
Measure 2 Results:	Q2: The year-end is June 30, 2019. We have curtailed our portion of the budget by having an Ice Cream Social in place of the Picnic at the Park. We have altered the December holiday event and cut the spending percentage. Q3: We held the Holiday Celebration at the Booth Hotel. We served hors d'oeuvres and had the ICC Jazz Band play. We had a 73% (\$1838.30) savings in expenses for the Holiday Celebration. Q4: Complete in Q3.

**Objective 2:** *The Events Committee will enhance programs through innovation to improve the overall student experience. (Board Goal: #4/Strategic Plan Area: Academic Excellence, Service Excellence, and Support Excellence)*

### Strategies:

1. Restructure Graduation Exercises.

### Measurement:

Measure 1:	Administer campus-wide survey for level of satisfaction and identify benchmarks.
Measure 1 Results:	Q2: Survey is being prepared for the events in December. Q3: The employee survey went out with an 84% response form attendees likely to attend again and 16% said maybe they would attend in the future. Q4: Complete in Q3.
Measure 2:	Administer survey to student participants for level of satisfaction.
Measure 2 Results:	Q2: Survey for graduation is set to go out December 12, 2018. Q3: The employee survey went out with an 84% response from attendees likely to attend again and 16% said maybe they would attend in the future. Q4: Complete in Q3.
Measure 3:	Conduct attendance comparison for tracking purposes.

Measure 3 Results:	<p>Q2: Graduation 2017 had 25 graduates. Graduation 2018 has an expected 63 graduates. A survey is set to go out Dec 12, 2018 that will help with attendance tracking.</p> <p>Q3: Fall Graduation we had 63 graduates with 52 attending the ceremony.</p> <p>Q4: Spring Graduation had 93 graduates with 87 attending the ceremony.</p>
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## Operational Plan for Fab Lab

**Objective 1: Support Faculty and increase student experience by cultivating an environment to infiltrate the classrooms with an entrepreneurial mindset. The idea is to inspire creativity in the classroom with hands on activities utilizing Fab Lab as a resource. (Board Goal #4/Strategic Plan Area: Academic Excellence)**

### Strategies:

1. At least one Entrepreneurial Mindset course offered each semester.
2. Offer and gain enrollment in at least one Ice House Student Success course per semester and increase as interest and support from campus as a whole grows.
3. Advertise CampUs Program for faculty and initiate Munch and Make sessions to gain faculty buy in to utilizing Fab Lab as an extension of their classrooms.
4. Continue talking to local high schools about partnerships with Fab Lab and getting more students in the building.
5. Keep local high school updated on Fab Force opportunities and slowly branch out and build relationships by extending an invitation to tour and advertising to service area high schools.

### Measurement:

Measure 1:	Collect and analyze data on students completing the Entrepreneurial Mindset classes.
Measure 1 Results:	Q2: The class is ongoing and data will be collected and analyzed in December 2018. Q3: Compiling data after Spring 2019 semester. Q4: 1 Entrepreneurial Mindset class has been offered each semester. Fall 2018 enrollment 11 in the zero credit section and 5 enrolled for credit. Spring 2019 enrollment was 10 in the zero credit section and 2 enrolled for credit.
Measure 2:	Collect and analyze data from Munch and Make sessions.
Measure 2 Results:	Q2: Munch and Make Session will start at the end of Fall 2018 semester or Spring 2019. Q3: Nothing to report yet. Q4: We hosted one group, but did not have enough time to do a making activity. We will continue to work on finding appropriate times for faculty and or staff to participate in these events. Small groups with at least 2 hours of time is the best option.
Measure 3:	Track how many attend CampUs events and how many faculty utilize the Fab Lab as a class resource each semester.
Measure 3 Results:	Q2: CampUs advertising and setup are still in progress. Should have some data by Spring 2019. Q3: Nothing to report yet. Q4: Fab Lab had 6 classes participate this past year with 7 faculty and adjunct faculty participating in some fashion using the Fab Lab as a classroom resource or project space. Did host a session during In-Service where at least 7 faculty participated in an activity.

**Responsibilities: Fab Lab Staff**

**Objective 2: Apply for grant funding to bring innovation, technology, and entrepreneurship opportunities to the Southeast Kansas area (Board Goal #3)**

**Strategies:**

1. Apply for Kauffman Grant to support Women 4 Women program. Obtained, now Fab Lab maintains momentum and moves forward over the next year and a half to work toward lowering barriers for women starting small businesses. Meetings held monthly, Mobile Lab, Class offerings to name a few. This is a two year grant.
2. Verizon STEM Girls grant. Obtained, now Fab Lab maintains momentum for the next year and a half bringing 100 girls each summer to Fab Lab for a 3 week STEM camp with monthly activities throughout the rest of the year. This is a two year grant.
3. Apply for grants or source funding for a Bike Share program. Work with an advisory group on ICC campus to figure out what best supports the needs of the ICC students and possibly the community. Grants and donation opportunities are being reviewed and discussed.

**Measurement:**

Measure 1:	Collect and analyze survey from monthly Women 4 Women events.
Measure 1 Results:	Q2: Data is being collected each month, Fab Lab hosted 7 Women 4 Women events to date. These events are well attended with 12-30 people at each event so far. Q3: Still hosting monthly events. Attendance is good, 20-45 people at each event. Q4: Fab Lab participated in taking the mobile lab to Jetmore, KS. This event was open to women in that area as well as the public.
Measure 2:	Use Verizon pretest and post-test survey results to measure growth of knowledge.
Measure 2 Results:	Q2: Data will be available at a later date. Q3: Specific data will be available after grant period has expired. Q4: Specific data will be available after grant period has expired.
Measure 3:	Use surveys to measure student satisfaction with the bike share program.
Measure 3 Results:	Q2: The committee is currently discussing: funding, liability, structure, logistics, and community relations. There are two people for the committee responsible for each area. Q3: 5 bikes are being prepared to be loaned out, those students in need will be identified by a navigator. Q4: The pilot of 5 students validated the concept and we will continue loaning bikes to ICC students in need with priority given to international students due to their lack of ability to get a driver's license.

**Responsibilities: Fab Lab Staff**

**Objective 3: Facilitate Community Boot Camps. Over 2.5 to 3 days members from communities in Kansas and/or across the United States will learn what it takes to start a Fab Lab. (Board Goal #3)**

**Strategies:**

1. Host Community Boots Camp once or twice a year, which means bringing in up to 15 participants for each camp. This is a way to support the campus and community. Fab Lab will use a local art gallery for the reception and bring in community leaders and entrepreneurs

to serve on panel discussions during the camps. Food for the camps are provided by local catering services and restaurants.

2. Build a sense of community and resources for ICC and Independence by building relationships with those that attend the boot camps.

**Measurement:**

Measure 1:	Collect and analyze Community Boot Camp surveys.
Measure 1 Results:	Q2: Fab Lab hosted 2 successful Community Boot Camps so far and data will be analyzed after the March 2018 Boot Camp. Q3: There are 9 signed up to attend the March 2019 Community Boot Camp...more data at a later time. Q4: Fab Lab had 11 attend Boot Camp in Sept. 2018 and 9 attend in March 2019. We will continue to host these events with the next one scheduled for Sept. 10 <sup>th</sup> 2019.

**Responsibilities: Fab Lab Staff**

**Objective 4: Provide 0 credit hour options to the community for areas of interest in relation to Fab Lab and Technical programs. (Board Goal #3)**

**Strategies:**

1. Create a list of courses and descriptions on the Fab Lab web page and poll interest from the community.
2. Create and setup classes in the areas of musical instrument building, sewing, embroidery, welding, painting, and design software.

**Measurement:**

Measure 1:	Use interest poll from web page to help build a schedule of course offerings
Measure 1 Results:	Q2: Web page has not been updated to collect this information yet. Currently working with IT on a new system for Fab Lab to utilize. Q3: Continue working with IT and Fab Creative to get this all up and running. Q4: Continue working with IT and Fab Creative to get this all up and running. Transitioning to a new website and process to easily capture data.
Measure 2:	Survey 0 credit hour classes.
Measure 2 Results:	Q2: There are no results to share at this time for 0 credit hour classes. Q3: Guitar Fabrication had 6 enrolled in Fall 2018 and 8 enrolled in Spring 2019. Q4: Some students want to take the class again, majority of students found this to be an enjoyable class and lots of work.
Measure 3:	Implement changes according to surveys received.
Measure 3 Results:	Q2: This is ongoing more information after Spring 2019 semester. Q3: Fab Lab purchased more tools for the guitar fabrication class and is researching how to get a router which would be mainly used for cutting out guitar bodies and necks. Q4: There will be food provided before class. There will be specific milestones set for the next class to assist with timely completion of projects.

**Responsibilities: Fab Lab Staff**

**Objective 5: Increase interest in Culinary and Entrepreneurship by offering unique and innovate ways of using the culinary kitchen at ICC West. (Board Goal #3/Strategic Plan Area: Academic Excellence)**

**Strategies:**

1. Offer and experiential kitchen program creating a unique atmosphere for local Chef's or Chef's from surrounding areas to be innovative. A Chef will offer a dining experience which might include themes, multiple course meals, unique entrées, and beverage options.
2. Create a calendar of up to 6 times per year when experiential dinners will be offered.
3. Market to local and surrounding areas. Use Fab Creative Services assistance, ads in papers, news articles, Facebook, personal emails, flyers, etc.
4. Work with the appropriate authority on licensing and regulations in reference to the kitchen at ICC West.

**Measurement:**

Measure 1:	Survey the chefs, fundraising groups, and participants.
Measure 1 Results:	Q2: Experiential kitchen plan has been put on hold. The quality refrigerator in the culinary kitchen was removed and replaced with one that does not meet the quality standards and cannot be used for these events at this time. The quality refrigerator purchased for the culinary program was removed without Fab Lab knowledge and replaced with one that has mildew on the seals, holds some water in the bottom, may leak, needs a thorough cleaning, shelves, as well as would need a temperature check before being used. Q3: Remains on hold at this time. Q4: Remains on hold at this time.
Measure 2:	Track how many participants attend events.
Measure 2 Results:	Q2: There is no data available since these events are on hold until the refrigerator issue is resolved. Q3: No data available. Q4: No data available.

**Responsibilities: Fab Lab Staff**

**Objective 6: Maintain the Adult Education program in Independence. (Board Goal #4)**

**Strategies:**

1. Create a plan to raise \$63,200.00 to participate in the consortium with Neosho Community College.
2. Create partnerships with local agencies, USD, businesses and individuals to assist with funding and promotion of the program.
3. Research grant opportunities to assist with funding.
4. Use Fab Force as a marketing tool to get ABE students to continue their education at ICC.

**Measurement:**

Measure 1:	75% of money raised and collected.
Measure 1 Results:	Q2: Program is up and running to this year, Fab Lab is working on assisting the program to be more viable, visible, and sustainable. No number data is available at this time. Q3: Fab Lab moved ABE from ICC West to Center for Innovation and Entrepreneurship building. Students are engaged and gaining skills by participating in project classes utilizing fab lab machines.



	Q4: The effort was made; Fab Lab submitted a grant and was not the recipient. \$15,000.00 was raised to fund ABE for the rest of this FA. Fab Lab will continue to look to ICC for support of the program as well as look to businesses and industry as well as grants for assistance.
Measure 2:	Increase enrollment of ABE students into Fab Force program, or Fab Force related classes.
Measure 2 Results:	<p>Q2: ABE classes are moving to the Fab Lab starting December 12, 2018. Classes will start January 8, 2019 in the Fab Lab. Fab Force has had 2 students from ABE program show interest in the program. Fab Lab is working on recruiting material for Fab Force. Fab Lab staff will encourage participation in Fab Force during and after ABE classes. Some ABE students have attended Entrepreneurial Mindset Fall 2018 to observe and hopefully enroll for Spring 2019.</p> <p>Q3: 1 ABE student enrolled in Entrepreneurial Mindset for Spring 2019. Fab Lab is working with Kansas Works and Business office for funding and scholarships for ABE students to enroll in Fab Force. ICC is waiting on WIOA approval for the program.</p> <p>Q4: Fab Lab is waiting to hear about the WIOA approval. Fab Lab and ABE will continue to work together to encourage participation in Fab Force classes as well as other ICC programs through marketing, tours, and one on one sessions.</p>

**Responsibilities: Fab Lab Staff**

**Objective 7: Lead industry partners to recognize that Fab Force is workforce development; new and improved. (Board Goal #4/Strategic Plan Area: Service Excellence)**

**Strategies:**

1. Work with the marketing department to develop a marketing plan and distribute marketing materials.
2. Market Fab Force to Businesses, partners, members, and high schools. There is potential to model this idea national wide.
3. Create a list of professional development opportunities utilizing Fab Lab for businesses, educators, and industries.
4. Attend various community organizational events.

**Measurement:**

Measure 1:	Evaluate contacts made from attending community events.
Measure 1 Results:	<p>Q2: Fab Lab met and discussed marketing with current staff. Fab Lab is awaiting materials, examples, and more discussion.</p> <p>Q3: Fab Lab printed 250 brochures for Fab Force and ran out after 1 month, so Fab Lab is printing more. Fab Lab staff went to Caney HS and has plans to go to multiple events and classroom visits at Independence HS in March 2019.</p> <p>Q4: Fab Lab will work towards hosting an advisory committee meeting in the Fall semester of next year. Fab Lab will also work on sending specific letters and packets to different industries. Also, we will continue advertising and letting people know the potential of the current classes and programs to work as workforce development.</p>

Measure 2:	Survey student satisfaction.
Measure 2 Results:	Q2: Surveys will be conducted at the end of each semester. Results will be available December 2018 and/or Spring 2019. Q3: No data as of yet. Q4: 1 student currently enrolled as Fab Force major. That one student took one class that survey is with the Mindset class.
Measure 3:	Analyze surveys from industry partners regarding experience of training process.
Measure 3 Results:	Q2: There is no data for this measure at this time. Q3: Currently working no how to target industries. Some contacts have been made and discussion started, but will continue working on this area. Q4: Still working on targeting industries.
Measure 4:	Implement change and growth based on feedback from surveys.
Measure 4 Results:	Q2: There are no surveys to analyze at this time. Q3: There are no surveys to analyze, there are no completers working in the local industries yet. Q4: No surveys at this time. Will continue to work on growing interest and enrollment in the classes and program.

**Responsibilities: Fab Lab Staff**

## Operational Plan for Faculty Senate

**Objective 1: *Review college policies that may affect educational and academic objectives***  
*(Board Goal #1/Strategic Plan Area: Academic Excellence)*

### Strategies:

1. Request reports from the appropriate committees/bodies regarding changes to academic policy.
2. Review the information received and make recommendations to ensure policy changes are data driven and in the best academic interests of our students.

### Measurement:

Measure 1:	Review emails to ensure requests were actually sent out.
Measure 1 Results:	<p>Q2: Completed a quick review of emails sent to invitees to present to the senate on policy changes and updates. Invited this quarter were Kara Wheeler and Brittany Thornton.</p> <p>Q3: Invitees in 2nd quarter were Kara Wheeler, Dan Barwick for presentations and/or new policies or reviews. Invitations were sent to all Administrators, Staff and Faculty to solicit any requests or concerns they wanted to bring before the Senate. Board of Trustees Chairperson was invited to all meetings.</p> <p>Q4: Visitors during the 4<sup>th</sup> quarter were Daniel Barwick, Leslie Crane, Taylor Crawshaw, Val DeFever, Kiyoshi Harris, Jessica Morgan-Tate, Tammie Romstad, Brittany Thornton, Tony Turner, and Marg Yaroslaski for presentations, reviews and input on topics brought before the Senate.</p>
Measure 2:	Document Senate recommendations, which will be found in the official minutes of the body, as kept by the secretary.
Measure 2 Results:	<p>Q2: Senate recommended approval of the new textbook policy presented by Kara Wheeler. Finals schedule was discussed and determined that if possible we could make each day consistent on start times. A review of Navigators and their responsibilities were presented. No other recommendations have been approved. Senate was just created and have met only two official times to discuss policies.</p> <p>Q3: Recommended classroom recording policy that should be adopted by ICC.</p> <p>The finals schedule was approved.</p> <p>Approved recommendation that student photographs be added to the self-service.</p> <p>HLC report reviewed and recommendations for changes given to Dr. Barwick and Jessica Morgan-Tate.</p> <p>Discussions about concussion protocols and process for students returning to class.</p> <p>Discussion over results and process of this Spring's class scheduling.</p> <p>Q4: The proposal was brought before the Senate concerning an ORE policy. There was discussion and it was decided to get the input of Academic Council before proceeding with an official policy.</p> <p>There was discussion over the concern for instate vs. out-of-state athletic scholarships given to student athletes. We have more out-of-state students than Kansas students attending than we have ever before. Dan suggested</p>

that students from the area just don't want to stick around here. Tammie suggested we add a JV team and expand the football team.

Concerns were brought forward about the class content this spring semester being mostly athletes, or football players in a classroom. That type of class mix or non-mix is really bad for student success. Tammie said volleyball, football and stunt would be switching to morning practices so this should help.

A campus wide survey been conducted regarding the feasibility of small group meetings, which have been proposed as a way to improve campus unity and morale. The survey indicated that interest in these meetings is relatively high among staff and faculty. Mallory asked to clarify the funding source for these small group meetings. Dan explained that, provided the activities were reasonable, he would be happy to support them through the President's Office. This being the end of the school year, one such time was planned and more to be planned when the new school year resumes in August.

John led a discussion of possible changes to FS by-laws that would be required if the body were to take on additional responsibility. Currently, the FS serves only in an advisory role, but there has been some discussion about expanding that to include decision-making powers. A sub-committee was proposed to manage this task. Members will include Ben, Tamara, and Mallory. The sub-committee will meet to determine what additional responsibilities should be assumed by the FS and what changes would be required in the by-laws. Dan encouraged everyone not to attempt to accomplish too much at once, as even a single decision to take on additional responsibility will result in a much higher workload for everyone.

## Operational Plan for Inge Center

**Objective 1: Utilize Inge Center guest artists to provide unique academic and professional experiences for ICC students. (Board Goal #4/Strategic Plan Area: Academic Excellence)**

### Strategy:

1. Inge Center will arrange at least three accomplished Inge Center guest artists to each meet with ICC theater students.
2. Inge Center will arrange for ICC students to experience prominent and substantive participation in the annual William Inge Theater Festival, involving interaction with professional guest theater artists and getting college credit for their participation.

### Measurement:

Measure 1:	Students who are theater majors or on scholarship will fill out a post-event survey following their workshops with the guest artists. These surveys will ask students to identify how valuable the experience was and identify what skills or new knowledge (if any) they gained from the workshops.
Measure 1 Results:	Q2: In preparation of 2019 Inge Festival, staff will draft a post-event survey by March 29, 2019. Q3: Inge staff preparing all post-event surveys. They will all be combined to one survey link, though there will be separate questions for each targeted audience. All surveys to be ready by April 20. Q4: Eight ICC theater students participated in Inge Festival May 22-25. Survey will be sent June 6, 2019, to coincide with the announcement of the 2020 Inge Festival Honoree.
Measure 2 :	ICC theater faculty will be asked to provide input on the selection of artists and the workshop topics they cover with students so that the workshop is complimentary in nature to the theater program's overall goals. The faculty will be asked to fill out a post-event survey to identify the areas they thought were valuable for their students, and what they would like more of from future workshops.
Measure 2 Results:	Q2: Inge staff to invite ICC theater arts faculty to attend a planning meeting that will be scheduled mid-February, at faculty convenience. Q3: Inge leadership met with ICC theater students and faculty week of Feb. 25. ICC theater faculty shared input on desired participation for themselves and students; faculty met with theater students regarding Inge Festival and how students desire to participate. Q4: Meetings held in February and March. Input incorporated in planning for Festival. Both ICC theater faculty participated in Festival, including conducting workshops as a guest artist. Survey to be sent June 6, 2019.
Measure 3 :	Students who are theater majors or on scholarship will participate deeply in festival preparation and execution. They will attend workshops, assist with the evening performances and events, and gain relevant professional experience and connections with working theater artists. Participation will be measured for each student and a post-festival survey will be administered to students to gauge how they felt about their participation and how the Inge Center can make it more meaningful in future years.
Measure 3 Results:	Q2: Subject will be on the agenda of mid-February meeting with theater faculty to identify students' needs and areas of interests and faculty desires for programming.

	<p>Q3: Theater students met with Inge staff Feb. 27 and met with ICC faculty March 1 specifically regarding Inge Festival and their opportunities for participation.</p> <p>Q4: Eight ICC theater students participated in various aspects Inge Festival events. Survey to be sent June 6, 2019.</p>
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**Responsibility:** Inge Center staff

**Objective 2:** *Inge Center staff aids ICC Faculty in utilizing Inge Center events and brand as an attractor for enrollment of students interested in theater. (Board Goal #7/Strategic Plan Area: Support Excellence)*

**Strategy:**

1. Inge Center will produce three events annually that attract visits to the ICC campus from motivated high school students and their instructors, which allows ICC staff to make contacts for recruitment. These events may include: High School 24 Hour Plays; Inge Festival High School Acting Competition; and Workshops for High School theater students with Inge guest artists.

**Measurement:**

Measure 1:	Student participation in each of these three events will include high school students from at least 5 regional high schools. We will track attendance from high schools each year to determine if schools come to more than one event, if they come to events annually, and when new schools come that have never attended before.
Measure 1 Results:	<p>Q2: The August 2018 High School 24 Hour Plays attracted participation from 7 high schools (three from the Wichita area, Coffeyville, Neodesha, Labette County, and Independence.) Contact data from the 48 student and teacher participants was provided to recruiters. Information regarding 2019 Inge Festival acting competition and workshops to be sent to 100-plus high school theater-specific contacts by end of January.</p> <p>Q3: Direct organizational responsibility for the High School 24 Hour Plays is transferred to ICC Theater Dept., which has set dates for the August 2019 event and begun promotion. Inge staff to serve as resource as needed.</p> <p>Q4: Meeting with ICC faculty to plan for 2019 High School 24 Hour Plays set for June 11, 2019.</p>
Measure 2 :	Utilizing a post-event survey, high school student participants will be asked to rate their satisfaction regarding their experience on several components. In addition, we will facilitate follow-up reporting on how many of the students decide to attend ICC.
Measure 2 Results:	<p>Q2: In preparation of 2019 Inge Festival, staff will draft a post-event survey by April 30, 2019.</p> <p>Q3: Inge staff preparing all post-event surveys. They will all be combined to one survey link, though there will be separate questions for each targeted audience. All surveys to be ready by April 20.</p> <p>Q4: Ten high school students participated as interns for the 2019 Inge Festival, the first time high school students have participated in that role. Survey will be sent June 6, 2019.</p>
Measure 3 :	Utilizing a post-event survey, visiting high school theater instructors will be asked to rate their satisfaction regarding their experience. We will track how

	often they attend, and use the survey to determine whether participation is impacted by time of year, change in dates, change in programming, etc.
Measure 3 Results:	<p>Q2: In preparation of 2019 Inge Festival, staff will draft a post-event survey by April 30, 2019.</p> <p>Q3: Inge staff preparing all post-event surveys. They will all be combined to one survey link, though there will be separate questions for each targeted audience. All surveys to be ready by April 20.</p> <p>Q4: Two current high school theater instructors attended Inge Festival events. Survey to be sent June 6, 2019.</p>

**Responsibility:** Inge Center staff

**Objective 3:** *Inge Center will enhance the reputation of Independence Community College through the production of the annual William Inge Theater Festival, at a quality commensurate with its designation by the legislature as the Official Theater Festival of the State of Kansas. (Board Goal #3/Strategic Plan Area: Service Excellence and Academic Excellence)*

**Strategy:**

1. Inge Center will produce the annual William Inge Theater Festival, in accordance with the goal to enhance ICC and Independence national presence. The Inge Festival also serves to enhance ICC student experiences through interaction with guest artists with distinctive achievements; similarly enhance the education of high school students; develop community cultural enrichment; and celebrate an inclusive range of professional artistic national distinction; which in turn enhances the national presence of ICC and Independence.

**Measurement:**

Measure 1:	The Inge Center will draw participants to the festival from across the country that include guest professional theater artists, college and high school students, and attendees locally and from around the region.
Measure 1 Results:	<p>Q2: In preparation for the 2019 Inge Festival, staff will utilize a marketing plan that includes advertising in the national American Theater Magazine, working with the Independence Chamber of Commerce for local and regional advertising, and leveraging its relationship with high school theater instructors in the area and the Kennedy Center American College Theater Festival Region V (KS, MO, IA, MN, SD, ND) to bring regional college participants to the festival. In addition, the annual New Play Lab will bring additional playwrights from across the country to attend the festival while paying festival registration fees.</p> <p>Q3: Graphic designer provided artwork theme for festival promotions Feb. 15. American Theater advertisement appears in March 2019 issue. Postcard-size events printed and distribution began Feb. 25. Inge staff visited the Kennedy Center American College Theater Festival in South Dakota in January. Conducted workshop and panels to promote festival to college students and faculty from six states. E-mail and contacts collected. 20 New Play Lab participants contacted and all have agreed to attend and placed ticket deposits. Advertising campaign being formulated, to be implemented by March 20.</p> <p>Q4: Advertising campaign included: American Theater magazine; TV commercials on news channels in Kansas City Spanish-language stations</p>

	Univision and Telemundo; KRPS Pittsburg; KGGF; Daily Reporter; and, Montgomery County Chronicle. Because the 2020 Inge Festival dates and Honoree are set, TV commercials will run during the Tulsa KOTV Tony Awards broadcast on June 9. Full statistics for 2019 Inge Festival attendance as reported in the Vendini ticketing system are being compiled and analyzed, later this month. Initial reports show that the 20 patrons to the New Play Lab paid \$175 each for a total income of \$3,500. Those 20 attendees represented 14 states. Cash Sponsorships by area businesses and individuals amounted to \$7,900. Gross receipts by all other patrons is \$3,085. This compares to \$2,610 for 2018, despite higher ticket prices that year. Further information about ticket buyers will be compiled.
Measure 2 :	Utilizing a post-event survey, participants (ICC students, college and high school students from the region; audiences; artists) will be asked to rate their satisfaction regarding their experience on several components. The survey feedback will inform the way the festival promotes itself regionally, the programming it offers, and the audiences it serves.
Measure 2 Results:	Q2: In preparation of 2019 Inge Festival, staff will draft a post-event survey by April 30, 2019. Q3: Inge staff preparing all post-event surveys. They will all be combined to one survey link, though there will be separate questions for each targeted audience. All surveys to be ready by April 20. Q4: Surveys go out Thursday, June 6.
Measure 3 :	Utilizing a professional ticketing system for reporting, the Inge Center will identify an increase in overall attendance over the previous year's level, gaining new attendees while getting repeat attendance from others.
Measure 3 Results:	Q2: Vendini ticketing system in place; analysis to be conducted post-festival. Q3: Vendini ticketing service went online March 4. Q4: Preliminary analysis indicates rise in income to \$3,085 compared to \$2,610 for non-Play Lab patronage. Full analysis to be conducted in late June.

**Responsibility:** Inge Center staff

**Objective 4:** *Inge Center will enhance the reputation of Independence Community College through the programming of at least one William Inge House Playwright-in-Resident residency, each year, in partnership with the William Inge Festival Foundation. (Board Goal #3/Strategic Plan Area: Service Excellence and Academic Excellence)*

**Strategy:**

1. The William Inge Center for the Arts Playwright Residency program will serve as vital to the reputation of ICC and the William Inge Theater Festival as a significant and serious artistic destination for professional playwrights and theater artists. The residencies furthermore serve as a resource for workshops/seminars with guest artists for ICC theater students.

**Measurement:**

Measure 1:	Professional playwrights from around the country will continue to seek out the Inge House residency as a destination and we will have a deep pool of writers with professional experience, appreciation for the opportunity, and teaching experience to work with the ICC students and a local high school.
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Measure 1 Results:	<p>Q2: Play development workshop, with Emmy-winning writer Mary Sue Price, to take place Jan. 7-12. Participating artists have offers out by Dec. 14. Inge staff in process of identifying a second, longer term playwright in residence for spring semester, by Jan. 15.</p> <p>Q3: Play development process took place Jan. 7-12, with 8 guest artists and playwright Mary Sue Price. Remainder of planned fall residency postponed due to artist unavailability and federal government shutdown, which cast uncertainty as to if grant funding would be released in a timely manner. Application to National Endowment for the Arts for a postponement of planned activities to the fall has been approved.</p> <p>Q4: Planning for 2019-20 Fall and/or Winter playwright residencies to take place later in June.</p>
Measure 2 :	ICC students, local high school students, and the resident playwrights will share in post-class/residency surveys that the impact was significant and the experience was valuable.
Measure 2 Results:	<p>Q2: In preparation of the longer-term residency, staff will draft a post-event survey to be ready in advance of the class with the resident playwright.</p> <p>Q3: This survey will be prepared during the summer in preparation for fall residencies by July 30.</p> <p>Q4: Survey being prepared.</p>

**Responsibility:** \_Inge Center staff

**Objective 5: Create process to bring Inge Center/Festival expenditures within the Board Goal of attaining cash balance. (Board Goal #7/Strategic Plan Area: Support Excellence)**

**Strategy:**

1. Inge Center Producing Director and Managing Director will work with the business office to put forward a realistic budget for the Inge Center moving forward, based on past year's income and expense numbers, and the anticipated financial support from ICC.

**Measurement:**

Measure 1:	Monthly budget review.
Measure 1 Results:	<p>Q2: Inge staff to contact ICC business office staff by Jan. 11, in order to schedule first monthly review.</p> <p>Q3: Informal budget review occurred in January, but no formal review has occurred. Inge staff will request review with ICC business office staff by March 29.</p> <p>Q4: Two intensive reviews held with business office staff prior to Festival.</p>
Measure 2:	Expenditures remain balanced with the support from ICC, income from festival ticket sales, Inge Foundation Board support, and outside donations from foundations and individuals.
Measure 2 Results:	<p>Q2: Annual William Inge Festival Foundation appeal mailed Nov. 16; e-mail appeal to be sent by Dec. 5.</p> <p>Q3: Annual appeal mailed early December. Campaign has generated \$6,346 compared to \$4,950 in 2017.</p> <p>Q4: Including recent donations, Foundation appeal has now generated \$6,930; plus an additional \$2,061 designated for Inge House improvements.</p>

**Responsibility:** Inge Center Producing Director; Inge staff

**Objective 6: Increase private support of Inge Center activities. (Board Goal #6/Strategic Plan Area: Support Excellence)**

**Strategy:**

1. Work with Inge Festival Foundation to increase annual giving campaign contributions.

**Measurement:**

Measure 1:	Producing Director will meet with Inge Festival Foundation trustees at the annual meeting and create a mandate for wider solicitation campaigns, aided by Inge staff.
Measure 1 Results:	<p>Q2: Annual meeting to be scheduled within Festival schedule during Festival in May. In the meantime, PD will be working with the Inge Festival Foundation to plan for a larger campaign aimed at soliciting support from past playwright honorees and residents to begin a fund to support the Inge House Playwright residencies.</p> <p>Q3: Producing Director is formulating plans for formal fund-raising appeal to present to Inge Festival Foundation board in May. Has initiated informal discussions with several Board members Feb. 25-March 1.</p> <p>Q4: Inge Foundation president presented fund-raising plan at Board meeting May 23. At that meeting, the Board voted to allocate \$25,000 for Inge expenses. Check expected by mid-June.</p>
Measure 2:	New Board members will be added and the goal of the Inge Foundation Board will become more fundraising focused.
Measure 2 Results:	<p>Q2: Item to be on the agenda of annual Inge Foundation meeting in May.</p> <p>Q3: Meeting to be scheduled during Inge Festival.</p> <p>Q4: Inge Foundation extended invitations for new Board members at May 23 meeting.</p>

**Responsibility:** Inge Center Producing Director; Inge staff

## Operational Plan for Judicial Committee

**Objective 1:** Develop, conduct and oversee judicial processes relating to student behavior, including academic integrity. (*Strategic Plan Area: Service Excellence*)

**Strategies:**

1. Create a panel of campus stakeholders to resolve issues of student code of conduct through a formal judicial setting.
2. Provide students a means of appealing decisions within the disciplinary process.

**Measurement:**

Measure 1:	Utilize Maxient data to set benchmarks on number of cases heard.
Measure 1 Results:	Q2: Currently collecting data. Q3: Committee has been meeting with students to address disciplinary problems. Q4: Committee has been meeting with students to address disciplinary problems.
Measure 2:	Use Noel Levitz data to improve <i>the college shows concern for students as individuals</i> by lowering the performance gap from .93 in 2016 to .85
Measure 2 Results:	Q2: Waiting for survey to be administered. Q3: Collecting data. Q4: Have not received this data yet.
Measure 3:	Use Noel Levitz data to improve <i>Channels for expressing student complaints are readily available</i> , by lowering the performance gap from .89 in 2016 to .85.
Measure 3 Results:	Q2: Waiting for survey to be administered. Q3: Collecting data. Q4: Have not received this data yet.

**Objective 2:** Formulate recommendations for College policies regarding student conduct. (*Strategic Plan Area: Service Excellence*)

**Strategies:**

1. Work with the compliance department to isolate specific areas/issues that commonly arise in Maxient, and create a plan to address them.
2. Provide feedback to campus committees that will assist them in serving the student community.
3. Isolate common issues that result in the need for a judicial hearing, and create strategies to prevent future issues.

**Measurement:**

Measure 1:	Utilize Maxient data to isolate common student conduct issues.
Measure 1 Results:	Q2: Currently collecting data. Q3: Collecting data. Q4: Will be working with the Student Satisfaction and Complaints Committee to further isolate common issues and address them in handbook.
Measure 2:	Use Noel Levitz data to improve <i>The campus is safe and secure for all students</i> , by lowering the performance gap from .86 in 2016 to .82.
Measure 2 Results:	Q2: Waiting for survey to be administered. Q3: Collecting data. Q4: Have not received this data yet.

## Operational Plan for President's Cabinet

**Objective 1:** Prioritize ADA improvements to existing facilities according to ADA Plan presented in Appendix C. (*Board Goal #4/Strategic Plan Area: Service Excellence*)

**Strategies:**

1. Review ADA proposal from appropriate office and offer feedback.
2. Receive periodic reports on ADA implementation and monitor progress and expenditures.

**Measurement:**

Measure 1:	ADA Proposal received and reviewed
Measure 1 Results:	Q2: Proposal was received and reviewed. Proposal was sent on to Board of Trustees, which approved it and incorporated it into the College Facilities Master Plan. Q3: A large majority of Year One projects were completed by February. Q4: ADA handrail and multiple other ADA projects completed by ICC maintenance staff, door removed and walls refinished in President and HR offices. Snow and ice impacts handled primarily by ICC Maintenance team. Painting of rooms in Academic building (AC 107 in progress).
Measure 2:	Cabinet minutes show periodic reports received and discussed
Measure 2 Results:	Q2: Taylor Crawshaw has provided periodic updates to Cabinet. Q3: Cabinet received the report that the KBOR Audit will produce a few additional projects that need to be completed before June 2019. KBOR has 30 days from February 20 <sup>th</sup> to provide ICC with a preliminary Letter of Findings. Q4: Maintenance shared that 100% completion of year 1 projects have been completed with an 83% total project completion. The KBOR audit findings were received, eight items were noted on the Voluntary Compliance Plan; ICC has three years to complete these projects.
Measure 3:	First year phase of ADA completed
Measure 3 Results:	Q2: Year not yet completed. Q3: Year One projects are on a projected timeline of completion by June 2019. Q4: Maintenance shared that 100% completion of year 1 projects have been completed with an 83% total project completion. The KBOR audit findings were received, eight items were noted on the Voluntary Compliance Plan; ICC has three years to complete these projects.

**Objective 2:** Meet or exceed needs identified by HLC. (*Board Goal #5 /Strategic Plan Area: Academic Excellence, Service Excellence, and Support Excellence*)

**Strategies:**

1. Cabinet serves as chief coordination point for meeting HLC requirements.
2. Cabinet creates primary documents for measuring HLC progress.
3. Documents created by Cabinet are chief means of disseminating information regarding progress meeting HLC requirements.

**Measurement:**

Measure 1:	Majority of Cabinet meetings include specific discussion of HLC progress.
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Measure 1 Results:	<p>Q2: The majority of Cabinet meetings have included discussion of accreditation-related issues.</p> <p>Q3: The major focus of Cabinet meetings has been discussion and review of the draft On Notice Report for additional input/revisions.</p> <p>Q4: Dr. Barwick shared with Cabinet members the preliminary Focused Visit Report quote: "ICC was put on Notice with nine specific challenges where change was necessary to meet HLC accreditation requirements. These nine requirements impacted almost every part of the institution and required a change in thinking and a change in culture. ICC should be applauded for their work in meeting these requirements. The team saw that ICC was on the right path but recognized that there is still work to be done. ICC is encouraged to keep up the excellent work they have undertaken. The team saw significant progress and does not see the need for HLC follow up. However, the team recommends that the institution carefully review this report and consider the embedded recommendations."</p>
Measure 2:	Master HLC task spreadsheet is created, including general areas, specific tasks, assigned responsibility, and projected completion dates
Measure 2 Results:	<p>Q2: Spreadsheet completed, as well as graphic quantifying progress.</p> <p>Q3: The spreadsheet is updated on a monthly basis for subsequent distribution.</p> <p>Q4: Utilization of spreadsheet in preparation of Focused Site Visit complete.</p>
Measure 3:	Cabinet meetings are public, and updated spreadsheet is disseminated monthly to entire campus.
Measure 3 Results:	<p>Q2: Various College employees, several students, and one or two Board members attend Cabinet meetings regularly. The updated HLC spreadsheet continues to be disseminated campus-wide through the daily Staff Announcement on a monthly basis.</p> <p>Q4: Cabinet meeting agenda and minutes are distributed campus-wide. Utilization of spreadsheet in preparation of Focused Site Visit complete.</p>

**Objective 3:** The Director of Online should report directly to the President and should be a member of the President's Cabinet. (*Board Goal #7 /Strategic Plan Area: Academic Excellence, Service Excellence*)

**Strategies:**

1. Reporting structure changed to reflect that DO reports to President.
2. Director of Online placed on Cabinet

**Measurement:**

Measure 1:	Director of Online meets regularly with President and is evaluated by President.
Measure 1 Results:	<p>Q2: Regular meetings have occurred. No evaluations have yet been administered.</p> <p>Q3: Regular meetings with the Director of Online continue; however, the evaluation process has not been administered yet.</p> <p>Q4: Meetings with the Director of Online continue.</p>
Measure 2:	Director of Online attends and reports to Cabinet regularly.

Measure 2 Results:	<p>Q2: The Director has attended all Cabinet meetings and every Cabinet member reports at each meeting. In addition, the Director has organized special presentations from an outside group seeking an online partnership with ICC.</p> <p>Q3: The Director of Online continues regular attendance at Cabinet meetings. The partnership with an outside group did not come to fruition. Alternate partnerships, with a focus on 2 + 2 initiatives, are being explored.</p> <p>Q4: The Director of Online continues regular attendance at Cabinet meetings and provides area updates.</p>
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## Operational Plan for Professional Development Committee

**Objective 1:** *To provide opportunities for all employees to receive development that furthers their success as an ICC employee. This supports the overall Strategic Plan of being excellent in Academics, Service and Support.*

### Strategies:

1. Identify opportunities within our organization where we can educate each other such as training our employees on FERPA, HIPAA, Health and Welfare Benefits, Budgeting, etc.
2. Identify trainings that all employees will benefit from such as compliance training.
3. Promote employees seeking outside training and development that will be beneficial to ICC such as Leadership Independence and Leadership Kansas.

### Measurement:

Measure 1:	Annual Schedule for internal training is developed.
Measure 1 Results:	<p>Q2: A six month schedule has been set by the committee. The schedule will include monthly professional development opportunities for all employees and the plan is to have two sessions with paid speakers.</p> <p>Q3: We created a 6 month schedule to finish out the fiscal year budget. There will be internal training sessions in regards to workforce development and professional development. There will be one meeting a month. Day set to Monday's. The meetings may have a paid guest speaker. Announcements will be sent before every session.</p> <p>Q4: No monthly meetings were held. Renewed efforts to increase participation in both live and webinar trainings and professional development for employees will be a joint HR and compliance Department priority during the next academic year under the College's new Strategic Plan initiatives.</p>
Measure 2:	Dollars set aside in the budget for Professional Development are fully used.
Measure 2 Results:	<p>Q2: The committee has a plan that will utilize most of the funds and has set aside some of the funds for individuals to make requests to attend individual training such as "Leadership Independence".</p> <p>Q3: As of the date of meeting, \$250 has been used for an employee to attend a local conference on leadership. There is money being allocated to a guest speaker for possibly two months of training, as well as serving cookies at other events to encourage attendance. This leaves some money in the budget for other external training an employee may request.</p> <p>Q4: The committee did not fully utilize the funds set aside for professional development during the 2018-2019 academic year, with an ending balance of approximately \$1,000 in the professional development budget. Renewed efforts to increase participation in both live and webinar trainings and professional development for employees will be a joint HR and Compliance Department priority during the next academic year under the College's new Strategic Plan initiatives.</p>
Measure 3:	Compliance training reports show majority of employees have completed assigned compliance training.
Measure 3 Results:	<p>Q2: The training that has been assigned by the new program "Get Inclusive" has been completed by the majority of employees.</p> <p>Q3: Jessica Morgan-Tate is our Compliance Officer, as well as the Secretary for this committee. She is the one who administers this training and will be</p>

	<p>able to provide this data. ICC has changed the company formerly used for these training modules to <a href="http://www.Getinclusive.com">www.Getinclusive.com</a>. The committee will update this measure once the results have been sent from our Compliance Officer, Jessica Morgan-Tate.</p> <p>Q4: College faculty and staff were provided several opportunities for live compliance training on various topics, including several mandatory sessions held during the College's in-service training and throughout the course of the academic year. College employees have also been assigned training through the College's <i>Get Inclusive</i> subscription; however, only 68% of employees have completed <i>Get Inclusive</i> Title IX training and only 40% have completed the recently assigned <i>Get Inclusive</i> Harassment and Discrimination Prevention training. Continued efforts to increase participation in both live and assigned trainings will be a Compliance Department priority during the next academic year under the College's new Strategic Plan initiatives.</p>
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## Operational Plan for Program Review Committee

**Objective 1: *The Program Review Committee will assist programs in achieving continuous quality improvement by maintaining focus on student success, faculty involvement, currency, and relevancy. (Board Goal #1/Strategic Plan Area: Academic Excellence)***

### Strategies:

1. The PRC will update the handbook and template based on faculty feedback from prior year.
2. The PRC will train faculty to ensure they understand the expectations of program review.
3. The PRC will provide feedback and recommendations as part of the comprehensive program reviews.

### Measurement:

Measure 1:	Updated Program Review manual will be finished/approved for use by Oct. 1 <sup>st</sup> to be used for training.
Measure 1 Results:	Q2: The manual was updated by October 1 <sup>st</sup> , and was used for training on Oct. 8 <sup>th</sup> . Q3: Measure complete. Q4: Measure complete.
Measure 2:	All program faculty responsible for program review will be trained on the updated manual and all specific guidelines that need to be addressed within the review by Oct. 30th.
Measure 2 Results:	Q2: Complete. The training occurred on Oct. 8 <sup>th</sup> . Q3: Complete. Q4: Complete.
Measure 3:	All appraisals will be written on completed comprehensive reviews by May 1 <sup>st</sup> to be provided to the Board of Trustees.
Measure 3 Results:	Q2: On schedule currently to meet this deadline. Q3: Faculty are currently working on comprehensive reviews to meet the deadline. Q4: Comprehensive review appraisals are complete and program reviews are currently being evaluated by the ICC Board of Trustees. 10 programs were reviewed this year. The BOT has approved 3, will review 4 at the regular June meeting, and will review an additional 3 to complete the annual program review cycle.

**Objective 2: *The Program Review Committee will ensure timely completion of program reviews each academic year. (Board Goal #2/Strategic Plan Area: Academic Excellence)***

### Strategies:

1. The PRC will set deadlines for completion of both annual and comprehensive academic program reviews.
2. The PRC will post completed reviews on ICC's website for public review.

### Measurement:

Measure 1:	Annual reviews will be turned in to the PRC by November 30 <sup>th</sup> . Comprehensive reviews will be turned in by March 30 <sup>th</sup> .
Measure 1 Results:	Q2: Currently have 3 annual program reviews completed. Everyone is working on them. Q3: 15 annual program reviews are completed. Only 4 left to go.

	Q4: 18/19 annual program reviews have been completed. It appears the Liberal Studies program review still needs to be completed. The Liberal Studies annual review will be completed as soon as possible.
Measure 2:	Completed Program Reviews will be posted to the College's website by June 30 <sup>th</sup> .
Measure 2 Results:	Q2: Not started as we do not have any complete yet. Q3: No change from Q2. Q4: Program reviews have not yet been posted to the College website.

## Operational Plan for Student Satisfaction and Complaints Review Committee

**Objective 1: *Identify and develop appropriate solutions to stakeholder complaint trends. (Board Goal: Enhance programs through innovation to improve overall student experience/Strategic Plan Area: Service Excellence and Support Excellence)***

**Strategies:**

1. Develop and implement solutions to resolve student complaints that affect student groups and/or the student body as a whole.
2. Oversee large-scale action projects that address the root causes of student complaints as a means of improving student satisfaction.

**Measurement:**

Measure 1:	The Student Satisfaction and Complaints Review Committee will oversee at least one large-scale action project that addresses root causes of student complaints each quarter.
Measure 1 Results:	<p>Q2: The Committee recognized both that there has been a substantial increase in reports submitted through the Maxient system and a need to continue to encourage student utilization of the system. As such, the Committee opted to continue to focus on continued marketing of Maxient to the College's student population.</p> <p>Q3: The Committee created an action project focusing on the development of a mystery shopper project to allow students and employees to review changes to the dining hall.</p> <p>Q4: During its April 2019 meeting, the Committee developed an action project around improving communications with stakeholders filing complaints.</p>

**Objective 2: *Satisfy the Higher Learning Commission's directive to compile, review and analyze student complaint data as a means of identifying and addressing trends in student complaints. (Board Goal: Respond aggressively and appropriately to institutional needs identified by external accrediting organizations/Strategic Plan Area: Service Excellence, and Support Excellence)***

**Strategies:**

1. The Student Satisfaction and Complaints Review Committee will review and analyze complaint trends collectively as a committee.

**Measurement:**

Measure 1:	The Student Satisfaction and Complaints Review Committee will meet quarterly to review and analyze complaint trends in the student complaint data provided to the committee for review and analysis.
Measure 1 Results:	<p>Q2: The Student Satisfaction and Complaints Review Committee met in October 2018 and will meet again in December 2018 to discuss student satisfaction using the data submitted to the College through the Maxient program.</p> <p>Q3: The Student Satisfaction and Complaints Review Committee met in January 2019 and will meet again in April 2019 to discuss student satisfaction using the data submitted to the College through the Maxient program.</p>

	<p>Q4: The Student Satisfaction and Complaints Review Committee met in April and May 2019 and is scheduled to meet again in June 2019 to discuss information submitted to the College through Maxient. During its April 2019 meeting the committee developed an action project around improving communications with stakeholders filing complaints and during its May 2019 meeting the committee developed a plan for updating the College's Student Handbook for 2019-2020 academic year. The Committee will review progress on its action project, discuss changes to the Student Handbook and discuss training on the complaint system software during its regularly scheduled June 2019 quarterly meeting.</p>
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## Operational Plan for Student Success Committee

**Objective 1: *The Student Success Committee will implement yearly strategies to improve academic achievement and retention. (Board Goal #1 & 4/Strategic Plan Area: Academic and Service Excellence.***

### Strategies:

1. The SSC will hold monthly meetings throughout the academic year.
2. Using data from Maxient and other sources, by Oct. 30 they SSC will choose a yearly project(s) which they feel will positively affect the student experience at ICC to implement.
3. Committee will be responsible for planning, implementing, and assessing the program each year. Determination will be made as to viability of long-term projects.

### Measurement:

Measure 1:	Project will be determined by Oct. 30 so that planning may begin.
Measure 1 Results:	Q2: We are continuing to work the Pirate Pantry. No significant concerns have been seen in Maxient and it was determined to revisit needs after winter break. Q3: Student Ambassadors have taken over Pirate Pantry operations and it is based in the lower level of the Student Union Building. Q4: Student Ambassadors continue Pirate Pantry operations.
Measure 2:	Evaluation of final project will be done at the end of the academic year via survey of faculty, staff, and students.
Measure 2 Results:	Q2: Will be done in April/May Q3: Evaluation has not taken place yet. Q4: Project not completed during projected timeframe.
Measure 3:	Broad study of academic and retention data will be done to see if the program improved the baseline data for ICC students. Relevant CCSSE and Noel-Levitz data will be reviewed regarding retention and student needs on an on-going basis.
Measure 3 Results:	Q2: Data will be available in the spring Q3: No progress until spring. Q4: CCSSE results not available at this time.

**Objective 2: *Will report yearly activities via report to the president/board by June 30. (Board Goal #1 & 4 /Strategic Plan Area: Service Excellence***

### Strategies:

1. Minutes will be kept at each meeting along with list of participants.
2. Committees and subcommittees will report on activity as needed and it will be collected in monthly minutes.

### Measurement:

Measure 1:	Minutes, including attendees, will be taken at each meeting and approved at the following meeting. Secretary and Chair are responsible for collection of this data.
Measure 1 Results:	Q2: Meetings were held in August, September, and October. Turnout has been very poor. LaTonya Pinkard and Ann Dutton have agreed to co-chair and we are currently without a secretary but minutes are being kept collectively. November's meeting was cancelled due to weather and

	<p>rescheduled for Dec. 4<sup>th</sup>. Pirate pantry subcommittee continues to meet and is hoping to bring more members on board for operational needs of the pantry. We are serving on average 23 students per day that the pantry is open (it is open 3 days per week).</p> <p>Q3: Student Ambassadors have taken over Pirate Pantry operations and it is based in the lower level of the Student Union Building.</p> <p>Q4: Student Ambassadors continue Pirate Pantry operations.</p>
Measure 2:	End of the year report will be turned in to the college President by the end of the academic year.
Measure 2 Results:	<p>Q2: End of year report will be done in May.</p> <p>Q3: End of year report will be created in May.</p> <p>Q4: End of year report not completed in projected timeframe.</p>

## Operational Plan for Student Ambassadors

**Objective 1: *Set and maintain academic standards that are appropriate for student ambassadors. (Strategic Plan Area: Excellence).***

**Strategies:**

1. Officers must maintain a cumulative GPA of 2.5.
2. Grades will be monitored at 5, 8, 12 weeks.

**Measurement:**

Measure 1:	Code of Conduct will be updated with minimum GPA requirement of 2.5.
Measure 1 Results:	Q2: Code of Conduct has been updated for 2018-19. Q3: All ambassadors have signed updated Code of Conduct. Q4: Complete Q3.
Measure 2:	Final grade checks at conclusion of each semester.
Measure 2 Results:	Q2: Final grades have not been posted as of this report. Q3: Students' 5 week grades have been checked. Q4: Students' 8 week grades have been checked.

**Objective 2: *Provide opportunities for student athletes to grow as leaders (Board Goal #3 Improve the College's relationship with the community; Strategic Plan Area: Service Excellence)***

**Strategies:**

1. Plan and participate in an annual Community Service Project(s) that require 5 hours of all officers and participants.
2. Display leadership principals while representing ICC at events.

**Measurement:**

Measure 1:	Plan and participate in a community service project by April 30, 2019.
Measure 1 Results:	Q2: As of this report the Ambassadors have collected food for the Pirate Pantry and grocery shopped and stocked the pantry with the donations made to the pantry. Q3: The student ambassadors have moved the pantry to the Student Union. They reopened the Pantry on 2/15/2019 and have been fully running operations. They are keeping inventory, and making shopping trips, as well as operating the pantry hours. Q4: Student Ambassadors continue Pirate Pantry operations.
Measure 2:	Speaking and describing to the Cabinet the community service project that was completed.
Measure 2 Results:	Q2: Ambassadors are scheduled to speak to Cabinet in December. Q3: Lead ambassador, Brandy Harmon, spoke at the December 4 <sup>th</sup> Cabinet meeting to update everyone on moving the Pirate Pantry and the Egg My Yard fundraiser/service project coming up in spring. Brandy also updated everyone that she enrolled in the Leadership class. Q4: Students in the Leadership class regularly attend Cabinet meetings and provide updates on various initiatives.

## Operational Plan for Student Government

**Objective 1: *Set and maintain academic standards that are appropriate for student government officers. (Strategic Plan Area: Excellence).***

**Strategies:**

1. Officers must maintain a cumulative GPA of 3.0.
2. All members participating in Student Government will maintain a cumulative GPA of 2.5.

**Measurement:**

Measure 1:	Student Government bylaws will be updated with minimum GPA requirements.
Measure 1 Results:	Q2: Bylaws have been updated for 2018-19. Q3: Currently no minimum GPA has been established as this is currently a class offered by ICC. All students in class are passing. Q4: All students passed the class.
Measure 2:	Final grade checks at conclusion of each semester.
Measure 2 Results:	Q2: Final grades have not been posted as of this report. Q3: Mid-term grades have all students passing. Q4: All students passed the class.

**Objective 2: *Provide opportunities for student government officers and participants to grow as leaders (Board Goal #3 Improve the College's relationship with the community; Strategic Plan Area: Service Excellence)***

**Strategies:**

1. Plan and participate in an annual Community Service Project(s) that require 5 hours of all officers and participants.
2. Enroll and participate in spring leadership classes.

**Measurement:**

Measure 1:	Plan and participate in a community service project by April 30, 2019.
Measure 1 Results:	Q2: Project has not been selected at the time of the report. Q3: Project is the creation of a new Student Government by April 26. Student discussions about this are happening weekly. Q4: Students have been visible on campus with various activities.
Measure 2:	Speaking and describing to the Cabinet the community service project that was completed.
Measure 2 Results:	Q2: Project has not been completed as of this report. Q3: Students are attending weekly Cabinet meetings. Q4: Students have attended Board meetings and presented SGA to the Board.



## Operational Plan for Stunt

**Objective 1: *Set and maintain academic standards that are appropriate for student-athlete's needing to transfer and compete at the four year level. (Strategic Plan Area: Excellence).***

**Strategies:**

1. Require team study table hours and monitor use of tutoring services used.
2. All Stunt members will maintain a cumulative GPA of 2.5.

**Measurement:**

Measure 1:	Monitor 4, 8, 12 week grade checks.
Measure 1 Results:	Q2: 12 week grades have been monitored and study table hours adjusted to meet student needs. Final grades are not posted as of this report. Q3: Adjusted study table meeting time to create more opportunity for students to utilize study hall time. Q4: Adjusted individuals' study hall schedules to reflect their current grades in order to create a plan that best provides an opportunity to increase the athlete's GPA. Athletes have also been required to show coaches their Canvas grades weekly.
Measure 2:	All current stunt team members will maintain a cumulative GPA of 2.5.
Measure 2 Results:	Q2: Final grades have not been posted as of this report. Q3: Team GPA was 2.1 Q4: Final team GPA was 2.74

**Objective 2: *Provide opportunities for student athletes to acquire leadership skills and share them with the community. (Board Goal #3 Improve the College's relationship with the community; Strategic Plan Area: Service Excellence)***

**Strategies:**

1. Plan and participate in Community Service Projects that require 5 hours annually of each student athlete.
2. Display leadership principals while competing and attending community events while representing ICC.

**Measurement:**

Measure 1:	Provide free high school clinics, holiday parades and set up/serve at community banquets.
Measure 1 Results:	Q2: Stunt has been busy this fall with setting up and serving at Ducks Unlimited banquet, local community parades including Neewollah and has worked with local high school teams. Q3: Team has been in season traveling to Oklahoma for competition. Q4: Team has been involved with volunteering to help local high schools with their cheerleading tryouts, setting up and serving the St. Andrew's Fundraiser Banquet, and hosting a free cheer clinic for Love Independence Day that had over 30 participants.
Measure 2:	Speaking and describing to the Cabinet the community service project that was completed.
Measure 2 Results:	Q2: Stunt will be speaking to Cabinet in December. Q3: Students have been working with various groups around campus to help plan events to increase school pride.

	Q4: Students aided in campus activities such as Spring Fun Day. Athletes have also volunteered to be involved with the Student Government.
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## Operational Plan for Men's Basketball

**Objective 1:** *Set and maintain academic standards that are appropriate for student-athlete's needing to transfer and compete at the four year level. (Strategic Plan Area: Excellence).*

### Strategies:

1. Require team study table hours and monitor use of tutoring services used.
2. All Basketball team members will maintain a cumulative GPA of 2.5.

### Measurement:

Measure 1:	Monitor 4, 8, 12 weeks grade checks.
Measure 1 Results:	Q2: Grades have been monitored and study table hours adjusted to meet student needs. Final grades are not posted as of this report. Q3: We have players over 2.5 GPA. Everyone is required to do 4 hours a week of study table – players below 2.5 are required to do 6 hours a week. Q4: After coaching change, met with each student athlete about study hall needs based on grades. It became monitored requiring 5 days and at least one hour each day.
Measure 2:	All current men's basketball team members will maintain a cumulative GPA of 2.5.
Measure 2 Results:	Q2: Final grades have not been posted as of this report. Q3: Our overall GPA is 2.75 Q4: Final Team GPA is 2.01. With new coaching staff there will be stricter guidelines to make sure student athletes are achieving GPA of 2.5.

**Objective 2:** *Provide opportunities for student athletes to acquire leadership skills and share them with the community. (Board Goal #3 Improve the College's relationship with the community; Strategic Plan Area: Service Excellence)*

### Strategies:

1. Plan and participate in Community Service Projects that require 5 hours annually of each student athlete.
2. Display leadership principals while competing and attending community events while representing ICC.

### Measurement:

Measure 1:	Projects to be completed and finished by April 30, 2019.
Measure 1 Results:	Q2: Youth Basketball Clinic will be held in April on Love Independence Day. Q3: We are having a free basketball clinic during Love Independence Day. Also we continue having free individual lessons. Q4: Each team member averaged 5 hours of community service during this school year.
Measure 2:	Speaking and describing to the Cabinet the community service project that was completed.
Measure 2 Results:	Q2: As of this report service project has not started. Q3: We have moved items for local churches in the community. We read books at the elementary school and we help with local parades. Q4: New staff was hired and not available for Love Independence Day but will be having youth basketball clinics this summer.

## Operational Plan for Women's Basketball

**Objective 1:** *Set and maintain academic standards that are appropriate for student-athlete's needing to transfer and compete at the four year level. (Strategic Plan Area: Excellence).*

### Strategies:

1. Require team study table hours and monitor use of tutoring services used.
2. All women's basketball team members will maintain a cumulative GPA of 2.8.

### Measurement:

Measure 1:	Monitor 3, 6, 9, 12 weeks grade checks.
Measure 1 Results:	Q2: 12 week grades have been monitored and study table hours adjusted to meet student needs. Final grades are not posted as of this report. Q3: At the semester students met with cumulative GPA. Q4: Continue to require study tables based on individual academic needs.
Measure 2:	All current women's basketball team members will maintain a cumulative GPA of 2.8.
Measure 2 Results:	Q2: Final grades have not been posted as of this report. Q3: The team GPA in fall semester was 3.5. - all student athletes are still involved in study table for at least 2 hours per week. Q4: Fall GPA 3.55/Spring GPA 3.21 = Overall GPA 3.37

**Objective 2:** *Provide opportunities for student athletes to acquire leadership skills and share them with the community. (Board Goal #3 Improve the College's relationship with the community; Strategic Plan Area: Service Excellence).*

### Strategies:

1. Plan and participate in Community Service Projects that require 5 hours annually of each student athlete.
2. Display leadership principals while competing and attending community events while representing ICC.

### Measurement:

Measure 1:	Participate in Love Independence Day to be completed and finished by April 30, 2019.
Measure 1 Results:	Q2: Project has not started as of this report. Q3: The team is still involved in study tables. The majority are required for 2 hours per week while there are 2 or 3 student athletes who are required for 4 hours per week. Q4: Student athletes averaged 7.1 hours of community service during the year.
Measure 2:	Speaking and describing to the Cabinet the community service project that was completed.
Measure 2 Results:	Q2: As of this report service project has not started. Q3: Love Independence Day is in April. Speaking at the elementary schools is on-going throughout the year. Helping with community clean- up for Neewollah. Setting up and tear down for Methodist Church garage sale. Q4: Team participated in Love Independence Day by helping shoppers at Walmart load groceries into cars.

## Operational Plan for Football

**Objective 1:** *Set and maintain academic standards that are appropriate for student-athlete's needing to transfer and compete at the four year level.(Strategic Plan Area: Excellence).*

**Strategies:**

1. Require team study table hours and monitor use of tutoring services used.
2. All football team members will maintain a cumulative GPA of 2.5.

**Measurement:**

Measure 1:	Monitor 8, 10, 12 weeks grade checks.
Measure 1 Results:	Q2: 12 week grades have been monitored and study table hours adjusted to meet student needs. Final grades are not posted as of this report. Q3: Position coaches met with their individual players to discuss GPA and required study table needs. Q4: Adjusted individuals study hall schedule earlier in the day to increase student GPA. Mandatory study tables on weekends.
Measure 2:	All current football team members will maintain a cumulative GPA of 2.5.
Measure 2 Results:	Q2: Final grades have not been posted as of this report. Q3: Not available for this report. Q4: Fall GPA 2.39/Spring GPA 2.43.

**Objective 2:** *Provide opportunities for student athletes to acquire leadership skills and share them with the community. (Board Goal #3 Improve the College's relationship with the community; Strategic Plan Area: Service Excellence).*

**Strategies:**

1. Plan and participate in Community Service Projects that require 5 hours annually of each student athlete.
2. Display leadership principals while competing and attending community events while representing ICC.

**Measurement:**

Measure 1:	Projects to be completed and finished by April 30, 2019.
Measure 1 Results:	Q2: Youth Clinic will be held in April on Love Independence Day. Q3: Youth Clinic will be held in April. Q4: Football players helped load community member's cars with groceries, played Bingo with the elderly, and gardened at the Park on Independence Day. Football offered Free Youth Clinic in May with 40 participants. Football provided 372 community hours/4.1 hours per player.
Measure 2:	Speaking and describing to the Cabinet the community service project that was completed.
Measure 2 Results:	Q2: As of this report service project has not started. Q3: The football players have moved multiple community members' homes throughout the semester. Q4: Football Coaches described their community service projects with Cabinet in May.

## Operational Plan for Women's Softball

**Objective 1: *Set and maintain academic standards that are appropriate for student-athlete's needing to transfer and compete at the four year level. (Strategic Plan Area: Excellence).***

**Strategies:**

1. Require team study table hours and monitor use of tutoring services used.
2. All Softball team members will maintain a cumulative GPA of 3.0.

**Measurement:**

Measure 1:	Monitor 3, 6, 9, 12 weeks grade checks
Measure 1 Results:	Q2: 12 week grades have been monitored and study table hours adjusted to meet student needs. Final grades are not posted as of this report. Q3: 76% of Softball athletes made 3.0 or better during the first semester. However, with a 3.0 GPA, we continue to check grades every 3 weeks. Q4: Continued study table during the playing season to catch up on assignments due to missed classes because of games.
Measure 2:	All current women's softball team members will maintain a cumulative GPA of 3.0.
Measure 2 Results:	Q2: Final grades have not been posted as of this report. Q3: Student athletes who fall short of the 3.0 GPA are required to attend extra study hall until their GPA is up to a satisfactory level. Q4: Fall GPA 3.19/Spring GPA 3.24.

**Objective 2: *Provide opportunities for student athletes to acquire leadership skills and share them with the community. (Board Goal #3 Improve the College's relationship with the community; Strategic Plan Area: Service Excellence).***

**Strategies:**

1. Plan and participate in Community Service Projects that require 5 hours annually of each student athlete.
2. Display leadership principals while competing and attending community events while representing ICC.

**Measurement:**

Measure 1:	Participate in Buddy Ball to be completed and finished by October 1, 2019.
Measure 1 Results:	Q2: Buddy ball was a community partnership between City Rec, ICC and Special needs population this fall. The softball team met for 5 weeks on Monday evenings from 6-8 to teach softball skills to adults and youth with special needs. Q3: This is a great team building experience. As a community service for Softball this also allows the Buddy Ball participants an opportunity to enjoy the social aspect as well as athletic fun. Q4: Softball provided 756 community service hours as a team which is 6 hours per student athlete.
Measure 2:	Speaking and describing to the Cabinet the community service project that was completed.
Measure 2 Results:	Q2: Softball is going to speak to the Cabinet in December. Q3: Meriah Richardson and Coach Allen spoke to Cabinet in November describing their project. Q4: Complete Q3.

## Operational Plan for Women's Volleyball

**Objective 1: *Set and maintain academic standards that are appropriate for student-athlete's needing to transfer and compete at the four year level. (Strategic Plan Area: Excellence).***

### Strategies:

1. Require team study table hours and monitor use of tutoring services used.
2. All Volleyball team members will maintain a cumulative GPA of 2.75.

### Measurement:

Measure 1:	Monitor 3, 6, 9, 12 week grade checks.
Measure 1 Results:	Q2: 12 week grades have been monitored and study table hours adjusted to meet student needs. Final grades are not posted as of this report. Q3: Due to a coaching change, final grades will be evaluated within two weeks. Q4: After receiving 12 weeks grade check, workouts were ceased and two hours/4 days a week were required of all players to raise grades.
Measure 2:	All current women's volleyball team members will maintain a cumulative GPA of 2.75.
Measure 2 Results:	Q2: Final grades have not been posted as of this report. Q3: Due to a coaching change, final grades will be evaluated within two weeks. Q4: Fall GPA 3.15/ Spring GPA 3.04.

**Objective 2: *Provide opportunities for student athletes to acquire leadership skills and share them with the community. (Board Goal #3 Improve the College's relationship with the community; Strategic Plan Area: Service Excellence).***

### Strategies:

1. Plan and participate in Community Service Projects that require 5 hours annually of each student athlete.
2. Display leadership principals while competing and attending community events while representing ICC.

### Measurement:

Measure 1:	Participate in Youth USVBA to be completed and finished by October 1, 2019.
Measure 1 Results:	Q2: Youth USVBA is a community partnership between ICC and volleyball youth in our community. The volleyball team will host tryouts and coach teams in practices and weekend tournaments throughout the state of Kansas beginning in January through April of 2019. Q3: Do to a coaching change, free youth volleyball clinics will be offered rather than USVBA tryouts. Q4: Offered free youth clinic on Love Independence Day. After the coaching change, the volleyball players provided 67 hours of community service in the spring which was 11 hours per student athlete.
Measure 2:	Speaking and describing to the Cabinet the community service project that was completed.
Measure 2 Results:	Q2: As of this report the project has not started. Q3: Love Independence Day free youth clinics in April and summer camps.

	Q4: Volleyball coach presented to Cabinet their community service projects for spring.
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## Operational Plan for PTK

**Objective 1: Set and then maintain high academic standards that are appropriate for an Honors organization such as PTK. (Strategic Plan Area: Academic Excellence).**

### Strategies:

1. Review existing chapter by-laws to determine if academic standards exist and are in compliance with International PTK requirements.
2. Review current member lists and ensure that everyone is meeting or exceeding GPA requirements.
3. Closely review new member invite list to ensure that new invites meet the 3.5 GPA requirement and the 12 non-developmental earned credit requirement.

### Measurement:

Measure 1:	Chapter by-laws will be reviewed and updated if necessary by October 1.
Measure 1 Results:	Q2: Chapter by-laws were reviewed. No updates deemed necessary. Q3: No further updates. Q4: No further updates.
Measure 2:	All invited members will have at least a 3.5 GPA.
Measure 2 Results:	Q2: IR provided invite list, ensuring that all newly invited members had a 3.5 or higher. Q3: Spring qualifiers were identified and invited to join. Q4: 12 new members have joined (all of them meeting the GPA requirements).
Measure 3:	All current members will have at least a 3.1 GPA. If anyone is below this measure they are allowed one semester to get their GPA back up. If they fail to improve their GPA to a 3.1 they will be removed from our membership list.
Measure 3 Results:	Q2: Advisors reviewed membership rosters and notified all students who had recently fallen below a 3.1 that they had one semester to improve. Advisors removed two students from the membership list due to GPAs being below 3.1 in excess of one year. Q3: Spring membership lists were reviewed for compliance. Q4: Measure completed. No further updates.

**Objective 2: Provide opportunities for PTK members to grow as leaders. (Board Goal #3 Improve the College's relationship with the community; Strategic Plan Area: Service Excellence).**

### Strategies:

1. Each year PTK members will complete a College Project (a project focused on supporting the college in some way)
2. Each year PTK members will complete an Honors in Action Project (a project intended to apply learning and practice real-world problem-solving by developing an in-depth, action-oriented project related to research of an Honors Study topic).

### Measurement:

Measure 1:	Topics for both projects will be decided upon by October 1.
Measure 1 Results:	Q2: The topic of College Clean Up was selected for the College Project. The Honors in Action topic will be Poverty and Class Disparities.

	<p>Q3: We are working with new members to get an early start on these projects for next year, possibly with the College Clean Up theme again.</p> <p>Q4: Topics were discussed at spring meetings. New members were provided with the Honors in Action informational packet and plan to come prepared to finalize a new topic choice when they return in the fall.</p>
Measure 2:	Any necessary research for these projects will be complete by November 1.
Measure 2 Results:	<p>Q2: Research of issues and costs for solutions was completed for the College Project. Research for the Honors in Action Project was started, but has not yet been completed.</p> <p>Q3: Research for the HiA Project was completed and the project submitted in early January.</p> <p>Q4: The 2018 projects are complete and submitted. Research for the 2019 projects will begin in the Fall after topics are selected.</p>
Measure 3:	Any action or events planned as part of the project will occur by December 1.
Measure 3 Results:	<p>Q2: A trash clean-up day was planned and completed in the first week of November for the College Project. A food drive is being planned for the Honors in Action Project, but will not occur until December.</p> <p>Q3: No further events occurred on these projects.</p> <p>Q4: No further events occurred on these projects.</p>
Measure 4:	Projects will be completed and all required documents will be finalized by January 1.
Measure 4 Results:	<p>Q2: The College Project is on track to be completed by this date. The Honors in Action Project will likely not be finished until mid-January. That project is not actually due to the PTK Regional office until January 15<sup>th</sup>.</p> <p>Q3: Final projects were all submitted on time.</p> <p>Q4: Measure completed.</p>

# Dining Services Performance Dashboard

## May 2019

Data from On-Site Customer Kiosk (Pages 1-3)

### Report



View Mode

All

Survey

All

Question

How was your food today?

Date

05/01/2019 - 05/31/2019



Total Ratings

84

Numeric Rating Counts

84

Custom Input Counts

0

Average Score

76.37%

Number Rating Scale  
1-100

Positive Ratings

65

Negative Ratings

19

Happiest Time

05:00PM

Unhappiest Time

05:00PM

Happiest Day

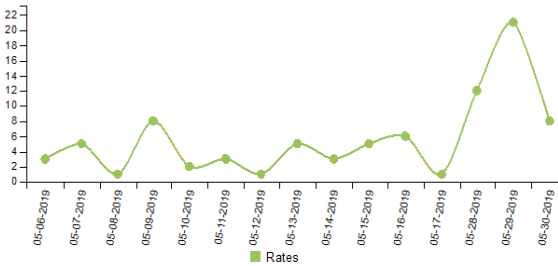
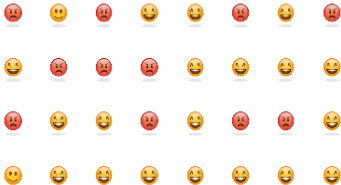
05/29/19

Unhappiest Day

05/28/19

### Overview

Recent Feedback



### Overall Feedback

Percentage

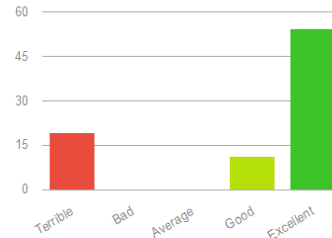


Responses

- Terrible
- Bad
- Average
- Good
- Excellent

Feedback

- 23%
- 0%
- 0%
- 13%
- 64%



# Dining Services Performance Dashboard

## May 2019

6/5/2019

SurveyStance

### Summary Feedback

23%

19



0%

0



13%

11

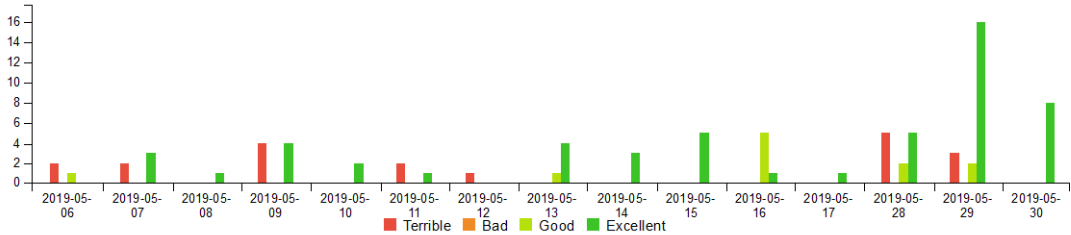


64%

54



### Feedback Trends



# Dining Services Performance Dashboard

## May 2019

### Recent 10 comments received

#	Date & Time	Survey	Rate	Comment
1	05-28-2019 17:46:38	Dining hall simple survey	3	I like that it is a buffet
2	05-28-2019 17:35:59	Dining hall simple survey	4	I really liked the service 10/10 Odoyle rules
3	05-09-2019 7:19:59	Dining hall simple survey	1	Y'all gotta do better man
4	05-06-2019 17:31:55	Dining hall simple survey	3	Thanks
5	04-30-2019 8:9:59	Dining hall simple survey	1	We need more black people food
6	04-30-2019 7:58:54	Dining hall simple survey	1	.only one line open for breakfast. 15 minute wait just to get cheese eggs. 2 stars
7	04-30-2019 7:58:21	Dining hall simple survey	1	Shit
8	04-27-2019 10:3:12	Dining hall simple survey	4	Softball team loves you
9	04-24-2019 18:31:25	Dining hall simple survey	1	Y'all got to fix this shit, the food shouldn't be like this
10	04-24-2019 18:30:3	Dining hall simple survey	1	Can y'all do better with the food, hash browns hard as rock , and only got 1 line open feeding 200 people

# Dining Services Performance Dashboard

## May 2019

**Maxient Tickets Submitted:**

None

**Secret Shopper Reports:**

None, Dining Hall closed for most of May.

**Surveys Administered:**

2019 Spring Graduate Survey (Dining-related comments only)

<b>What would you change about ICC to make it a better experience for future students?</b>
<b>15 out of 47 mentioned Food Service/Cafeteria for a better experience</b>
The food! Need better tasting food
The caf, the food sucks
Cafeteria; the food was okay sometimes, but mostly it was not very good.
The cafeteria has gotten better this last semester and the staff has always been friendly, but I think there should be different options for meal plans.
The caf! The food is not edible, food goes right through me, no exaggeration. 20 minutes after I eat, it's comin out.
The caf - they serve the same nasty food day after day.
the caf food is terrible
the food sucks!
The caf, they serve the same nasty food all the time. They need to make the food better and have different foods, not the same stuff week after week.
I think the quality of the food in the cafeteria should be improved
The caf because the food sucks, they serve the same food over and over, they'll reuse food from the day before and try to disguise it.
I think the dorms and cafeteria have improved some since I started here.
Cafeteria food and staff
The caf food is terrible
the food in the cafeteria needs to be better, we pay a lot of money and the quality and options aren't very good

# Dining Services Performance Dashboard

## May 2019

Cafeteria Usage Data  
(Supplied by Great Western Dining)

### Great Western Dining - Monthly Data

#### Meal Data

Customer Count	Customer Name	Potential Meals	Actual Meals	Participation %
196	ICC students	4427	2828	63.9%
0		0	0	0.0%
0		0	0	0.0%
0		0	0	0.0%
<b>Totals</b>		<b>4427</b>	<b>2828</b>	<b>63.9%</b>
<b>May week 1</b>				

Customer Count	Customer Name	Potential Meals	Actual Meals	Participation %
196	ICC students	3724	2024	54.4%
0		0	0	0.0%
0		0	0	0.0%
0		0	0	0.0%
<b>Totals</b>		<b>3724</b>	<b>2024</b>	<b>54.4%</b>
<b>May week 2</b>				

Customer Count	Customer Name	Potential Meals	Actual Meals	Participation %
0	closed - no meals	0	0	0.0%
0		0	0	0.0%
				0.0%
				0.0%
<b>Totals</b>		<b>0</b>	<b>0</b>	<b>0.0%</b>
<b>May week 3</b>				

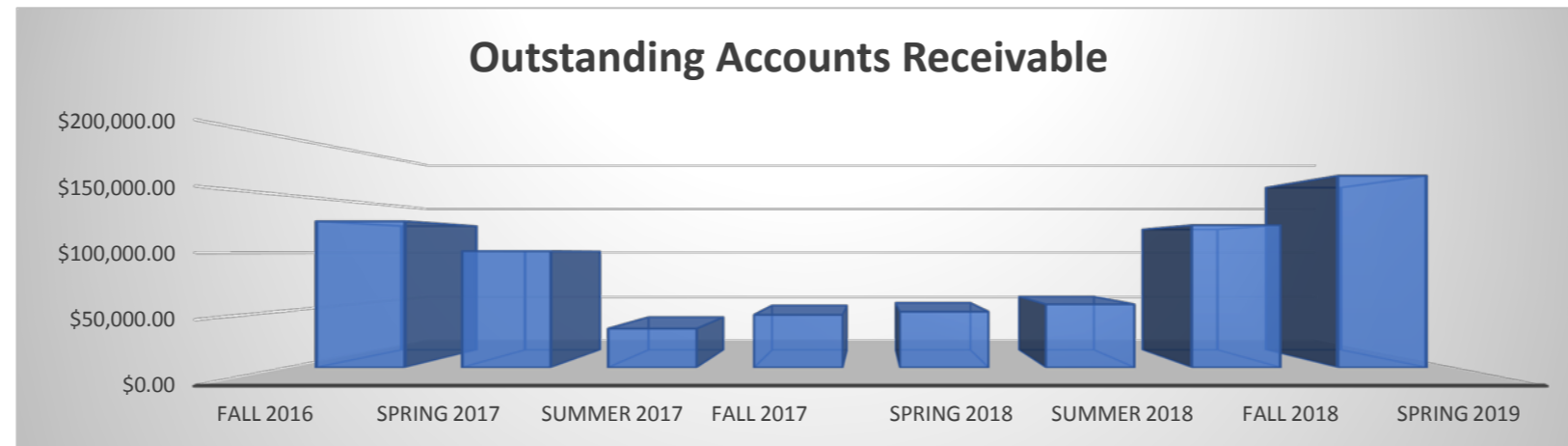
Customer Count	Customer Name	Potential Meals	Actual Meals	Participation %
45	Upward Bound Camp	180	180	100.0%
5	ICC summer school	20	20	100.0%
0				0.0%
0				0.0%
<b>Totals</b>		<b>200</b>	<b>200</b>	<b>100.0%</b>
<b>May week 4</b>				

#### Special Services

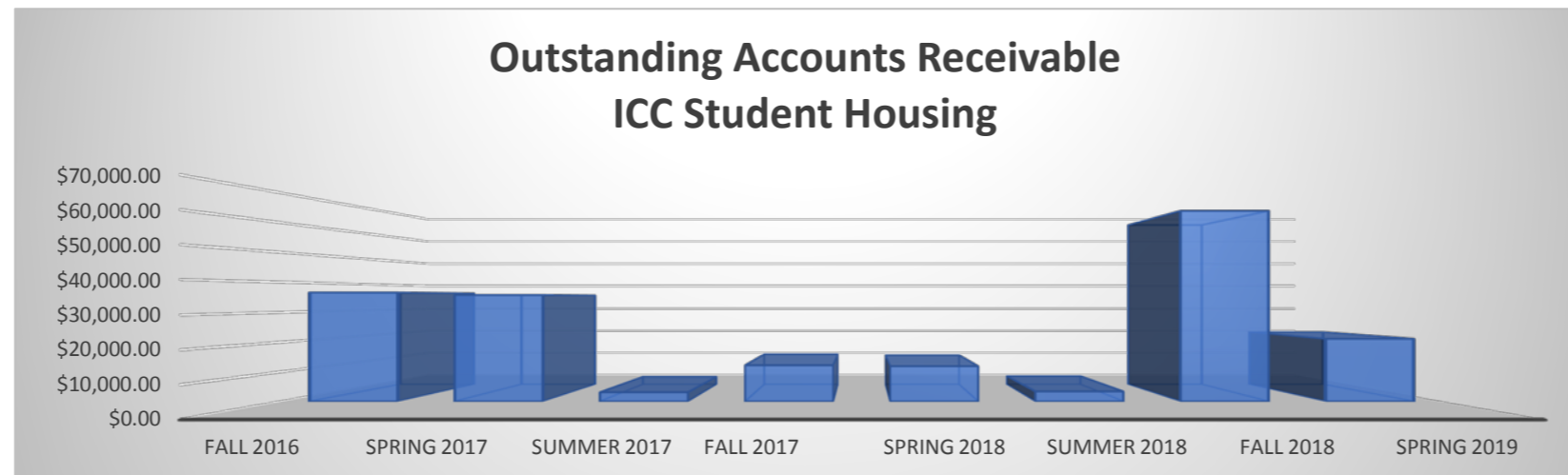
May 8th	Board meeting refreshments
May 9th	Gideons catering dinner
May 28th	Upward Bound summer camp

## Fiscal Operations Dashboard As of 5/31/2019

Outstanding Accounts Receivable (ICC)									
	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Total AR Aging
Outstanding Accounts Receivable	\$127,356.85	\$101,310.53	\$34,198.54	\$46,304.01	\$49,006.70	\$55,481.57	\$123,902.78	\$166,930.79	\$704,491.77
% Of Uncollected Accounts Receivable	9.52%	8.36%	12.16%	4.05%	4.58%	13.98%	7.95%	15.14%	9.47%



Outstanding Accounts Receivable (ICC Student Housing)									
*Based on Move Out Date	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Total
Outstanding Accounts Receivable	\$36,499.56	\$35,658.64	\$3,123.79	\$12,204.33	\$11,892.43	\$3,405.00	\$63,958.31	\$21,132.01	\$187,874.07
% Of Uncollected Accounts Receivable									



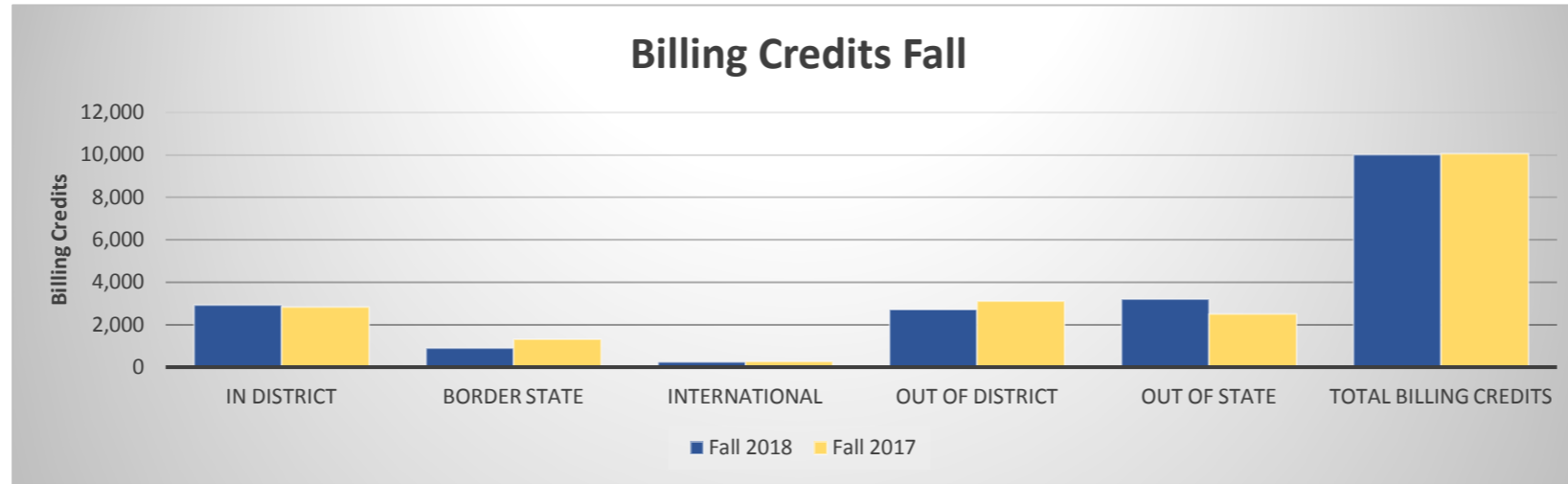
Billing Credits Fall							
TERM	IN DISTRICT	BORDER STATE	INTERNATIONAL	OUT OF DISTRICT	OUT OF STATE	TOTAL BILLING CREDITS	
Fall 2018	2936	900	245	2717	3205	10003	
Fall 2017	2843	1328	274	3112	2496	10053	
<b>Term Credit Hour Increase (Decrease)</b>	<b>93</b>	<b>-428</b>	<b>-29</b>	<b>-395</b>	<b>709</b>	<b>-50</b>	

Change in Tuition/Fees Increase (Loss)



# Fiscal Operations Dashboard

						Total Change in Revenue:	Total Change in Cash:
Tuition	5022	-28676	-4379	-23700	47503	-4230	-846
Fees	4185	-19260	-1305	-17775	31905	-2250	-2250
Innovation	2790	-12840	-870	-11850	21270	-1500	-1500
<b>Total Revenue Increase (Loss)</b>	<b>\$11,997.00</b>	<b>-\$60,776.00</b>	<b>-\$6,554.00</b>	<b>-\$53,325.00</b>	<b>\$100,678.00</b>	<b>(\$7,980.00)</b>	<b>(\$4,596.00)</b>

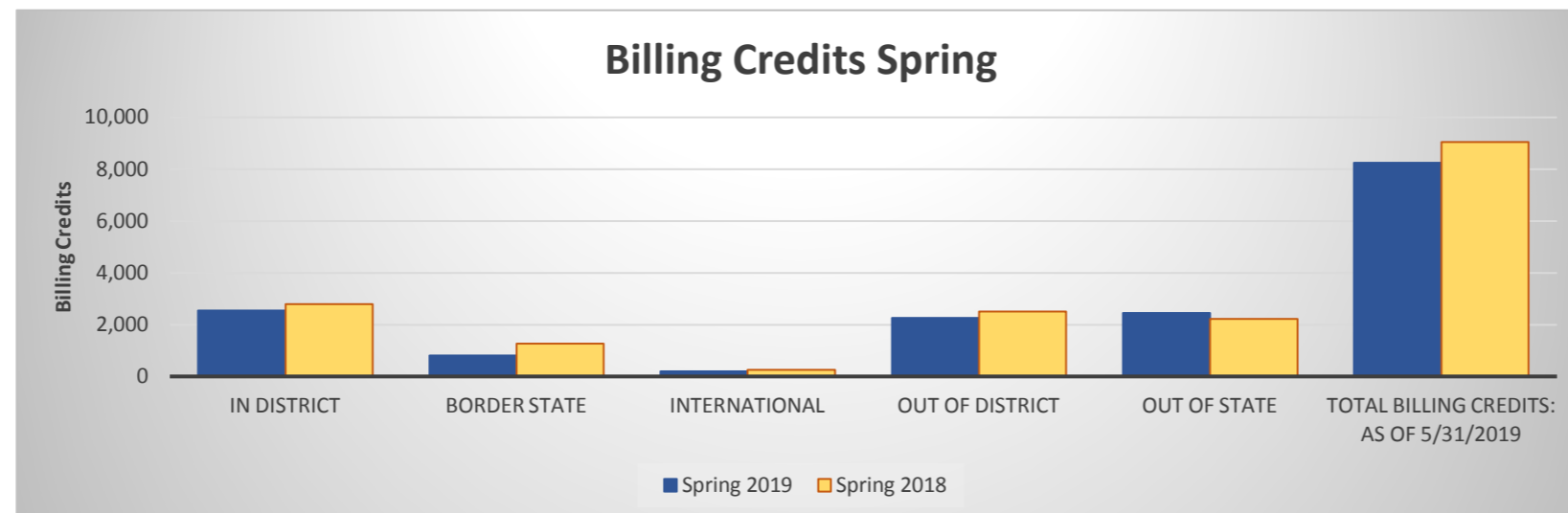


### Billing Credits Spring

TERM	IN DISTRICT	BORDER STATE	INTERNATIONAL	OUT OF DISTRICT	OUT OF STATE	TOTAL BILLING CREDITS: As of 5/31/2019	TOTAL BILLING CREDITS	TOTAL %:
Spring 2019	2535.5	804	208	2261.5	2447	8256	8256	
Spring 2018	2793	1265	251	2515	2223	9047	9047	
<b>Term Credit Hour Increase (Decrease)</b>	<b>-257.5</b>	<b>-461</b>	<b>-43</b>	<b>-253.5</b>	<b>224</b>	<b>-791</b>	<b>-791</b>	<b>91.26%</b>

### Change in Tuition/Fees Increase (Loss)

						Total Change in Revenue:	Total Change in Cash:
Tuition	-13905	-30887	-6493	-15210	15008	-42714	-8542.8
Fees	-11587.5	-20745	-1935	-11407.5	10080	-35595	-35595
Innovation	-7725	-13830	-1290	-7605	6720	-23730	-23730
<b>Total Revenue Increase (Loss)</b>	<b>-\$33,217.50</b>	<b>-\$65,462.00</b>	<b>-\$9,718.00</b>	<b>-\$34,222.50</b>	<b>\$31,808.00</b>	<b>(\$102,039.00)</b>	<b>(\$67,867.80)</b>



## Fiscal Operations Dashboard

Dorm Occupancy									
	Maximum Occupancy Rate:	Cost Per Term	Fall 2017 Occupancy Count	Fall 2017 Occupancy %	Fall 2018 Occupancy Count	Fall 2018 Occupancy %	Vacant Rooms	ICC Vacancy Loss	
Captains Quarters	184	\$1,225.00	147	80%	150	81.52%	34	-\$41,650.00	
Bricks	36		31	86%	30	83.33%	6	-\$7,350.00	
<i>Single</i>	20	\$1,600.00							
<i>Double</i>	16	\$1,225.00							
Villas	142	\$1,975.00	127	89%	134	93.66%	8		
<b>Total Revenue Increase (Loss)</b>									<b>(\$49,000.00)</b>

\*\* Students who moved out prior to the last day to add/drop classes are not included. (August 23rd, Total of 13 in CQ, Total of 11 in Villas )  
 \*\* Students who move out prior to the add/drop period are only charged for approximately 1 month of rent

Dorm Occupancy									
	Maximum Occupancy Rate:	Cost Per Term	Spring 2018 Occupancy Count	Spring 2018 Occupancy %	Spring 2019 Occupancy Count	Spring 2019 Occupancy %	Vacant Rooms	ICC Vacancy Loss	
Captains Quarters	184	\$1,225.00	125	68%	110	59.78%	74	-\$90,650.00	
Bricks	36		27	75%	30	83.33%	6	-\$7,350.00	
<i>Single</i>	20	\$1,600.00							
<i>Double</i>	16	\$1,225.00							
Villas	142	\$1,975.00	108	76%	99	69.72%	43		
<b>Total Revenue Increase (Loss)</b>									<b>(\$98,000.00)</b>

Budget Revenues and Expenses						
	Budget 2018-19	YTD 2018-19	% 2018-19	Budget 2017-18	YTD 2017-18	% 2017-18
All Funds:						
Revenues	\$14,495,786.00	\$11,952,402.99	82.45%	\$14,056,475.00	\$11,636,189.75	82.78%
Expenses	\$14,547,159.00	\$12,346,554.72	84.87%	\$15,793,639.48	\$12,863,028.34	81.44%
<i>Total Collected Revenue</i>		\$11,661,569.42	80.45%		\$11,506,680.50	81.86%
<b>Total Revenues-Expenses</b>		<b>(394,151.73)</b>			<b>(1,226,838.59)</b>	

## Fiscal Operations Dashboard

### Bank Balance History and Projections

Month Ending:	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
July		\$4,007,749.27	\$3,109,049.79	\$3,264,249.59	\$2,169,347.76	\$1,798,977.41	\$1,379,345.83	\$2,062,267.92
August	\$4,370,043.24	\$4,336,901.70	\$3,298,975.69	\$3,570,755.52	\$2,539,764.98	\$2,077,651.24	\$1,789,773.46	\$2,323,375.49
September		\$4,305,222.10	\$2,981,240.11	\$2,720,982.59	\$2,034,268.53	\$1,631,999.58	\$1,902,904.61	\$2,743,935.04
October	\$3,443,754.36	\$3,700,509.09	\$2,684,044.00	\$2,871,092.20	\$1,847,334.08	\$1,540,087.74	\$1,273,528.42	\$2,054,322.45
November	\$2,961,441.44	\$2,827,471.65	\$1,708,938.76	\$1,781,777.10	\$1,170,986.78	\$725,128.83	\$741,398.46	\$1,426,235.09
<b>December</b>	<b>\$2,603,988.47</b>	<b>\$2,077,918.09</b>	<b>\$1,065,640.45</b>	<b>\$1,228,499.88</b>	<b>\$464,118.98</b>	<b>\$427,248.70</b>	<b>\$249,509.06</b>	<b>\$896,363.34</b>
January	\$5,418,318.15	\$4,803,890.47	\$4,942,552.24	\$4,509,806.68	\$3,372,271.47	\$3,795,447.17	\$3,744,085.19	\$4,471,909.24
February	\$5,742,865.94	\$4,174,313.64	\$4,065,244.00	\$4,049,897.75	\$2,992,077.26	\$2,902,791.50	\$3,540,843.21	\$3,313,440.70
March	\$4,993,435.47	\$4,461,812.69	\$4,191,996.06	\$4,392,125.97	\$2,974,737.13	\$2,950,859.73	\$3,146,741.80	\$3,709,402.85
April	\$3,803,539.07	\$3,339,848.88	\$3,104,682.45	\$2,454,468.16	\$1,924,390.88	\$1,629,814.15	\$1,997,060.57	\$2,711,665.80
May	\$3,231,319.70	\$2,647,322.32	\$2,332,462.04	\$1,632,458.88	\$1,148,683.94	\$762,759.72	\$1,020,666.02	\$1,718,672.88
June	\$4,646,504.12	\$3,746,154.25	\$3,684,880.46	\$2,836,519.95	\$2,658,950.86	\$2,044,874.96	\$2,772,228.71	\$3,485,750.07
							*Projected	*Projected

### Fiscal Operations Opportunities

Achievable	Expenses	Total Revenue	Total Cash	Progress 5/31/2019
	Already budgeted; not exceeding last year expenditures			
Increase Spring 19 Mid-Semester Enrollment by 135-180 credit hours		\$19,170-\$25,560	\$10,125-\$13,500	\$16,641.00
Increase Housing Occupancy by 15-20 students		\$9180-12240		\$10,430.00
<b>Totals:</b>		<b>\$28,350.00</b>	<b>\$10,125.00</b>	<b>\$27,071.00</b>

### 2018-19 Budget year Cost Increases & Budget Reductions Summary

	Budgeted	Actual YTD (Estimated)	%
<b>Cost Increases</b>			
Total Budget Increases	\$432,032.00	\$238,506.22	55.21%
Total Budget Increases (Athletics)	\$99,809.00	\$47,107.68	47.20%
<b>Total Budget Increases</b>	<b>\$531,841.00</b>	<b>\$285,613.90</b>	<b>53.70%</b>
<b>Budget Reductions</b>			
Total Budget Reductions	-\$1,255,896.00	-\$1,159,694.50	92.34%
Total Budget Reductions (Athletics)	-\$123,262.00	-\$109,144.92	88.55%
<b>Total Budget Reductions</b>	<b>-\$1,379,158.00</b>	<b>-\$1,268,839.42</b>	<b>92.00%</b>

# Personnel Report June 2019

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## **Employment/New Hires:**

Jonathon Sadhoo

Role: Chief Financial Officer

Date of Hire: 05/28/2019

Hiring Rate of Pay: \$5,833/month (\$70,000 annually)

Lori Boots

Role: Human Resources Director

Date of Hire: 06/10/2019

Hiring Rate of Pay: \$5,417 (\$65,000 annually)

Desmond Keefe

Role: Culinary Arts Instructor

Date of Hire: 08/12/2019

Hiring Rate of Pay: \$4,192/month (\$50,300 annually)

Benny Beurskens

Role: Maintenance Specialist

Date of Hire: 06/10/2019

Hiring Rate of Pay: \$14.50/hour (\$30,160 annually)

Jesse Ornelas

Role: Assistant Football Running Back Coach

Date of Hire: 05/20/2019

Hiring Rate of Pay: \$1,667/month (\$20,000 annually)

Lawann Latson

Role: Assistant Football Wide Receivers Coach

Date of Hire: 07/01/2019

Hiring Rate of Pay: \$1,429/month (\$10,000 annually)

## **Separations:**

Kara Wheeler

Role: Vice President of Academic Affairs

Dates of Hire: 05/01/2015 – 05/30/2019

Ending Rate of Pay: \$6,250/monthly (\$75,000 annually)

Rebekah Peitz

Role: Assistant Director of Enrollment and Retention Management

Dates of Hire: 09/01/2014 – 05/31/2019

Ending Rate of Pay: \$3,333/monthly (\$40,000 annually)

Camilo Peralta

Role: Associate Professor of English

Dates of Hire: 07/01/2017 – 05/31/2019

Ending Rate of Pay: \$3,925/monthly (\$47,100 annually)

Kamri Anderson

Role: Assistant Women's Basketball Coach

Dates of Hire: 11/02/2015 – 05/31/2019

Ending Rate of Pay: \$2,500/monthly (\$30,000 annually)

**Employment Searches:**

- Director of Business Services
- Director of CTE and ICC NOW
- ICC NOW and Perkins Coordinator
- Upward Bound Program Specialist
- Assistant Athletic Trainer
- Assistant Women's Basketball Coach
- Music Instructor
- Math Instructor
- Theatre Arts Instructor

<b>Total Full Time Employees</b>	<b>107</b>
Full Time Staff Positions	55
Grant Funded TRIO Programs	7
Full Time Faculty Positions	28
Full Time Coaching Positions	17

**Grants Report, June 1, 2019**

<b>Ref. No.</b>	<b>Grant Name</b>	<b>Description</b>	<b>Potential Funding</b>	<b>Comments</b>
<b>Activity Since Last Report</b>				
<b>1</b>	Kansas Heritage Trust Fund	Further repairs for Inge House, apply through Inge Foundation	\$22,368, no ICC match	Notification May 4, declined.
<b>Prospective Proposals</b>				
<b>2</b>	National Science Foundation Advanced Technical Education	For engineering curriculum to align better with Fab Lab.	\$200,000.00	Fab Lab staff requests to submit a proposal in October 2019, when new fully functioning fab lab will make proposal more competitive
<b>3</b>	Small Business Innovation Research and Small Business Technology Transfer	Partnerships with private businesses	Up to \$150,000, with 30 percent indirect costs for ICC	Requires qualified business partner. Fab Lab scouting for possible partners.
<b>4</b>	SBA Accelerator Grants	Fab lab improvements	\$50,000.00	To meet with Fab Lab staff next week for discussion
<b>Submitted Proposals, Under Current Review</b>				
<b>5</b>	Mid America Arts Alliance Artistic Innovation Grant	For production that can be part of 2020 Inge Festival	\$15,000, 1:1 match	Phase II submitted Jan. 27; notification expected June 24, 2019
<b>6</b>	National Endowment for the Arts, Art Works	Playwright guest artists for 2020	\$15,000.00	Notification due July 24, 2019
Total Under current Review				
<b>Totals</b>			<b>\$52,368.00</b>	

**Totals, FY 2018-2019 Awards Granted**

	<b>Grant Name</b>	<b>Description</b>	<b>Funding</b>	<b>Comments</b>
<b>1</b>	Kansas Creative Arts Industries Commission Arts Integration Grant	Program for severely emotional disturbed youth, partnered with Four County Mental Health	\$10,910.00	In partnership with Four County Mental Health
<b>2</b>	Kansas Creative Arts Industries Commission Arts Guest Artist Grant	Guest artist conducts program for Penn Terrace residents	\$2,040.00	To be conducted possibly in the summer.
<b>3</b>	Kansas Creative Arts Industries Commission Equipment Grant	Acoustic sound shells	\$5,000.00	Total cost of sound shells \$10,660
<b>4</b>	Independence Community College Foundation	Acoustic sound shells	\$5,000.00	Total cost of sound shells \$10,660
<b>5</b>	Kansas Historical Society	Tax Credits for Inge House repairs	\$7,448.00	To Inge Foundation
<b>Total</b>			<b>\$30,398.00</b>	

# Memo

To: Independence Community College Board of Trustees

From: Jonathan D. Sadhoo, M.Ed.  
Chief Financial Officer

Date: June 13, 2019

Re: Recommendation for the Acquisition of Payroll Processing Services

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## **1. Purchase Item Agreements (<\$10K)**

### **1.1. Purchase of Services**

Recommendation for the purchase of payroll processing and tax reconciliation services from the following supplier:

**Yerkes & Michels, CPA, LLC (Independence, KS) - \$5,950**

Services include monthly payroll processing, KPERS report creation, KDOR reconciliation, quarterly reporting and year end reporting, including W-2 preparation. Purchase expense is on an annualized basis.



Independence Community College  
 Payroll Quote  
 as of  
 5/29/19

<b><u>Payroll for Kansas</u></b>	<u>Rate</u>	<u>Quantity/ Year</u>	<u>Annual Rate</u>
Initial System Setup	\$ 1,000.00	1	1,000.00
Monthly Payroll Processing (includes handling Payroll Taxes)	\$ 300.00	12	3,600.00
Quarterly Reporting	\$ 300.00	3	900.00
Year End Reporting (includes W-2's)	\$ 450.00	1	<u>450.00</u>
<b><u>Total Annual Payroll Processing Quote</u></b>			<u>\$ 5,950.00</u>

*Note: Initial setup fees apply to first year of service only. Rates are subject to annual adjustments, and do not include additional time spent for consultation, work comp audits, tax services, additional setup for employee turnover, or any other service not specifically listed above.*

# Paychex Flex Fee Schedule

Independence Community College  
1057 W College Ave  
Independence, KS 67301

Proposal date: 6/3/2019  
Expires On:  
Quote Number: Q-253792  
Employees: 120

Jill Burdine  
Selling Sales District Sales Manager - MMS  
jhaugh@paychex.com  
(402) 770-7404

Jonathan Sadhoo  
jsadhoo@indycc.edu  
6203325412

## Notations:

- \* Totals displayed do not include sales tax where applicable.
- \* Prices are subject to change with advance notice; promotions are excluded from change.
- \* Additional training content for Paychex Learning Product offering is purchased through the e-commerce tool site by authorized users.

## Flex Pro Package Includes:

Payroll Processing | Employee Handbook Builder | Flex Onboarding Essentials | Check Signing or Readychex | Skylight Paycards | Check Insertion | Check Logo | Employee Access Online | New Hire Reporting | 401(k) Report/File | General Ledger Report | Online Reports | Reports On-Demand | Paychex Employee Screening Essentials - 15 | Paychex Flex Mobile App | On-site Checks | HR Library | Labor Posters | 24/7 Live Support | Dedicated Service Rep | Garnishment Payment Service | SUI Service | Data Exports | General Ledger Reporting Service | Workers Comp Report/Payment Service | FinFit

Pay Per Period Charges	Payroll Frequency	Units	Rate/Unit	Total	Discount %	Net Total
Paychex Payroll	Monthly	120	\$3.650	\$438.00	25.00	\$328.50
Base Fee	Monthly	1	\$144.000	\$144.00	25.00	\$108.00
FLEX Onboarding Essentials	Monthly	120	\$0.000	\$0.00		\$0.00
Direct Deposit	Monthly	1	\$7.000	\$7.00	25.00	\$5.25
Taxpay	Monthly	1	\$7.000	\$7.00	25.00	\$5.25
Payroll Delivery	Monthly	1	\$11.500	\$11.50		\$11.50
<b>TOTAL:</b>						<b>\$458.50</b>

<b>Monthly Charges</b>	<b>Units</b>	<b>Rate/Unit</b>	<b>Total</b>	<b>Discount %</b>	<b>Net Total</b>
Employee Handbook	120	\$0.000	\$0.00		\$0.00
<b>TOTAL:</b>					\$0.00

<b>Annual Charges</b>	<b>Units</b>	<b>Rate/Unit</b>	<b>Total</b>	<b>Discount %</b>	<b>Net Total</b>
YE Processing- Forms W2/1099 - Per User	120	\$6.750	\$810.00		\$810.00
YE Processing- Forms W2/1099 - Base	1	\$75.000	\$75.00		\$75.00
W2 Delivery	1	\$20.000	\$20.00		\$20.00
Quarter/Year End Report Delivery	4	\$12.000	\$48.00		\$48.00
<b>TOTAL:</b>					\$953.00

<b>One-Time Charges</b>	<b>Units</b>	<b>Rate/Unit</b>	<b>Total</b>	<b>Discount %</b>	<b>Net Total</b>
Flex Implementation Fees	1	\$1,500.000	\$1,500.00		\$1,500.00
<b>TOTAL:</b>					\$1,500.00

Please initial to indicate your understanding and agreement with this proposal: \_\_\_\_\_

**COOK CPA, LLC**  
**1445 N Rock Rd, Suite 140**  
**Wichita, KS 67206**  
PHONE (316)313-2220  
peter@cookcpaglobal.com

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## Payroll Services Pricing Proposal

Independence Community College  
Attn: Jonathan Sadhoo  
Chief Financial Officer

June 1, 2019

Dear Jonathan:

This is to follow up on our email exchange of May 31 and to confirm our understanding of what you need and what we are providing in terms of an outsourced payroll service provider to process monthly payroll. We will be processing payroll for around 120 employees and will also handle all associated tax matters. You will tabulate all employee hours and supply those numbers to us on a monthly basis in a timely manner for payroll processing.

Specifically, our services would include:

- Generate net pay amounts and pay stubs;
- Send individual pay stubs to each employee via email;
- Process employee pay amounts for direct deposit;
- Schedule all Federal and state tax payments;
- Handle monthly pension remittance requirements;
- Prepare and file all quarterly and annual payroll returns;
- Generate employee Forms W-2 at the end of the year;
- Respond to specific employee questions about ongoing payroll.

All employee and tax payments would be through your bank account and the tax forms would be under your name and EIN. Based on the above information, we would charge monthly fees of \$800/month with an additional one month fee for the onboarding process and handling any issues with that.

If this is satisfactory and you want to use our firm, we will be available at your convenience to discuss the next step. This quote is good for 45 days.

Sincerely,



Peter Cook

## Sales Order

Quote Number  
02-2019-861620.1

### Company Information




Independence Community College  
None  
Independence, KS 67301  
United States

### Executive Contact


Jonathan Sadhoo  
CFO  
[jsadhoo@indycc.edu](mailto:jsadhoo@indycc.edu)  
(620) 332-5412


## Processing Fees and Considerations

Number of Employees: 120 on Independence Community College

 <b>Per Processing</b>	Count	Min	Base	Rate	Monthly
Employment and Income Verification					
• Employment Verification					
 <b>Monthly Processing</b>	Count	Min	Base	Rate	Monthly
Workforce Now Payroll Solutions	120	-	-	\$3.60	\$432.00
• Essential Plus Payroll					
Additional Jurisdiction (if applicable)	2+			\$8.95/month	
 <b>Annual Processing</b>	Count	Min	Base	Rate	
Year End Forms, W2s or 1099s	120	-	-	\$4.00	

 <b>Total Annual Investment</b>	Total Annual
Workforce Now Services	<u>\$5,664.00</u>

 <b>Other Considerations</b>	
Implementation	

 <b>Total Other Considerations</b>	Total Setup
Implementation and Setup	\$1,500.00
Implementation Discount Value	(\$1,500.00)
Estimated Total Net Implementation	<u>\$0.00</u>

Company Information

Independence Community College  
None  
Independence, KS 67301  
United States

Executive Contact

Jonathan Sadhoo  
CFO  
[jsadhoo@indycc.edu](mailto:jsadhoo@indycc.edu)  
(620) 332-5412

Important Project and Billing Information

Product

Billing for Payroll Processing Services, HCM and any module bundled into the single per employee per processing fee for payroll, is billed immediately following the client's first payroll processing. The billing count is based on the number of pays submitted during each processing period, therefore total billing may fluctuate.

Promotion

Promotion will be applied to months 8-11 from each product / controls start date (also referred to as the Promotional Period). Actual promotional value may vary based on: start date, actual number of processings & employees paid during the promotional months.

Other

Start Date: Payroll:7/11/2019

ADP's Fees for Service will be debited directly out of client's bank account of their choosing seven (7) days from invoice date.

Expiration Date: 7/14/2019

Summary

Estimated Annual Net Investment:	\$5,664.00	Total Net Implementation:	\$0.00
Estimated Annual Net Investment during promotional period:	\$3,936.00		

The ADP Services Listed on this Sales Order are provided at the prices set forth herein and in accordance with the ADP Master Services Agreement (or other similar agreement governing ADP's services), which shall include any appendix, exhibit, addendum, schedule or other similar document attached thereto or accompanying this Sales Order. By signing below you are acknowledging and agreeing to such terms and conditions and to the listed prices.

ADP, LLC

Client: Independence Community College

Signature: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

# Memo

To: Independence Community College Board of Trustees

From: Jonathan D. Sadhoo, M.Ed.  
Chief Financial Officer

Date: June 13, 2019

Re: Recommendation for the Renewal of Insurance Brokerage Service

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## **1. Purchase Item Agreements (>\$10K)**

### **1.1. Purchase of Services**

Recommendation for the renewal of insurance brokerage, consulting and coverage services from the following supplier:

**IMA Financial Group, Inc. (Wichita, KS) - \$109,163**

Services include consulting for the development of a comprehensive risk management plan and risk mitigation approach through the appropriation of adequate insurance and reinsurance products on behalf of Independence Community College. The purchase amount includes the expense of all negotiated premiums for FY' 19-20.



## PREMIUM SUMMARY

ITEMS	2018-2019 ANNUAL PREMIUM	2019-2020 ANNUAL PREMIUM
Property (including EDP) including SL Tax & Fees	\$ 19,435	\$ 24,020 Est
Crime	\$ 441	\$ 441
General Liability/Professional/Abuse/Employee Benefits Liability/Law Enforcement Professional	\$ 6,781	\$ 7,148
Educators Legal Liability	\$ 8,121	\$ 8,785
Automobile	\$ 23,153	\$ 23,875
Workers' Compensation	\$ 31,112	\$ 32,329
Cyber Liability including SL Tax & Fees	\$ 4,876	\$ 3,784
Excess Liability	\$ 2,719	\$ 2,781
Risk Placement Fee	\$ 6,000	\$ 6,000
<b>TOTAL</b>	<b>\$ 102,368</b>	<b>\$ 109,163</b>

Note: These premiums may be subject to additional state taxes, surcharges or assessments, surplus lines taxes, and/or fees other than those shown above.

### OTHER EXPIRATIONS

- 11/15– AD&D for Vet Techs Students

### PAYMENT PLAN:

- Property, Inland Marine, Cyber Liability – Agency Bill, Pay in Full
- GL, Educator’s Liability, Law Enforcement Liability and Excess Liability – Agency Bill, 20% down, 8 equal installments
- KMIT Worker’s Compensation – Agency Bill – Pay in Full

Minimum Earned Premium:	Where a Minimum Earned Premium is indicated, if insurance is cancelled at your request or the audit is a return premium, the minimum earned premium will be retained by the carrier.
Minimum and Deposit (M&D) Premium:	Where an M&D premium is indicated, it applies for the full policy term. If the audit premium is less than the M&D premium, the M&D premium will apply, with no return premium payable to you. In the event of cancellation, the earned premium will be the greater of the earned portion of the M&D premium or the audit premium, subject to any Minimum Earned requirements. Definitions for M&D may vary from this generic definition – refer to your policy for specific terms.