

BOARD OF TRUSTEES REGULAR MEETING
 CLC 104 (West Classroom of Cessna Learning Center) 6:00 p.m.
 March 8, 2018

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 February 8, 2018 meeting minutes Action Section 1

II. INSTITUTIONAL OPERATIONS

- A. Overview of Inge Festival – Eric Rutherford Report Section 2
- B. PTK Luncheon Overview – Mike Wood Report Section 3
- C. Comprehensive Review of Health, Physical Education, Recreation Program Action Section 4
 Kara Wheeler and Brett Gilcrist will present and answer questions
- D. Comprehensive Review of Associate of Arts in Social Sciences Program Action Section 5
 Kara Wheeler and Brett Gilcrist will present and answer questions
- E. Allow Payables Action Section 6
- F. President’s Update – Dan Barwick Report Section 7
 - Progress on HLC Requirements
 - Operational Plan Update

III. CONSENT AGENDA Action

- A. Financial Report (acknowledge receipt)
- B. Personnel Report (acknowledge receipt) Section 8
- C. Grant Progress Report Section 9
- D. Collections/Administrative Fee Section 10
- E. D & A Electrical/Payment for Fire Safety Updates Section 11

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)*.

Resolution of Non-renewal Possible Action Section 12

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 REGULAR MEETING
CLC 104 (West Classroom of Cessna Learning Center) 6:00 p.m.
February 8, 2018

MINUTES

Members Present

Val DeFever
Mike Wood
Jana Shaver
Terry Clark
Norman Chambers

Others Present

Daniel Barwick, President
Wendy Isle, Chief Financial Officer
Kara Wheeler, Vice-President of Academic Services
Keli Tuschman, Human Resources Director
Beverly Harris, Executive Assistant/Board Clerk
Jessica Morgan-Tate, Compliance Officer/Title IX
Brad Henderson, Marketing/Communications Director
Eric Montgomery, IT Director
Taylor Crawshaw, Associate Dean of Academic Support Services
Ben Seel, Political Science Instructor
John Eubanks, Business/Accounting Instructor
Melissa Ashford, Computer Technology Instructor
Laura Allison, Financial Aid Director

Guests

Taina Copeland, Reporter
Jueno Morgan-Tate, Community Member

I. ROUTINE

- A. Call to Order – Val DeFever called the meeting to order at 6:00 p.m.
- B. Approval of Agenda – Mike Wood moved to approve the 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 public comment on items pertaining to the agenda.
- D. Pledge of Allegiance – Wendy Isle led the group in recitation of the Pledge of Allegiance.
- E. Mission Statement – Jana Shaver read the College Mission Statement.
- F. Vision Statement – Terry Clark read the College Vision Statement.
- G. Approval of January 11, 2018 meeting minutes – Terry Clark moved to approve the minutes of the January 11, 2018 meeting. Norman Chambers seconded the motion and the motion carried 5-0.

II. INSTITUTIONAL OPERATIONS

- A. Overview of Maxient – Jessica Morgan-Tate provided a detailed overview of Maxient and answered questions.
- B. Recap of Dancing With the Indy Stars – The recap was not given.
- C. Scholarship Report – Laura Allison provided highlights of the scholarship report which was included in the Board Agenda packets.
- D. Allow Payables – Mike Wood moved to allow payables. Terry Clark seconded the motion and the motion carried 5-0.
- E. President's Update – Dr. Barwick
 - Progress on HLC Requirements – An overview of the steps taken and progress made toward addressing the Higher Learning Commission requirements was provided. Dr. Barwick shared that weekly Cabinet discussions of individual accreditation findings continue with employees from campus areas related to correction of the findings in attendance and actively participating in discussion and resolution. It was noted that 28 Programs

are completing the annual review, and 13 Programs are completing accumulative program reviews; those Program reviews will be included in the March Board Agenda packets. Dr. Barwick recognized Kara Wheeler for the work she has accomplished in this area while also adjusting for accreditation requirement changes since moving from the AQIP to the Standard Pathway.

- Update on President's Advisory Council – Dr. Barwick reminded the Board that the Advisory Council was created in an effort to improve communication between the College and the community and shared that the group has been a great resource; he also noted the new High School Principle, Jason McAfee, had recently joined the group. During the last meeting, the Council expressed dismay at the bad press that resulted from the recent faculty actions. The Higher Learning Commission requirements and progress made toward addressing them was discussed in detail. The group also praised the success of ICC's football team. Dr. Barwick shared that the Vet Tech Task Force held its first meeting, discussed accreditation issues and progress made toward addressing those issues, long-term growth, and the new Vet Tech Director position. The group will meet again in approximately two months when the Vet Tech Director search culminates. Dr. Barwick clarified the new Director position was recommended by the accreditation body and is the addition of a third person who is non-faculty and will be responsible for curriculum development and requisite paperwork.

- A. CONSENT AGENDA – Jana Shaver moved to approve the Consent Agenda which included receipt of the Financial, Personnel, and Grant Progress Reports. The Personnel Report included employment of Jordan Remza in the position of Assistant Football Coach at an annualized salary of \$12,000 plus College support toward employee participation in ICC's group health insurance plan, and Matt Smith in the position of Assistant Football Coach at an annualized salary of \$17,000 plus College support toward employee participation in ICC's group health insurance plan. Also included in the Personnel Report was the separation of Jesse Ornelas from the Assistant Football Coach position. Included in the Consent Agenda was: approval of the routine process of writing off student account balances less than \$5, or less than \$25 and over 3 years old, (the total write-off amount proposed was \$2,206.63); the contract with Inceptia for outsourcing verification of Title IV Federal Student Aid records for an estimated cost of \$8,500; lease agreements with Quality Toyota for two 2018 Toyota Camrys in the monthly amount of \$543.35 for 36 months; and, payment in the amount of \$25,000 to Kokopelli Theatre Company for the Inge Festival Play Lab and a full performance of one of the honoree's plays. Mike Wood seconded the motion and the motion carried 5-0.

III. EXECUTIVE SESSION – Attorney/Client Privilege Executive Session was not necessary.

IV. EXECUTIVE SESSION – Employer-Employee Negotiations.

Norman Chambers moved that the Board recess for an executive session for the purpose of discussing upcoming negotiations, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session would resume at 7:25 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were: Dr. Barwick, Keli Tuschman, and Kara Wheeler. Terry Clark seconded the motion and the motion carried 5-0. The Board entered Executive Session at 6:55 p.m. The Board returned to Open Session in CLC 104 at 7:25 p.m. Norman Chambers moved that the Board recess for an executive session for the purpose of discussing upcoming negotiations, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3) for an additional ten minutes. Open Session would resume at 7:35 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were: Dr. Barwick, Keli Tuschman, and Kara Wheeler. Terry Clark seconded the motion and the motion carried 5-0. The Board entered Executive Session at 7:25 p.m. The Board returned to Open Session in CLC 104 at 7:35 p.m.

V. EXECUTIVE SESSION – Non-elected Personnel.

Terry Clark 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 8:00 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick, Keli Tuschman, Kara Wheeler, and Heather Mydosh. Norman Chambers seconded the motion and the motion carried 5-0. The Board entered Executive Session at 7:35 p.m. The Board returned to Open Session at 8:00 p.m.

IV. EXECUTIVE SESSION – Employer-Employee Negotiations.

Norman Chambers moved that the Board recess for an executive session for continued discussion of upcoming negotiations, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session would resume at 8:30 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were: Dr. Barwick, Keli Tuschman, and Kara Wheeler. Terry Clark 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 in CLC 104 at 8:30 p.m. Norman Chambers moved that the Board recess for an executive session for the purpose of discussing upcoming negotiations, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3) for an additional thirty minutes. Open Session would resume at 9:00 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were: Dr. Barwick, Keli Tuschman, and Kara Wheeler. 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 in CLC 104 at 9:00 p.m.

- VI. ADJOURN – Terry Clark moved that the meeting adjourn. Norman Chambers seconded the motion and the motion carried 5-0. The meeting adjourned at 9:00 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 handicap 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.

Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
President

Date: March 8, 2018

Re: Inge Festival Overview

Eric Rutherford will provide an overview of the Inge Festival.

Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
President

Date: March 8, 2018

Re: PTK Luncheon Overview

Mike Wood will provide an overview of the annual Phi Theta Kappa (PTK) Honors Luncheon.

Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
President

Date: March 8, 2018

Re: Comprehensive Review of the Health, Physical Education, Recreation Program

Comprehensive reviews cover a three-year time span; Annual reviews cover one year. The Comprehensive Review of the Health, Physical Education, Recreation Program is one Program of approximately 42 undergoing a Comprehensive or Annual review this year for subsequent Board of Trustees approval. Kara Wheeler, Vice-President for Academic Affairs, will provide an overview and Brett Gilcrist, Social Sciences Division Chair, will be available to answer questions.

1.0: Program Data and Resource Repository

1.1: Program Summary

Provide narrative regarding your program (including information for any options or tracks), its nature, unique characteristics, goals, etc. Please limit to one page. It is appropriate to include the catalog description.

Narrative:

The HPR program is an interdisciplinary study of core courses from Health, Physical Education, and Recreation. It has primarily served as a transfer-oriented program. Unfortunately, whoever developed the program did not consider transferability of courses or provide (or assign someone to provide) direct oversight of the program to ensure articulation agreements were developed and assessment consistently occurred.

1.2: Quantitative and Qualitative Data

All programs are provided with the most recent three years of data by the Office of Institutional Research (IR) as well as three-year budget data provided by the Business Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

The data sets provided by the Office of Institutional Research include the following elements for the most recent three (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
- Number of Graduates Working in Related Field
- Expenditures and Revenues

Additional data may also be available for reporting by the Office of Institutional Research, as applicable. Requests for additional data must be made through the Data Request link on the website.

Narrative:

The data provided by IR will be discussed later in this program review. Data provided by the Business Office will not be addressed given no budget line existed for HPR prior to 16-17. Course data from Wellness Concepts has also been attached since that was the only HPR course for which data was entered over the program review period.

Evidence:

- [Sections HPR AY16 Enrollment](#)
- [Sections HPR AY17 Enrollment](#)
- [Number of HPR Majors](#)
- [HPR AY2016-17 BUDGET](#)
- [Wellness Concepts SPRING 2017](#)
- [Wellness Concepts SPRING 2016](#)
- [Wellness Concepts FALL 2016](#)
- [Wellness Concepts FALL 2015](#)
- [Tk20 Results and Analysis - Wellness Concepts SPRING 2017](#)
- [Tk20 Results and Analysis - Wellness Concepts SPRING 2016](#)
- [Tk20 Results and Analysis - Wellness Concepts FALL 2016](#)
- [Tk20 Results and Analysis - Wellness Concepts FALL 2015](#)

ACADEMIC_YEAR	ACADEMIC_TERM	ACADEMIC_SESSION	EVENT_ID	SECTION	EVENT_MED_NAME
2015	SUMMER	FULL	04HPR1401	6268	WELLNESS
2015	FALL	FULL	04HPR1003	2456	DRUGS/SPORTS
2015	FALL	FULL	04HPR1023	2450	INTRO/PE
2015	FALL	FULL	04HPR1033	2449	RULES&OFFICIATI
2015	FALL	FULL	04HPR1043	2459	INTRO/SPORTS
2015	FALL	FULL	04HPR1401	2429	WELLNESS
2015	FALL	FULL	04HPR1401	6521	WELLNESS
2015	FALL	FULL	04HPR1411	2451	TAI CHI/BEGIN
2016	SPRING	FULL	04HPR1013	2572	FUND/COACHING
2016	SPRING	FULL	04HPR1401	6768	WELLNESS

CREDITS	ADDS	PERSON_CODE_ID	Completed
1	5	B. Gilcris	5
3	17	D. Smith	17
3	22	D. Smith	22
3	25	S. Day	25
3	21	D. Smith	21
1	22	B. Schultz	22
1	0	B. Gilcris	
1	13	B. Carson	13
3	28	D. Smith	28
1	0	B. Gilcris	

ACADEMIC_YEAR	ACADEMIC_TERM	ACADEMIC_SESSION	EVENT_ID	SECTION	EVENT_MED_NAME
2016	SUMMER	FULL	04HPR1401	6254	WELLNESS
2016	FALL	FULL	04HPR1003	2457	DRUGS/SPORTS
2016	FALL	FULL	04HPR1033	2459	RULES&OFFICIATI
2016	FALL	FULL	04HPR1043	2460	INTRO/SPORTS
2016	FALL	SECOND	04HPR1401	6505	WELLNESS
2016	FALL	SECOND	04HPR1411	0001	TAI CHI/BEGIN
2017	SPRING	FIRST	04HPR1401	ON01	WELLNESS
2017	SPRING	SECOND	04HPR1023	0001	INTRO/PE
2017	SPRING	SECOND	04HPR1033	0001	RULES&OFFICIATI
2017	SPRING	SECOND	04HPR1401	0002	WELLNESS

CREDITS	ADDS	PERSON_CODE_ID	Completed
1	21	B. Gilcrist	20
3	20	D. Smith	20
3	37	K. Donerson	37
3	22	D. Smith	21
1	17	B. Gilcrist	16
1	12	B. Carson	12
1	21	B. Gilcrist	21
3	14	T. Floyd	14
3	16	K. Donerson	16
1	20	K. Donerson	20

Semester	# of Majors (HPR)	# of Graduates (HPR)
Fall 2014	11	0
Spring 2015	9	1
Fall 2015	8	0
Spring 2016	7	0
Fall 2016	6	0
Spring 2017	3	0
Fall 2017	0	0

INDEPENDENCE COMMUNITY COLLEGE
 Health & Wellness
 For the Twelve Months Ending Friday, June 30, 2017

		<u>Published Budget</u>	<u>Operating Budget</u>	<u>Expense</u>	<u>Encumbered</u>
Fund 11					
<u>Expenses</u>					
Salary:					
11-1141-522-000	Faculty Salaries: Adjunct			28,508.32	
	Total		Salary	28,508.32	
Fringe Benefits:					
11-1141-591-000	FICA (Social Security, Medicare)			2,063.45	
11-1141-594-000	Insurance Premiums			3,036.66	
	Total		Fringe Benefits	5,100.11	
	Total			33,608.43	

Remaining

(28,508.32)

(28,508.32)

(2,063.45)

(3,036.66)

(5,100.11)

(33,608.43)

Wellness Concepts (HPR 1401) – Spring 2017
Outcomes, Measures, and Assessment Data

Outcome 1: Explain foundational concepts and terminology appropriate to wellness.

Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #1, 4, 6, 8, and 9.

Overall: 17 of 17 (100%) students correctly answered 75% of questions 1, 4, 6, 8, and 9 on the course post-test.

Outcome 2: Analyze healthy decisions and how they contribute to maintaining a healthy lifestyle.

Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #2, 3, 5, 7, and 10.

Overall: 14 of 17 (82%) students correctly answered 75% of questions 2, 3, 5, 7, and 10 on the course post-test.

One hundred percent of students will write SMART goals related to their future health and wellness and score a 70% or higher on the activity.

Overall: 16 of 18 (89%) completed the SMART goals activity at a 70% or higher.

Outcome 3: Describe the nutritive value of selected foods and how they relate to physical and mental health.

Seventy percent of students will score a 70% or higher on their calorie count assignment.

Overall: 15 of 15 (100%) scored a 70% or higher on their calorie count assignment.

Seventy percent of students will score a 70% or higher on their diet research assignment (#4).

Overall: 16 of 16 (100%) scored a 70% or higher on the diet research assignment.

Outcome 4: Examine one's own personal wellness.

One hundred percent of students will complete the UND Wellness Assessment and write a 2-page reflection paper examining the results at a 70% or higher.

Overall: 17 of 17 (100%) completed a Wellness Assessment and reflection at a 70% or higher.

Seventy percent of students will score a 70% or higher on their Healthy Future final paper.

Overall: 14 of 16 (87.5%) scored a 70% or higher on their final paper.

Wellness Concepts (HPR 1401) – Spring 2016
Outcomes, Measures, and Assessment Data

Outcome 1: Explain foundational concepts and terminology appropriate to wellness.

Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #1, 4, 6, 8, and 9.

Overall: 12 of 13 (92%) students correctly answered 75% of questions 1, 4, 6, 8, and 9 on the course post-test.

Outcome 2: Analyze healthy decisions and how they contribute to maintaining a healthy lifestyle.

Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #2, 3, 5, 7, and 10.

Overall: 9 of 13 (69%) students correctly answered 75% of questions 2, 3, 5, 7, and 10 on the course post-test.

One hundred percent of students will write SMART goals related to their future health and wellness and score a 70% or higher on the activity.

Overall: 11 of 13 (85%) completed the SMART goals activity at a 70% or higher.

Outcome 3: Describe the nutritive value of selected foods and how they relate to physical and mental health.

Seventy percent of students will score a 70% or higher on their calorie count assignment.

Overall: 12 of 13 (92%) scored a 70% or higher on their calorie count assignment.

Seventy percent of students will score a 70% or higher on their diet research assignment (#4).

Overall: 12 of 13 (92%) scored a 70% or higher on the diet research assignment.

Outcome 4: Examine one's own personal wellness.

One hundred percent of students will complete the UND Wellness Assessment and write a 2-page reflection paper examining the results at a 70% or higher.

Overall: 13 of 13 (100%) completed a Wellness Assessment and reflection at a 70% or higher.

Seventy percent of students will score a 70% or higher on their Healthy Future final paper.

Overall: 12 of 13 (92%) scored a 70% or higher on their final paper.

Wellness Concepts (HPR 1401) – Fall 2016
Outcomes, Measures, and Assessment Data

Outcome 1: Explain foundational concepts and terminology appropriate to wellness.

Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #1, 4, 6, 8, and 9.

Overall: 4 of 6 (67%) students correctly answered 75% of questions 1, 4, 6, 8, and 9 on the course post-test.

Outcome 2: Analyze healthy decisions and how they contribute to maintaining a healthy lifestyle.

Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #2, 3, 5, 7, and 10.

Overall: 3 of 6 (50%) students correctly answered 75% of questions 2, 3, 5, 7, and 10 on the course post-test.

Seventy percent of students will write SMART goals related to their future health and wellness and score a 70% or higher on the activity.

Overall: 8 of 10 (80%) completed the SMART goals activity at a 70% or higher.

Outcome 3: Describe the nutritive value of selected foods and how they relate to physical and mental health.

Seventy percent of students will score a 70% or higher on their calorie count assignment.

Overall: 12 of 13 (92%) scored a 70% or higher on their calorie count assignment.

Seventy percent of students will score a 70% or higher on their diet research assignment (#3).

Overall: 8 of 9 (9%) scored a 70% or higher on the diet research assignment.

Outcome 4: Examine one's own personal wellness.

Seventy percent of students will complete the UND Wellness Assessment and write a 2-page reflection paper examining the results at a 70% or higher.

Overall: 12 of 12 (100%) completed a Wellness Assessment and reflection at a 70% or higher.

Seventy percent of students will score a 70% or higher on their Healthy Future final paper.

Overall: 7 of 7 (100%) scored a 70% or higher on their final paper.

Wellness Concepts (HPR 1401) – Fall 2015
Outcomes, Measures, and Assessment Data

Outcome 1: Explain foundational concepts and terminology appropriate to wellness.

Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #1, 4, 6, 8, and 9.

Overall: At least seventy percent of students (out of 12) correctly answered questions 1, 4, 6, and 8. Only 4 of 12 (33%) correctly answered question 9.

Outcome 2: Analyze healthy decisions and how they contribute to maintaining a healthy lifestyle.

Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #2, 3, 5, 7, and 10.

Overall: At least seventy percent of students (out of 12) correctly answered questions 2, 3, 5, and 10. Only 7 of 12 (58%) correctly answered question 7.

One hundred percent of students will write SMART goals related to their future health and wellness and score a 70% or higher on the activity.

Overall: 14 of 14 (100%) completed the SMART goals activity at a 70% or higher.

Outcome 3: Describe the nutritive value of selected foods and how they relate to physical and mental health.

Seventy percent of students will score a 70% or higher on their calorie count assignment.

Overall: 14 of 14 (100%) scored a 70% or higher on their calorie count assignment.

Seventy percent of students will score a 70% or higher on their diet research assignment (#4).

Overall: 9 of 14 (64%) scored a 70% or higher on the diet research assignment.

Outcome 4: Examine one's own personal wellness.

One hundred percent of students will complete the UND Wellness Assessment and write a 2-page reflection paper examining the results at a 70% or higher.

Overall: 14 of 14 (100%) completed a Wellness Assessment and reflection for a 70% or higher; 14 of 14 (100%) completed the activity.

Seventy percent of students will score a 70% or higher on their Healthy Future final paper.

Overall: 11 of 12 (92%) scored a 70% or higher on their final paper.

Tk20 Results and Analysis – Wellness Concepts (Spring 2017)

Findings

I taught one section of Wellness Concepts this spring. Not only was it one of the largest sections I have ever had, but it was also one of the most successful. Based on past failures, this Spring we decided to run the course the first eight weeks of the semester to see if that would not only help us avoid students forgetting about the class altogether, but also to see if it would help attract a different kind of student (mid-semester courses are commonly sought by those that need the GPA boost for eligibility purposes).

Historically, I have found that many students approach this course as an after-thought, not only because it is an online class that often slips their mind, but also because it is only worth 1 credit. Although the discussion boards were still the most overlooked and under-engaged activity within the course, homework was consistently completed on time, at a quality level, and with a much stricter attention to detail than I have often seen in past semesters.

Analysis

Strengths:

This class did a really good job understanding the key terms and concepts that they would need to comprehend in order to be successful in the course. Consistently this class averaged in the high-B, low-A range on all their major assessment tasks.

Weaknesses:

I found the students to be completely disinterested in the discussion forums yet again this semester. Even though there were 17 students actively involved in the week-by-week activities of the course, there were usually only 10-12 that completed the weekly discussion boards based on the requirements of those tasks.

Recommendations

The major changes made this spring were crucial, I believe, to the success of this particular class. I thought moving it to the first eight weeks of the term definitely made it easier to engage most students right off the bat and hold their attention for the remainder of the term. I thought the inclusion of the lecture videos throughout each module paid some small dividends; although I do not know how frequently they were actually watched, I do know that some students utilized them and felt they were helpful based on course feedback surveys. Lastly, this semester I increased the number of times I contacted the students, either via discussion boards or course announcements, from three times per week to five times per week. Again, I do not know how much this helped exactly, but I believe there was a positive correlation. That being said, my hope is to continue to emphasize these three things moving forward.

Action Plan

Outside of carrying out the three recommendations above, I will review each of the discussion boards to see if a change of content is necessary or if I need to review the grading of those posts to provide a higher point quality that hopefully increases incentive for participation.

Tk20 Results and Analysis – Wellness Concepts (Spring 2016)

Findings

I taught one section of Wellness Concepts this spring. It was the largest enrollment I've had in Wellness since we first created the online section, but only 13 of the 20 students actually completed the course. That being said, of the 13 who completed the course every single one passed the class (10 of 13 had a C or higher).

I have found that many students approach this course as an after-thought, not only because it is an online class that often slips their mind, but also because it is only worth 1 credit. Although the Fall section of the course did not fit this mold, I definitely felt like this spring the students were putting this class on the backburner until the last possible second. Just looking at the discussion boards, I could not believe how many students scored Ds or lower on an activity that is graded based solely on participation.

Analysis

Strengths:

This class did a really good job understanding the key terms and concepts that they would need to comprehend in order to be successful in the course. This is especially true of the dimensions of Wellness and the students' ability to articulate how those dimensions are manifested in their own lives.

Weaknesses:

It is difficult for me to identify it as a weakness given the course discipline, but I definitely found students to struggle with MLA formatting and the appropriate citations of resources. I also found the students to be completely disinterested in the discussion forums.

Recommendations

Coming off positive summer and fall experiences, I thought I continued to do a much better job of communicating with students on a regular basis both through email and CANVAS announcements. I provided weekly reminders which students said they really appreciated. I also used the discussion forums as an opportunity to extend student learning beyond the textbook to current news and research articles. If I can continue to do these things, I think the only other necessity is to encourage students to utilize the NetTutor program the college is purchasing as a means of reviewing their writing before final submission.

Action Plan

One of the common themes I received in my end of semester survey was the need to implement the CANVAS chat feature more frequently into the class, as well as a more consistent use of film as a supplement to the textbook PowerPoint presentations.

Tk20 Results and Analysis – Wellness Concepts (Fall 2016)

Findings

The findings for this course are very difficult to examine because of how poor student participation was this spring. For example, of the 17 students enrolled in the course, only 6 were even remotely participating over the final 2-3 weeks of the summer. To make matters worse, the students who did participate struggled with turning assignments in on time, did not participate regularly in the discussion boards, and several failed to make the recommended adjustments to their reflections as the term progressed.

Analysis

Strengths:

For the students who participated throughout the summer, I would say the biggest strength was their willingness to grind out the class. Although I completely redesigned the course to better reflection the federal government's definition of a credit hour, I was surprised at how low on the priority list this class continues to be for students. That said, I will give the six men and women who completed the course a lot of credit for not giving up. They could have easily just resigned themselves to an F like several of the others, but they overcame early struggles to find a way!

Weaknesses:

A lack of punctuality, attention-to-detail, and consistency were the biggest issues throughout the class! Convincing online students about the importance of time management is crucial for any class, but especially in a one credit course like this where the assignments are largely introspective and thus could be taken off their plate quite early in the week each module.

Recommendations

After redesigning the course to include one discussion board and one written reflection each module, I thought I would get a much better response rate this semester. When I didn't, I immediately made the decision to switch the course from a mid-semester start to a first eight weeks course. I believe this will help me catch students before other routines are already established, and I hope I will be able to catch them more easily during the initial flow of the semester. The other thing I need to do is continue to evaluate the workload. Although it is my perception that the workload is appropriate for a 1 credit hour class, I am concerned because a very reliable student said that he perceived the course to take more time each week than it should have taken.

Action Plan

I created lecture videos for each of the various chapter presentations, I cut some of the workload to better reflect a one credit class, and I reached out to students at least twice weekly via course announcements and discussion boards. I am hopeful that these continued practices, as well as the shift to the first eight weeks of the semester will give me a more engaged classroom population next term.

Tk20 Results and Analysis – Wellness Concepts (Fall 2015)

Findings

I taught one section of Wellness Concepts this Fall. It was my largest class for Wellness with 14 students, but it was also a very successful class. Every student scored above a 70% on the course post-test, each raising his/her score by at least 3 points.

I have found that many students approach this course as an after-thought, not only because it is an online class that often slips their mind, but also because it is only worth 1 credit. This Fall I did not experience any of those usual struggles; two students did not participate in the course after the second week, otherwise I only had 1 student who did not perform to her potential. I was very impressed by this group's willingness to challenge themselves to apply textbook information to their own lives.

Analysis

Strengths:

This class did a really good job understanding the key terms and concepts that they would need to comprehend in order to be successful in the course.

Weaknesses:

It is difficult for me to identify it as a weakness given the course discipline, but I definitely found students to struggle with MLA formatting and the appropriate citations of resources.

Recommendations

Coming off a good summer experience, I thought I continued to do a much better job of communicating with students on a regular basis both through email and CANVAS announcements. Moving forward, however, I think I need to give students more information pertaining to the written communication VALUE rubric and MLA formatting so they can take advantage of the “easy” points available in the class.

Action Plan

Utilizing additional assignments to measure the outcomes could benefit some students given the nature of pre-/post-tests and the lack of studying and preparation they allow. That being said, I think the most important thing for me to do is continue to monitor the workload I require of these students and encourage more consistent communication between myself and the students (I thought the frequent posting of announcements was successful this Fall, but I would like to find additional ways to communicate with students to ensure my messages are clear).

2.0: STUDENT SUCCESS

2.1: DEFINE STUDENT SUCCESS

Provide a definition of how student success is defined by the program. (*See Resource C in manual*)

Narrative:

No definition was ever put forth since no full-time faculty member had ever been assigned to oversee the proper development of this program. There are currently no program-level outcomes for HPR majors, consistent assessment practices have not occurred at the course or program level, and the program is not aligned with area four-year institutions.

2.2: ACHIEVE/PROMOTE STUDENT SUCCESS

Describe how the program achieves and promotes student success.

Narrative:

Since assessment has not occurred within the program over the last three years (and likely longer), it is difficult to ascertain how instructors were achieving/promoting student success. For the one course where data was collected (Wellness Concepts), it is clear that efforts have been made to align learning outcomes and common assessments while making the courses more transferable (see attached master syllabi).

Evidence:

- [Master Syllabus Wellness Concepts OLD](#)
- [Master Syllabus Wellness Concepts UPDATED Spring 2016](#)
- [Master Syllabus Wellness Concepts UPDATED Summer 2017](#)



Independence

COMMUNITY COLLEGE

Semester: Summer 2014

Instructor Name:

Email:

Phone:

Office Location:

Office Hours:

I. Course Information:

- **Title:** Wellness Concepts
- **Division:** Health Physical Ed and Recreation
- **Course Number:** 04-HPR-1401
- **Prerequisites:**
- **Credit Hours:** 1
- **Textbook:** Total Fitness and Wellness, Powers/Dodd, Pearson, 6th Edition, ISBN: 9780321840523

II. Course Description: Learn about different energy systems, principles of balance involved in total well being. Course will touch on exercise, diet, emotional balance, cholesterol and “super foods,” secrets of enjoying exercise and the joys of fitness on the job.

III. Learning Outcomes:

1. Explain foundational concepts and terminology appropriate to wellness.
2. Analyze healthy decisions and how they contribute to maintaining a healthy lifestyle.
3. Describe the nutritive value of selected foods and how they relate to physical and mental health.
4. Examine one's own personal wellness.

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.

IV. Grading Policy:

Grades will be calculated based upon the following scale

100 – 90%	A
89 – 80%	B
79 – 70%	C
69 – 60%	D
Below 60%	F

V. 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.

VI. Assessment Items:

VII. Course Content:

VIII. Instructional Materials:

IX. Attendance and Assignment Submission Policy:

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. Additional information regarding an individual instructor's attendance policy may be outlined further within the course syllabus.

X. Student Grievance:

Any Independence Community College student may appeal any instance of misapplication of College policy, procedure, or practice, which adversely affects him/her. Under this process the student may not appeal the following: receipt of a grade, receipt of academic sanctions, established College policies or procedures themselves. Additional information and guidelines to start the grievance procedure can be obtained by contacting the Academic Affairs Office.

XI. Academic Integrity:

Acts violating academic integrity include, but are not limited to, plagiarism, cheating on examinations, forging an instructor's signature, copying themes or tests from another student, altering college records, enlisting another person to write a paper for a class or conduct detrimental to the student or other members of the class. Please see your catalog for details. Assigned work is to be done by the individual, rather than the group, unless specifically directed by the faculty as a group project. This includes take-home exams.

Students found guilty of engaging in acts of plagiarism and/or academic dishonesty will be issued a grade of F for the assignment in question and/or for the entire course in which the incident occurs.

This syllabus is a plan, not a contract. Changes may occur during the term as the instructor deems necessary

XII. Students with Disabilities:

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 under Title IX (sex) and Section 504 (handicap) should be referred to:

Title IX Coordinator: VP for Academic Affairs - Instructional Needs
AC116, Academic Building
Phone: 620-332-5418

Section 504 ADA: VP for Information and Operations - Facility/Technical Needs
Cessna Building
Phone: 620-332-5444
VP of Academic Affairs - Additional Needs
AC116, Academic Building
Phone: 620-332-5418

Title VI, Title IX and Section 504 ADA complaints may also be filed with the Regional Office for Civil Rights. Address correspondence to:

U.S. Commission on Civil Rights

Central Regional Office

400 State Avenue, Suite 908
Kansas City, KS 66101
913-551-1400

U.S. Equal Employment Opportunity Commission

Gateway Tower II
4th & State Avenue, 9th Floor
Kansas City, KS 66101
913-551-5655



Independence

COMMUNITY COLLEGE

Semester: MASTER SYLLABUS

Instructor Name:

Email:

Phone:

Office Location:

Office Hours:

I. Course Information:

- **Title:** Wellness Concepts
- **Division:** Health, Physical Ed, and Recreation (HPER)
- **Course Number:** 03-HPR-1401
- **Prerequisites:** None
- **Credit Hours:** 1
- **Textbook:** Total Fitness and Wellness, Powers/Dodd, Pearson, 6th Edition, ISBN: 9780321840523

II. Course Description: Learn about different energy systems, principles of balance involved in total well being. Course will touch on exercise, diet, emotional balance, cholesterol and “super foods,” secrets of enjoying exercise and the joys of fitness on the job.

III. Learning Outcomes: Upon completion of this course, students will be able to do the following:

1. Explain foundational concepts and terminology appropriate to wellness.
2. Analyze healthy decisions and how they contribute to maintaining a healthy lifestyle.
3. Describe the nutritive value of selected foods and how they relate to physical and mental health.
4. Examine one’s own personal wellness.

IV. Grading Policy:

Grades will be calculated based upon the following scale

100 – 90%	A
89 – 80%	B
79 – 70%	C
69 – 60%	D
Below 60%	F

V. 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.

VI. Common Requirements: 1) Pre- and post-tests; 2) Wellness Assessment; and 3) Nutrition activity – contact lead instructor for more information

VII. Assessment Items: See “Common Requirements” for minimum

VIII. Course Content:

- Chapter 1 – Understanding Fitness and Wellness
- Chapter 2 – General Principles of Exercise for Health and Fitness
- Chapter 3 – Cardiorespiratory Endurance: Assessment and Prescription
- Chapter 4 – Improving Muscular Strength and Endurance
- Chapter 5 – Improving Flexibility
- Chapter 6 – Body Composition
- Chapter 7 – Creating Your Total Fitness and Wellness Plan
- Chapter 8 – Nutrition, Health, and Fitness
- Chapter 9 – Exercise, Diet, and Weight Control
- Chapter 10 – Preventing Cardiovascular Disease
- Chapter 11 – Stress Management
- Chapter 12 – Exercise: The Environment and Special Populations

IX. Instructional Materials:

X. Attendance and Assignment Submission Policy:

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. Additional information regarding an individual instructor’s attendance policy may be outlined further within the course syllabus.

XI. Student Grievance:

Any Independence Community College student may appeal any instance of misapplication of College policy, procedure, or practice, which adversely affects him/her. Under this process the student may not appeal the following: receipt of a grade, receipt of academic sanctions, established College policies or procedures themselves. Additional information and guidelines to start the grievance procedure can be obtained by contacting the Academic Affairs Office.

XII. Academic Integrity:

Acts violating academic integrity include, but are not limited to, plagiarism, cheating on examinations, forging an instructor’s signature, copying themes or tests from another student, altering college records, enlisting another person to write a paper for a class or conduct detrimental to the student or other members of the class. Please see your catalog for details. Assigned work is to be done by the individual, rather than the group, unless specifically directed by the faculty as a group project. This includes take-home exams.

Students found guilty of engaging in acts of plagiarism and/or academic dishonesty will be issued a grade of F for the assignment in question and/or for the entire course in which the incident occurs.

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XIII. Students with Disabilities:

NOTICE OF NONDISCRIMINATION

Applicants for admission or employment; students, parents, employees, sources of referral of applicants for admission or 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 ICC'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 under Title IX (sex) and Section 504 (disability) should be referred to:

Title IX Coordinator

Keli Tuschman

Human Resources Director, Administrative Building

Phone: 620-332-5606

E-mail: ktuschman@indycc.edu

Section 504 ADA Coordinator

Eric Montgomery

Informational Technology Office, Cessna Building

Phone: 620-332-5444

E-mail: emontgomery@indycc.edu

Academic Accommodations

Kara Wheeler

Chief Academic Officer, Academic Building

Phone: 620.332.5635

E-mail: kwheeler@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:

U.S. Commission on Civil Rights

Central Regional Office

400 State Avenue, Suite 908

Kansas City, KS 66101

913-551-1400

U.S. Equal Employment Opportunity Commission

Gateway Tower II

4th & State Avenue, 9th Floor

Kansas City, KS 66101

913-551-5655



Independence

COMMUNITY COLLEGE

Semester: [Enter Here]

This syllabus is a plan, not a contract. Changes may occur during the term as the instructor deems necessary.

I. On-Ground Course Information:

- **Course Title:** Wellness Concepts
- **Course Number:** 03-HPR-1401
- **KRSN Number:** Not applicable
- **Prerequisites:** None
- **Credit Hours:** 1
- **Required Textbook and Supplies:** Total Fitness and Wellness, Powers/Dodd, Pearson, 6th Edition, ISBN: 9780321840523
- **Recommended Texts and Supplies:** [Enter Here]
- **Course Description:** Learn about different energy systems, principles of balance involved in total well-being. Course will touch on exercise, diet, emotional balance, cholesterol and “super foods,” secrets of enjoying exercise and the joys of fitness on the job.

II. Instructor Information:

- **Instructor:** [Enter Here]
- **Office Location:** [Enter Here]
- **Office Hours:** [Enter Here]
- **Virtual Office Hours:** [Enter Here]
- **Phone:** [Enter Here]
- **Email:** [Enter Here]

III. 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.
 - 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.

IV. Learning Outcomes: Upon completion of this course, students will be able to do the following:

1. Explain foundational concepts and terminology appropriate to wellness.
2. Analyze healthy decisions and how they contribute to maintaining a healthy lifestyle.
3. Describe the nutritive value of selected foods and how they relate to physical and mental health.
4. Examine one’s own personal wellness.

V. 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

VI. 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.

VII. Common Learning Expectations: All sections of Wellness Concepts use the activities listed below to measure whether you learned a required learning outcome for this course:

1. **A pre- and post-test (contact lead instructor for copy)**
2. **Wellness Assessment (contact lead instructor for copy)**
3. **Nutrition Activities (contact lead instructor for copy)**
4. **SMART Goals Activity (contact lead instructor for copy)**

VII. Course Calendar: (This may be updated at the discretion of the instructor.)

Module or Week	Topic:	Activity:	Due Date:	Fulfills Learning
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#:				Outcome #:

VIII. 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. Excuses for absences are not issued. A student should inform instructors of special circumstances, such as participation in campus activities or sports, which make an absence necessary. The number of classroom hours a student may miss in a particular course without penalty is determined by the instructor, and will be covered in the syllabus for that course. 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.
- **My Policy:** [Enter Here]

IX. My Late Work Policy: [Enter Here]

X. My Extra Credit Policy for this Course: [Enter Here]

XI. 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.

XII. Academic Integrity:

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:

- 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:

- 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.

XIII. 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.

XIII: 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 or 620-332-5457 to discuss a range of options to remove barriers in the course, including academic accommodations.

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:

HR Director—Keli Tuschman

Administration Building
Email: ktuschman@indycc.edu
Phone: 620-332-5606

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

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.1: REFLECTION ON PROGRAM/COURSE OUTCOMES

Provide a narrative reflection on the assessment of program curriculum. Please provide an individual chart for student learning outcomes at both program and course level. Once the chart has been completed by the program, it can be updated in each cycle to reflect changes in assessment initiatives.

Narrative:

No program-level outcomes exist for HPR, and the only course-level data collected over the last three years comes from Wellness Concepts which was taught by the lone full-time faculty member teaching in the program. No data has been collected and/or submitted from adjunct instructors over that time.

3.2: SIGNIFICANT ASSESSMENT FINDINGS

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

Narrative:

The most staggering finding is that this program has spent the last three years (probably longer) in complete isolation from common assessment practices at ICC. Since no full-time faculty member had ever been assigned to oversee the program, there is no assessment data available on any courses outside of Wellness Concepts. Even for those courses where a master syllabus exists and common assessments have been identified, adjunct instructors have consistently failed to provide such assessment information. The program also does not have established program-level outcomes allowing for a clear connection between course, program, and institutional-level outcomes assessment.

3.3: ONGOING ASSESSMENT PLANS

Describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

Narrative:

No current assessment plan exists.

4.0: EXTERNAL CONSTITUENCY AND SIGNIFICANT TRENDS

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. (See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.)

4.1: PROGRAM ADVISORY COMMITTEE

Please list or attach all Advisory member's 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.

Narrative:

Not applicable

4.2: SPECIALIZED ACCREDITATION

Include the following information: 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:

Not applicable

4.3: OTHER

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

Narrative:

Currently, no HPR courses have been articulated in the KBOR Transfer Matrix:

Due to the college's current standing as an accredited institution of higher learning through the Higher Learning Commission (HLC), the HPR program and its individual courses are likewise accredited.

5.0: CURRICULUM REFLECTION

5.1: REFLECTION ON CURRENT CURRICULUM

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:

This program is not in alignment with KBOR or ICC policies governing the general education curriculum due to the following inadequacies:

1. The HPR program only contains two Arts and Humanities courses and two Social and Behavioral Sciences courses.
 - a. These shortcomings prevent HPR majors from successfully completing the necessary general education requirements desired at area four-year institutions.
2. The program is currently allowing students to complete 30 elective hours, including 16 that are unencumbered.
 - a. These excess elective options restrict students from meeting the necessary general education requirements.
3. Multiple classes identified in the program of study are no longer offered at ICC: a three-credit activity elective, Basic Life Support CPR Instructor's Course, and Business Law.
4. The following HPR courses are listed as core requirements within the program of study, yet they do not transfer as requirements within the HPR majors at ICC's top six transfer destinations (i.e., ESU, KU, KSU, MSSU, PSU, and WSU):
 - a. Drugs in Sports (not a required part of any degree at any of the six schools)
 - b. Fundamentals of Coaching (not a required part of any degree program, and only transfers towards a requirement in the Coaching emphasis at KSU)
 - c. Rules and Officiating (not a required part of any degree program, and only transfers towards a requirement of in the Coaching emphasis at KSU and PSU)
 - d. Introduction to Sports Management (will transfer to KU and WSU if student is pursuing a Sports Management degree, otherwise only a required part of a degree in PSU's Recreation program)
 - e. Introduction to Physical Education (will transfer to every school as a required part of their Physical Education degree except at KU it only works towards their Sport Management

degree and it does not transfer as a required part of any degree at ESU)

5.2: DEGREE AND CERTIFICATE OFFERINGS OR SUPPORT

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:

Based on the three years contained within this program review, the HPR program only served those students pursuing a HPR-related degree at the four-year level. Outside of that, none of the courses within the program are also in other degree plans at ICC.

6.0: FACULTY SUCCESS

Before completing the Faculty Success sub- sections, the program should reflect on a program pedagogy of success that identifies activities (publications, presentations, awards, and service) that promote success and why these specific activities were chosen. This philosophy or statement of pedagogy should be used as a framework for structuring future activities based on measurable outcomes in other sections of the program review.

6.1: PROGRAM ACCOMPLISHMENTS

Please highlight noteworthy program accomplishments.

Narrative:

No accomplishments could be identified due to lack of data collection.

6.2: FACULTY ACCOMPLISHMENTS

Highlight noteworthy accomplishments of individual faculty.

Narrative:

No faculty member was responsible for this program over the program review period.

6.3: INNOVATIVE RESEARCH, TEACHING, AND COMMUNITY SERVICE,

In this section the program should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

Unable to identify these areas of interest based on available data.

7.0: PROGRAM PLANNING & DEVELOPMENT FOR STUDENT SUCCESS

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

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

Narrative:

No trends found since data only available for one course.

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 Resource D for detailed descriptions of the vitality recommendation categories.)

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use

S.M.A.R.T. goal setting for this purpose. (See Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)

Narrative:

1. It is for all of the aforementioned reasons the HPR program should be placed in Category 3.

Now that I, Brett Gilcrist, have been assigned to oversee it, I am more than willing to rebuild the program with transferability and accountability in mind, but I do not believe such action can occur without significantly limiting the number of HPR courses taught at ICC for at least one academic year. I believe it is fair to continue to offer Introduction to Physical Education, Personal and Community Health (which will be an HPR course beginning in academic year 2018), and Wellness Concepts since they have a proven track record of transferring and counting as requirements within the students' Bachelor's degrees. I think Introduction to Sport Management is an option that can be considered since it is currently transferring to three schools (ESU, WSU, and KU), but I do think we need to better educate students by explaining it only counts towards a Sports Management or Recreation degree. Lastly, I think it is clear that Rules and Officiating, Fundamentals of Coaching, and Drugs in Sports need to be removed from the program's offerings until it is clear they will transfer towards required courses within the students' Bachelor's degrees.

Demand and Quality: During AY2016, 153 students took core classes from the HPR program; this accounts for 379 student credit hours. Of those 153 students, 100% completed the course. During AY2017, 199 students took core classes from the HPR program; this accounts for 455 student credit hours. Of those 199, 197 completed the course (98.9%).

Resource Utilization: During AY2016, eight courses were taught from the core classes in the HPR program. Of those eight, zero were concurrent courses taught at area high schools while one was taught in the online environment (12.5%). Of the remaining seven classes, none fell below the minimum eight-person threshold whereas two classes exceeded the maximum enrollment threshold of 25. During AY2017, 10 courses were taught from the core classes in the HPR program. Of those 10, zero were concurrent courses taught at area high schools while three classes were taught in the online environment (30%). Of the remaining seven classes, zero fell below the minimum eight-person threshold whereas one class exceeded the maximum enrollment threshold of 25. It is also important to note that during

AY2016 and AY2017, 22% (4/18) of all core classes within the HPR program were taught by full-time faculty (all were sections of Wellness Concepts).

In terms of goal-setting with the program, I, Brett Gilcrist, have developed the following short-term and long-term goals for HPR moving forward:

1. Personal and Community Health will become an HPR course beginning in AY2018. This course is already in the KBOR transfer matrix and is a common requirement in HPR programs at the four-year level.
2. Develop common assessments for Introduction to Physical Education and Introduction to Sports Management (NOTE: common assessments already exist for PC Health and Wellness Concepts).
3. Design a new program of study with clearly defined outcomes at the program and course levels that enhance the students' ICC experiences and transferability.
4. Assign a full-time faculty member or division chair to oversee the HPR program and its individual courses.
5. Ensure that all adjuncts teaching these courses understand the expectations of their involvement within the program.

7.3 Mission and Strategic Plan Alignment

In this section, indicate the ways in which the program's offerings align with the ICC mission (Appendix 3). Also, in this section provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan, KPI's (Appendix 4) or Higher Learning Commission (HLC) accreditation AQIP categories (Appendix 1). It is not necessary to consider an example for each HLC category, but programs 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.

Narrative:

The mission of ICC states "Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development" (Appendix 3). As a consequence, the HPR program has the potential to serve the college's mission by ensuring both academic excellence and cultural enrichment are provided to our students. With the efforts mentioned in 7.2, the HPR program can also help ICC fulfill its vision by providing "...an exceptional educational experience by cultivating intellect...and enhancing character in a student and community centered environment" (Appendix 3).

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

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

Narrative:

Assigning a full-time faculty member or division chair to oversee this program would cost the college \$550 per semester or the equivalent of one credit hour of release time. Furthermore, if funds could be provided for professional development it would be greatly appreciated (it would cost roughly \$800 dollars including registration, transportation, and lodging to attend the national conference).

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

This program review was completed by myself, Brett Gilcrist, with the assistance of IR (Anita Chappuie) and the college's CFO (Wendy Isle).

9.2 Dean and/or Administrative Designee Response

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

Narrative:

Division Chair comments: In reviewing the content provided in the program review, I agree with the decision to remove the program from the course catalog for one year to allow time for it to be restructured and realigned with ICC, KBOR, and articulation in mind.

Program Review Committee: We agree with the findings presented by Brett Gilcrist. This program needs to be strictly monitored over the next year with plans to redesign a better transfer-oriented program.

VPAA comments: I agree with the Division Chair on the necessary changes that need to occur to this program. It has not been well-taken care of since there was not a full-time faculty member in charge of assessment and program goals, and through this review you can see the work that needs to be done to have it meet our goal of academic excellence.

Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
President

Date: March 8, 2018

Re: Comprehensive Review of Associate of Arts in Social Sciences Program

Comprehensive reviews cover a three-year time span; Annual reviews cover one year. The Comprehensive Review of Associate of Arts in Social Sciences Program is one Program of approximately 42 undergoing a Comprehensive or Annual review this year for subsequent Board of Trustees approval. Kara Wheeler, Vice-President for Academic Affairs, will provide an overview and Brett Gilcrist, Social Sciences Division Chair, will be available to answer questions.

1.0: Program Data and Resource Repository

1.1: Program Summary

Provide narrative regarding your program (including information for any options or tracks), its nature, unique characteristics, goals, etc. Please limit to one page. It is appropriate to include the catalog description.

Narrative:

The Social Sciences program is an interdisciplinary study of core courses from psychology (x2), sociology (x2), political science, **and** geography. As a result, this program is primarily a transfer-oriented program. The courses required have been carefully selected to transfer to as many institutions as possible (in particular, they have been selected to enable our students to transfer to the top five institutions ICC students typically select – KU, KSU, ESU, PSU, and MSSU) and do closely reflect the Liberal Studies requirements. That said, it is important that program participants work closely with their program advisor to ensure that they are well prepared for the transfer college of their choice.

1.2: Quantitative and Qualitative Data

All programs are provided with the most recent three years of data by the Office of Institutional Research (IR) as well as three-year budget data provided by the Business Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

The data sets provided by the Office of Institutional Research include the following elements for the most recent three (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
- Number of Graduates Working in Related Field
- Expenditures and Revenues

Additional data may also be available for reporting by the Office of Institutional Research, as applicable. Requests for additional data must be made through the Data Request link on the website.

Narrative:

Data provided reflects course-by-course enrollment in the SOC-related classes, the number of SOC majors by semester, and the budgets for AY15 and AY16. A document identifying those SOC majors who have continued to pursue SOC-related areas of study at the four-year level has also been provided.

When reviewing budget data, it is important to note that faculty salaries for three of the instructors do not segregate monies paid for their teaching of SOC-related courses versus the work they do in other areas on campus (i.e., the political science instructor also teaches philosophy and ethics at ICC, the psychology instructor also teaches health-related courses, and the geography instructor also teaches history at ICC).

Evidence:

- Number of SOC Majors
- Sections BEH,GEO,POL,SOC AY16 Enrollment
- Sections BEH,GEO,POL,SOC AY17 Enrollment
- SOC 15-16 BUDGET
- SOC 16-17 BUDGET
- SOC Grads

Semester	# of Majors (SOC)	# of Graduates (SOC)
Fall 2014	11	0
Spring 2015	14	2
Fall 2015	20	0
Spring 2016	16	2 (1 Summer 2016)
Fall 2016	8	0
Spring 2017	5	1
Fall 2017	3	0

ACADEMIC_YEAR	ACADEMIC_TERM	ACADEMIC_SESSION	EVENT_ID	SECTION	EVENT_MED_NAME
2015	SUMMER	FULL	03BEH1003	1383	GEN PSYCH
2015	SUMMER	FULL	03BEH1003	1384	GEN PSYCH
2015	SUMMER	FULL	03BEH1003	6260	GEN PSYCH
2015	SUMMER	FULL	03POL1023	6251	AM GOVERN'T
2015	SUMMER	FULL	03SOC1003	1387	INTRO SOCIOLOGY
2015	SUMMER	FULL	03SOC1003	6255	INTRO SOCIOLOGY
2015	SUMMER	FULL	03SOC1073	6252	ETHICS
2015	SUMMER	FULL	03SOC2013	1390	GEOGRAPHY
2015	SUMMER	FULL	03SOC2013	6254	GEOGRAPHY
2015	FALL	FULL	03BEH1003	1434	GEN PSYCH
2015	FALL	FULL	03BEH1003	1435	GEN PSYCH
2015	FALL	FULL	03BEH1003	1436	GEN PSYCH
2015	FALL	FULL	03BEH1003	1437	GEN PSYCH
2015	FALL	FULL	03BEH1003	1438	GEN PSYCH
2015	FALL	FULL	03BEH1003	1439	GEN PSYCH
2015	FALL	FULL	03BEH1003	1470	GEN PSYCH
2015	FALL	FULL	03BEH1003	1471	GEN PSYCH
2015	FALL	FULL	03BEH1003	6506	GEN PSYCH
2015	FALL	FULL	03BEH1003	8019	GEN PSYCH
2015	FALL	FULL	03BEH1003	8032	GEN PSYCH
2015	FALL	FULL	03BEH1103	1473	PSYCH/ADJUST
2015	FALL	FULL	03BEH2003	1441	DEVEL PSYCH
2015	FALL	FULL	03BEH2003	1442	DEVEL PSYCH
2015	FALL	FULL	03BEH2043	1444	DRUGS/BEHAVIOR
2015	FALL	FULL	03POL1023	2064	AM GOVERN'T
2015	FALL	FULL	03POL1023	2065	AM GOVERN'T
2015	FALL	FULL	03POL1023	6502	AM GOVERN'T
2015	FALL	FULL	03SOC1003	1460	INTRO SOCIOLOGY
2015	FALL	FULL	03SOC1003	1461	INTRO SOCIOLOGY
2015	FALL	FULL	03SOC1003	1462	INTRO SOCIOLOGY
2015	FALL	FULL	03SOC1003	6525	INTRO SOCIOLOGY
2015	FALL	FULL	03SOC1003	6527	INTRO SOCIOLOGY
2015	FALL	FULL	03SOC1003	8009	INTRO SOCIOLOGY
2015	FALL	FULL	03SOC1013	1463	MARRIAGE FAMILY
2015	FALL	FULL	03SOC1073	1464	ETHICS
2015	FALL	FULL	03SOC1073	1465	ETHICS
2015	FALL	FULL	03SOC1073	6519	ETHICS
2015	FALL	FULL	03SOC1133	1467	CRIMINAL BEHAV
2015	FALL	FULL	03SOC2003	1468	PHILOSOPHY
2015	FALL	FULL	03SOC2003	1472	PHILOSOPHY
2015	FALL	FULL	03SOC2013	1469	GEOGRAPHY
2015	FALL	FULL	03SOC2013	6514	GEOGRAPHY
2016	SPRING	FULL	03BEH1003	1536	GEN PSYCH

2016	SPRING	FULL	03BEH1003	1539	GEN PSYCH
2016	SPRING	FULL	03BEH1003	1543	GEN PSYCH
2016	SPRING	FULL	03BEH1003	1556	GEN PSYCH
2016	SPRING	FULL	03BEH1003	6756	GEN PSYCH
2016	SPRING	FULL	03BEH1003	8304	GEN PSYCH
2016	SPRING	FULL	03BEH1003	8308	GEN PSYCH
2016	SPRING	FULL	03BEH1103	1538	PSYCH/ADJUST
2016	SPRING	FULL	03BEH2003	1540	DEVEL PSYCH
2016	SPRING	FULL	03BEH2003	6763	DEVEL PSYCH
2016	SPRING	FULL	03BEH2023	1541	ABNOR PSYCH
2016	SPRING	FULL	03POL1013	2141	POLITICAL SC
2016	SPRING	FULL	03POL1023	2139	AM GOVERN'T
2016	SPRING	FULL	03POL1023	2140	AM GOVERN'T
2016	SPRING	FULL	03POL1023	6750	AM GOVERN'T
2016	SPRING	FULL	03SOC1003	1544	INTRO SOCIOLOGY
2016	SPRING	FULL	03SOC1003	1545	INTRO SOCIOLOGY
2016	SPRING	FULL	03SOC1003	1546	INTRO SOCIOLOGY
2016	SPRING	FULL	03SOC1003	1554	INTRO SOCIOLOGY
2016	SPRING	FULL	03SOC1003	6758	INTRO SOCIOLOGY
2016	SPRING	FULL	03SOC1003	6765	INTRO SOCIOLOGY
2016	SPRING	FULL	03SOC1003	8325	INTRO SOCIOLOGY
2016	SPRING	FULL	03SOC1003	8338	INTRO SOCIOLOGY
2016	SPRING	FULL	03SOC1013	6762	SOCIOLOGYFAMILY
2016	SPRING	FULL	03SOC1073	1548	ETHICS
2016	SPRING	FULL	03SOC1073	1555	ETHICS
2016	SPRING	FULL	03SOC1073	6755	ETHICS
2016	SPRING	FULL	03SOC1073	8320	ETHICS
2016	SPRING	FULL	03SOC1113	1553	CRIMINAL JUSTIC
2016	SPRING	FULL	03SOC2003	1549	PHILOSOPHY
2016	SPRING	FULL	03SOC2003	8319	PHILOSOPHY
2016	SPRING	FULL	03SOC2013	1550	GEOGRAPHY
2016	SPRING	FULL	03SOC2013	6764	GEOGRAPHY
2016	SPRING	FULL	03SOC2013	8305	GEOGRAPHY
2016	SPRING	FULL	03SOC2023	1552	SOCIAL PROBLEMS

CREDITS	ADDS	PERSON_CODE_ID	Completed
3	10	B. Gilcrist	10
3	0	J. Schaid	
3	11	B. Campus	8
3	10	B. Seel	9
3	0	J. Papen	
3	13	M. Harris	10
3	16	B. Seel	16
3	0	J. Dunham	
3	8	I. McCaffery	7
3	23	B. Gilcrist	21
3	27	J. Schaid	25
3	19	B. Gilcrist	15
3	24	B. Gilcrist	23
3	23	B. Gilcrist	21
3	24	J. Schaid	24
3	26	B. Murrison	26
3	4	B. Koehn	4
3	15	B. Campus	14
3	13	J. Schaid	13
3	8	B. Koehn	8
3	0	B. Gilcrist	
3	24	B. Gilcrist	18
3	15	B. Gilcrist	14
3	12	B. Gilcrist	11
3	10	B. Seel	10
3	24	B. Seel	23
3	13	B. Seel	11
3	25	M. Harris	24
3	25	M. Harris	25
3	22	M. Harris	20
3	10	M. Harris	9
3	0	M. Harris	
3	13		13
3	12	M. Harris	11
3	11	B. Seel	9
3	19	B. Seel	18
3	9	B. Seel	9
3	18	T. Goodspeed	18
3	25	B. Seel	23
3	10	D. Barwick	9
3	15	I. McCaffery	13
3	11	I. McCaffery	8
3	23	B. Gilcrist	22

3	28 B. Gilcrist	26
3	6 J. Schaid	6
3	12 J. Schaid	11
3	22 B. Campus	20
3	23	23
3	13 J. Schaid	13
3	0 B. Gilcrist	
3	22 B. Gilcrist	21
3	18 B. Gilcrist	14
3	13 B. Gilcrist	13
3	11 B. Seel	11
3	7 B. Seel	7
3	26 B. Seel	24
3	13 B. Seel	12
3	25 M. Harris	25
3	25 M. Harris	25
3	6 S. Debo	6
3	4 B. Koehn	4
3	15 M. Harris	14
3	0 M. Harris	
3	8 B. Koehn	8
3	20 B. Murrison	20
3	11 M. Harris	10
3	19 B. Seel	19
3	14 B. Seel	13
3	15 B. Seel	13
3	15	15
3	3 L. Allison	3
3	22 B. Seel	20
3	11	11
3	30 I. McCaffery	29
3	9 I. McCaffery	6
3	6	6
3	25 M. Harris	25

ACADEMIC_YEAR	ACADEMIC_TERM	ACADEMIC_SESSION	EVENT_ID	SECTION	EVENT_MED_NAME
2016	SUMMER	FULL	03BEH1003	1383	GEN PSYCH
2016	SUMMER	FULL	03BEH1003	1386	GEN PSYCH
2016	SUMMER	FULL	03BEH1003	6252	GEN PSYCH
2016	SUMMER	FULL	03BEH1003	6280	GEN PSYCH
2016	SUMMER	FULL	03BEH2003	6253	DEVEL PSYCH
2016	SUMMER	FULL	03POL1023	6259	AM GOVERN'T
2016	SUMMER	FULL	03SOC1003	6261	INTRO SOCIOLOGY
2016	SUMMER	FULL	03SOC1073	6260	ETHICS
2016	SUMMER	FULL	03SOC2013	6255	GEOGRAPHY
2016	SUMMER	FULL	03SOC2023	6263	SOCIAL PROBLEMS
2016	SUMMER	SECOND	03BEH1003	1385	GEN PSYCH
2016	FALL	FULL	03BEH1003	1434	GEN PSYCH
2016	FALL	FULL	03BEH1003	1435	GEN PSYCH
2016	FALL	FULL	03BEH1003	1437	GEN PSYCH
2016	FALL	FULL	03BEH1003	6502	GEN PSYCH
2016	FALL	FULL	03BEH1003	HS01	GEN PSYCH
2016	FALL	FULL	03BEH1003	HS02	GEN PSYCH
2016	FALL	FULL	03BEH1003	HS03	GEN PSYCH
2016	FALL	FULL	03BEH1003	HS04	GEN PSYCH
2016	FALL	FULL	03BEH1003	HS05	GEN PSYCH
2016	FALL	FULL	03BEH1003	ON01	GEN PSYCH
2016	FALL	FULL	03BEH1003	ON02	GEN PSYCH
2016	FALL	FULL	03BEH2003	1439	DEVEL PSYCH
2016	FALL	FULL	03BEH2003	6503	DEVEL PSYCH
2016	FALL	FULL	03BEH2043	1438	DRUGS/BEHAVIOR
2016	FALL	FULL	03POL1023	2063	AM GOVERN'T
2016	FALL	FULL	03POL1023	2064	AM GOVERN'T
2016	FALL	FULL	03POL1023	2065	AM GOVERN'T
2016	FALL	FULL	03POL1023	8005	AM GOVERN'T
2016	FALL	FULL	03POL1023	ON01	AM GOVERN'T
2016	FALL	FULL	03SOC1003	1440	INTRO SOCIOLOGY
2016	FALL	FULL	03SOC1003	1441	INTRO SOCIOLOGY
2016	FALL	FULL	03SOC1003	1460	INTRO SOCIOLOGY
2016	FALL	FULL	03SOC1003	6515	INTRO SOCIOLOGY
2016	FALL	FULL	03SOC1003	8003	INTRO SOCIOLOGY
2016	FALL	FULL	03SOC1013	1442	SOCIOLOGYFAMILY
2016	FALL	FULL	03SOC1073	1443	ETHICS
2016	FALL	FULL	03SOC1073	1444	ETHICS
2016	FALL	FULL	03SOC1073	6519	ETHICS
2016	FALL	FULL	03SOC1133	1457	CRIMINAL BEHAV
2016	FALL	FULL	03SOC2003	1445	PHILOSOPHY
2016	FALL	FULL	03SOC2013	1458	GEOGRAPHY
2016	FALL	FULL	03SOC2013	6506	GEOGRAPHY

2016	FALL	FULL	03SOC2023	1461	SOCIAL PROBLEMS
2016	FALL	INTER	03BEH1103	IN01	PSYCH/ADJUST
2016	FALL	SECOND	03BEH1003	1436	GEN PSYCH
2016	FALL	SECOND	03SOC1003	6516	INTRO SOCIOLOGY
2017	SPRING	FULL	03BEH1003	1535	GEN PSYCH
2017	SPRING	FULL	03BEH1003	1536	GEN PSYCH
2017	SPRING	FULL	03BEH1003	1537	GEN PSYCH
2017	SPRING	FULL	03BEH1003	6752	GEN PSYCH
2017	SPRING	FULL	03BEH1003	HS01	GEN PSYCH
2017	SPRING	FULL	03BEH1003	ON01	GEN PSYCH
2017	SPRING	FULL	03BEH2003	1538	DEVEL PSYCH
2017	SPRING	FULL	03BEH2003	6753	DEVEL PSYCH
2017	SPRING	FULL	03BEH2023	1540	ABNOR PSYCH
2017	SPRING	FULL	03POL1023	2139	AM GOVERN'T
2017	SPRING	FULL	03POL1023	2140	AM GOVERN'T
2017	SPRING	FULL	03POL1023	6768	AM GOVERN'T
2017	SPRING	FULL	03SOC1003	0001	INTRO SOCIOLOGY
2017	SPRING	FULL	03SOC1003	1542	INTRO SOCIOLOGY
2017	SPRING	FULL	03SOC1003	6765	INTRO SOCIOLOGY
2017	SPRING	FULL	03SOC1003	HS01	INTRO SOCIOLOGY
2017	SPRING	FULL	03SOC1003	HS02	INTRO SOCIOLOGY
2017	SPRING	FULL	03SOC1003	HS03	INTRO SOCIOLOGY
2017	SPRING	FULL	03SOC1003	HS04	INTRO SOCIOLOGY
2017	SPRING	FULL	03SOC1003	HS05	INTRO SOCIOLOGY
2017	SPRING	FULL	03SOC1003	HS06	INTRO SOCIOLOGY
2017	SPRING	FULL	03SOC1013	6767	SOCIOLOGYFAMILY
2017	SPRING	FULL	03SOC1073	1544	ETHICS
2017	SPRING	FULL	03SOC1073	6769	ETHICS
2017	SPRING	FULL	03SOC1073	8309	ETHICS
2017	SPRING	FULL	03SOC1113	1547	CRIMINAL JUSTIC
2017	SPRING	FULL	03SOC2003	HS01	PHILOSOPHY
2017	SPRING	FULL	03SOC2003	ON01	PHILOSOPHY
2017	SPRING	FULL	03SOC2013	1548	GEOGRAPHY
2017	SPRING	FULL	03SOC2013	6757	GEOGRAPHY
2017	SPRING	FULL	03SOC2013	8305	GEOGRAPHY
2017	SPRING	FULL	03SOC2013	HS01	GEOGRAPHY
2017	SPRING	FULL	03SOC2023	1543	SOCIAL PROBLEMS
2017	SPRING	SECOND	03BEH1003	ON02	GEN PSYCH
2017	SPRING	SECOND	03SOC1003	6766	INTRO SOCIOLOGY
2017	SPRING	SECOND	03SOC2113	ON01	INTRO.RACE/ETHN

CREDITS	ADDS	PERSON_CODE_ID	Completed
3	25	B. Gilcris	25
3	18	B. Gilcris	18
3	23	B. Campus	23
3	8	B. Campus	8
3	21	B. Gilcris	19
3	13	B. Seel	11
3	16	M. Harris	16
3	7	B. Seel	6
3	5	I. McCaffery	2
3	8	M. Harris	7
3	22	J. Schaid	22
3	29	B. Gilcris	27
3	27	B. Gilcris	27
3	23	J. Schaid	23
3	20	B. Campus	20
3	15	J. Schaid	15
3	16	J. Schaid	16
3	6	B. Koehn	6
3	6	B. Koehn	6
3	14	L. Schweda	14
3	12	B. Gilcris	10
3	18	B. Gilcris	13
3	31	B. Gilcris	30
3	18	B. Gilcris	17
3	5	B. Gilcris	5
3	17	B. Seel	17
3	10	B. Seel	10
3	15	B. Seel	15
3	17	H. Hester	17
3	6	B. Seel	6
3	20	M. Harris	20
3	23	M. Harris	23
3	22	M. Harris	19
3	16	B. Murrison	14
3	27	V. Heit	27
3	7	M. Harris	7
3	22	B. Seel	21
3	14	B. Seel	13
3	11	B. Seel	9
3	17	S. Debo	17
3	24	B. Seel	22
3	24	I. McCaffery	23
3	14	I. McCaffery	14

3	13 M. Harris	13
3	7 B. Gilcrist	7
3	17 B. Gilcrist	15
3	17 M. Harris	16
3	11 B. Gilcrist	11
3	20 B. Gilcrist	14
3	11 J. Schaid	11
3	19 B. Campus	19
3	13 B. Gilcrist	10
3	18 B. Campus	18
3	21 B. Gilcrist	17
3	24 B. Gilcrist	18
3	4 B. Gilcrist	2
3	19 B. Seel	19
3	9 B. Seel	9
3	19 B. Seel	17
3	25 M. Harris	25
3	26 M. Harris	26
3	18 B. Murrison	15
3	19 J. Schaid	19
3	20 J. Schaid	20
3	7 B. Koehn	7
3	6 B. Koehn	6
3	15 G. Essington	14
3	8 L. Schweda	5
3	11 M. Harris	11
3	11 B. Seel	10
3	19 B. Seel	18
3	8 T. Leach	8
3	11 L. Allison	11
3	19 T. Leach	19
3	27 J. Wheeler	26
3	25 I. McCaffery	23
3	16 I. McCaffery	13
3	10 V. Heit	10
3	15 V. Heit	14
3	27 M. Harris	27
3	13 B. Campus	11
3	21 M. Harris	17
3	20 M. Harris	20

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

	<u>Published Budget</u>	<u>Operating Budget</u>	<u>Expense</u>	<u>Encumbered</u>
Fund 11				
Expenses				
11-510:550 Salary			\$321,086.37	
11-591:596 Fringe Benefits			67,619.42	
11-700:700 Instructional Supplies			1,377.61	
Total			390,083.40	

Remaining

(\$321,086.37)

(67,619.42)

(1,377.61)

(390,083.40)

Students who completed the SOC degree or a Liberal Studies degree with an emphasis in SOC:

<u>Name</u>	<u>Institution</u>	<u>Major</u>
[REDACTED]	Missouri Southern	Social Work
[REDACTED]	Pittsburg State	Psychology
[REDACTED]	Pittsburg State	Political Science/Sociology
[REDACTED]	Washburn	Psychology
[REDACTED]	Pittsburg State	Child Development

***these students whereabouts/intentions were confirmed through firsthand feedback

2.0: STUDENT SUCCESS

2.1: DEFINE STUDENT SUCCESS

Provide a definition of how student success is defined by the program. (*See Resource C in manual*)

Narrative:

The Social Science program and its faculty define student success by expecting that students in major in the Social Sciences will be able to:

1. Analyze the factors influencing individual lives and societies as a whole.
2. Compose clear, concise written documents.
3. Demonstrate information literacy.

2.2: ACHIEVE/PROMOTE STUDENT SUCCESS

Describe how the program achieves and promotes student success.

Narrative:

The program faculty assist students in accomplishing these objectives through the building of relationships, the refinement of course offerings, and the continual exploration of innovative pedagogical and classroom management practices. Program faculty are actively involved in the Kansas Core Outcomes Group to ensure they are both up-to-date on the current trends within the State, as well as within the subject area, to ensure transferability of courses across the public institutions in Kansas. The program was also revised in the Fall 2017 to better reflect changes at the General Education level of our top transfer destinations and to mirror changes to ICC's Liberal Studies curriculum (see attachment). Together, these emphases allow the Social Sciences program to enhance student learning through more content-specific assessments that are directly mapped from the course level to the program level (see attachment).

Evidence:

- Program Outcomes linked to Course Outcomes
- Social Sciences Program of Study UPDATED SPRING 2016
- Social Sciences Program of Study UPDATED SPRING 2017

Courses	<i>Students who major in the social sciences will be able to analyze the factors influencing individual lives and societies as a whole.</i>	<i>Students who major in the social sciences will be able to compose clear, concise written documents.</i>	<i>Students who major in the social sciences will be able to demonstrate information literacy.</i>
<p align="center">Introduction to Sociology</p>	<p>Define social institution and identify the five major social institutions in contemporary societies (Family, State, Economy, Religion, Education).</p> <p>Recognize the main ideas of three of the following theoretical paradigms: Functionalism, Conflict Theory, Symbolic Interactionism, Post Modernism.</p> <p>Give an example of how systems of social stratification (e.g., class, race, gender, sexuality, age) organize the distribution of social advantages and disadvantages.</p> <p>Describe the relationship between social structure and individual behavior</p> <p>Distinguish between qualitative and quantitative approaches to conducting sociological research.</p> <p>Define the major components of culture, including the role of</p>	<p>Define social institution and identify the five major social institutions in contemporary societies (Family, State, Economy, Religion, Education).</p> <p>Recognize the main ideas of three of the following theoretical paradigms: Functionalism, Conflict Theory, Symbolic Interactionism, Post Modernism.</p> <p>Give an example of how systems of social stratification (e.g., class, race, gender, sexuality, age) organize the distribution of social advantages and disadvantages.</p> <p>Describe the relationship between social structure and individual behavior</p> <p>Distinguish between qualitative and quantitative approaches to conducting sociological research.</p> <p>Define the major components of culture, including the role of socialization, social norms and deviance.</p> <p>Give an example of the social causes and consequences of a major social change</p>	<p>Recognize the main ideas of three of the following theoretical paradigms: Functionalism, Conflict Theory, Symbolic Interactionism, Post Modernism.</p> <p>Give an example of the social causes and consequences of a major social change (e.g. globalization, environment, technology, population shifts).</p>

	<p>socialization, social norms and deviance.</p> <p>Give an example of the social causes and consequences of a major social change (e.g. globalization, environment, technology, population shifts).</p>	(e.g. globalization, environment, technology, population shifts).	
Courses	<i>Students who major in the social sciences will be able to analyze the factors influencing individual lives and societies as a whole.</i>	<i>Students who major in the social sciences will be able to compose clear, concise written documents.</i>	<i>Students who major in the social sciences will be able to demonstrate information literacy.</i>
Social Problems	<p>Differentiate between what constitutes a "social" problem versus an individual problem.</p> <p>Analyze the micro and macro dimensions of social problems utilizing sociological theories and methods.</p> <p>Describe how social problems are associated with patterns of social inequality.</p> <p>Assess the strengths and weaknesses of solutions to a social problem utilizing a sociological perspective.</p> <p>Evaluate the relationships between social problems and the policies and practices of social institutions.</p>	<p>Differentiate between what constitutes a "social" problem versus an individual problem.</p> <p>Describe how social problems are associated with patterns of social inequality.</p> <p>Assess the strengths and weaknesses of solutions to a social problem utilizing a sociological perspective.</p> <p>Evaluate the relationships between social problems and the policies and practices of social institutions.</p>	<p>Analyze the micro and macro dimensions of social problems utilizing sociological theories and methods.</p> <p>Assess the strengths and weaknesses of solutions to a social problem utilizing a sociological perspective.</p> <p>Evaluate the relationships between social problems and the policies and practices of social institutions.</p>
General Psychology	Identify historical foundations and current trends in psychology.		

	<p>Distinguish methods of research in psychology.</p> <p>Identify the biological basis of behavior including physiology of the brain.</p> <p>Distinguish principles and theories of learning and cognition.</p> <p>Recognize theories and applications of motivation and emotion.</p> <p>Demonstrate an understanding of human life span development.</p> <p>Identify the major theories of personality.</p> <p>Recognize categories of psychological disorders and treatments.</p> <p>Recognize the major theories and findings in social psychology.</p>	<p>Distinguish methods of research in psychology.</p> <p>Recognize categories of psychological disorders and treatments.</p> <p>Recognize the major theories and findings in social psychology.</p>	<p><i>Identify historical foundations and current trends in psychology.</i></p> <p><i>Identify the biological basis of behavior including physiology of the brain.</i></p> <p><i>Identify the major theories of personality.</i></p> <p><i>Recognize categories of psychological disorders and treatments.</i></p> <p><i>Recognize the major theories and findings in social psychology.</i></p>
Courses	<i>Students who major in the social sciences will be able to analyze the factors influencing individual lives and societies as a whole.</i>	<i>Students who major in the social sciences will be able to compose clear, concise written documents.</i>	<i>Students who major in the social sciences will be able to demonstrate information literacy.</i>
Developmental Psychology	<p>Distinguish among developmental theories.</p> <p>Identify research methods in development.</p> <p>Describe social and emotional development throughout the lifespan.</p>	<p>Describe social and emotional development throughout the lifespan.</p> <p>Explain cognitive development throughout the lifespan.</p> <p>Identify physical development throughout the lifespan.</p>	<p>Distinguish among developmental theories.</p> <p>Identify research methods in development.</p>

	<p>Explain cognitive development throughout the lifespan.</p> <p>Identify physical development throughout the lifespan.</p> <p>Summarize neurological development throughout the lifespan.</p> <p>Describe the processes of death and dying.</p>	<p>Summarize neurological development throughout the lifespan.</p> <p>Describe the processes of death and dying.</p>	
Courses	<i>Students who major in the social sciences will be able to analyze the factors influencing individual lives and societies as a whole.</i>	<i>Students who major in the social sciences will be able to compose clear, concise written documents.</i>	<i>Students who major in the social sciences will be able to demonstrate information literacy.</i>
American Government	<p>Identify, distinguish, and analyze the roles, powers, and relationships among the 3 branches of government (legislative/judicial/executive).</p> <p>Identify forms of political participation, differentiate among organizations engaged in elections, and analyze participation in US democracy.</p> <p>Understand and analyze how policy decisions are made and the impact of policy on the public.</p> <p>Explain the origins and the evolution of United States Constitutional Democracy.</p>	<p>Explain the origins and the evolution of United States Constitutional Democracy.</p>	<p>Identify, distinguish, and analyze the roles, powers, and relationships among the 3 branches of government (legislative/judicial/executive).</p> <p>Identify forms of political participation, differentiate among organizations engaged in elections, and analyze participation in US democracy.</p>

<p>Geography</p>	<p>Define basic geographic concepts.</p> <p>Interpret geographic phenomena with maps and spatial data.</p> <p>Understand the process of regionalization.</p> <p>Analyze human-environment interaction.</p> <p>Evaluate global interconnectedness.</p>	<p>Understand the process of regionalization.</p> <p>Analyze human-environment interaction.</p> <p>Evaluate global interconnectedness.</p>	<p>Define basic geographic concepts.</p> <p>Interpret geographic phenomena with maps and spatial data.</p> <p>Understand the process of regionalization.</p> <p>Analyze human-environment interaction.</p> <p>Evaluate global interconnectedness.</p>
<p>Courses</p>	<p><i>Students who major in the social sciences will be able to analyze the factors influencing individual lives and societies as a whole.</i></p>	<p><i>Students who major in the social sciences will be able to compose clear, concise written documents.</i></p>	<p><i>Students who major in the social sciences will be able to demonstrate information literacy.</i></p>

CURRENT**Social Science (SOC)**

Degree: Associate of Arts

Suggested Four-Semester Plan**First Semester****Course Title Credit Hours**

English Composition I - 3

Public Speaking - 3

College Algebra (or higher) - 3

Introduction to Sociology - 3

Elective - 3

Term Total 15**Second Semester****Course Title Credit Hours**

English Composition II - 3

CCA or CIS- 3

U.S. History** - 3

General Psychology - 3

Arts/Humanities Elective* - 3

Elective - 3

Term Total 18**Third Semester****Course Title Credit Hours**

General Biology - 5

Sociology Elective** - 3

Arts/Humanities Elective* - 3

Elective - 3

Elective - 3

Term Total 17**Fourth Semester****Course Title Credit Hours**

American Government - 3

World Regional Geography - 3

Psychology Elective** - 3

Elective - 3

Elective - 3

Term Total 15**Total 65****PROPOSED****Social Science (SOC)**

Degree: Associate of Arts

Suggested Four-Semester Plan**First Semester****Course Title Credit Hours**

English Composition I - 3

Public Speaking - 3

College Algebra (or higher) - 3

Introduction to Sociology - 3

Elective - 3

Term Total 15**Second Semester****Course Title Credit Hours**

English Composition II - 3

CCA or CIS- 3

U.S. History** - 3

General Psychology - 3

Arts/Humanities Elective* - 3

Elective - 3

Term Total 18**Third Semester****Course Title Credit Hours**

General Biology - 5

Sociology Elective** - 3

Spanish I - 5

Arts/Humanities Elective* - 3

Term Total 16**Fourth Semester****Course Title Credit Hours**

American Government - 3

World Regional Geography - 3

Developmental Psychology - 3

Physical Science Elective* - 5

Term Total 14**Total 63**

CURRENT

Social Science (SOC)

Degree: Associate of Arts

Suggested Four-Semester Plan

First Semester

Course Title Credit Hours

English Composition I - 3

Public Speaking - 3

College Algebra (or higher) - 3

Introduction to Sociology – 3

Elective - 3

Term Total 15

Second Semester

Course Title Credit Hours

English Composition II - 3

CCA or CIS- 3

U.S. History** - 3

General Psychology - 3

Arts/Humanities Elective* - 3

Elective - 3

Term Total 18

Third Semester

Course Title Credit Hours

General Biology - 5

Sociology Elective** - 3

Spanish I - 5

Arts/Humanities Elective* - 3

Term Total 16

Fourth Semester

Course Title Credit Hours

American Government - 3

World Regional Geography - 3

Developmental Psychology - 3

Physical Science Elective* - 5

Term Total 14

Total 63

PROPOSED

Social Science (SOC)

Degree: Associate of Science

Analysis and Oral Communication (9 hrs)

Course Title Credit Hours

English Composition I - 3

English Composition II - 3

Public Speaking – 3

Mathematics (3 hrs)

College Algebra (or higher) – 3

Sciences (8-10 hrs)

General Biology - 5

Physical Sciences Elective – 5

Fine Arts and Aesthetic Studies (3 hrs)

Fine Arts Elective – 3

Cultural Studies (3 hrs)

World Regional Geography - 3

Health and Well-Being (7 hrs)

General Psychology - 3

Developmental Psychology - 3

Wellness Concepts – 1

Human Heritage (9 hrs)

U.S. History I or II - 3

Literature Elective - 3

Philosophy or Ethics - 3

Social Awareness (6 hrs)

Introduction to Sociology - 3

Social Problems - 3

Political Awareness (3 hrs)

American Government - 3

Business and Technology (3 hrs)

Business and Technology Elective- 3

General Electives (6 hrs)

**** Recommend course in student's future area of study (i.e., History, Political Science, Psychology, Sociology) or a more specific general education requirement based on student's transfer institution (e.g., Foreign Language)**

Total 60-62 hours

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.1: REFLECTION ON PROGRAM/COURSE OUTCOMES

Provide a narrative reflection on the assessment of program curriculum. Please provide an individual chart for student learning outcomes at both program and course level. Once the chart has been completed by the program, it can be updated in each cycle to reflect changes in assessment initiatives.

Narrative:

Over the last three years, program faculty have worked diligently to map course-level outcomes to both program- and institutional-level outcomes. As a result, there is at least one assessment tool within each of the program's core classes that is also utilized in program assessment. Based on this data, over 70% of students are successfully meeting the program outcomes as a result of completing the required assessment activities in the program's core classes (see attachments).

Evidence:

- Geography PO Data
- Government PO Data
- Psych PO Data
- Sociology PO Data

Social Sciences – Geography courses
Program Outcomes and Measures – Summer 2015 through Spring 2017

O1: Students who major in the social sciences will be able to analyze the factors influencing individual lives and societies as a whole.

M1: Seventy percent of students will score a 70% or higher on the **exam short answers**.

Su15-Geo: 85%

F15-Geo: 78%

S16-Geo: 84%

Su16-Geo: 88%

F16-Geo: 67%

S17-Geo: 63%

O2: Students who major in the social sciences will be able to compose clear, concise written documents.

M2: Seventy percent of students will score a 70% or higher on the **book review**.

Su15-Geo: 83%

F15-Geo: 100%

S16-Geo: 85%

Su16-Geo: 88%

F16-Geo: 88%

S17-Geo: 75%

O3: Students who major in the social sciences will be able to demonstrate information literacy.

M3: Seventy percent of students will score a 70% or higher on the **chapter terms quizzes**.

Su15-Geo: 67%

F15-Geo: 74%

S16-Geo: 84%

Su16-Geo: 56%

F16-Geo: 76%

S17-Geo: 82%

Social Sciences – Political Science courses
Program Outcomes and Measures – Summer 2015 through Spring 2017

O1: Students who major in the social sciences will be able to analyze the factors influencing individual lives and societies as a whole.

M1: Seventy percent of students will score a 70% or higher on the case study project.

Su15-Govt: 84%

F15-Govt: 80%

S16-Govt: 80%

Su16-Govt: N/A

F16-Govt: 84%

S17-Govt: 68%

O2: Students who major in the social sciences will be able to compose clear, concise written documents.

M2: Seventy percent of students will score a 70% or higher on the letter project.

Su15-Govt: 76%

F15-Govt: 73%

S16-Govt: 83%

Su16-Govt: 75%

F16-Govt: 84%

S17-Govt: 78%

O3: Students who major in the social sciences will be able to demonstrate information literacy.

M3: Seventy percent of students will score a 70% or higher on the case study project.

Su15-Govt: 84%

F15-Govt: 80%

S16-Govt: 80%

Su16-Govt: N/A

F16-Govt: 84%

S17-Govt: 68%

Social Sciences – Psychology courses
Program Outcomes and Measures – Summer 2015 through Spring 2017

O1: Students who major in the social sciences will be able to analyze the factors influencing individual lives and societies as a whole.

M1: Seventy percent of students will score a 70% or higher on the final project.

Su15-Gen Psy: 3 of 8 (38%) scored a 70% or higher on the final project

Su15-Dev Psy: not taught

F15-Gen Psy: 56 of 77 (73%) scored a 70% or higher on the final project.

F15-Dev Psy: 27 of 29 (93%) scored a 70% or higher on the final project.

S16-Gen Psy: 47 of 65 (72%) scored a 70% or higher on the final project.

S16-Dev Psy: 32 of 32 (100%) scored a 70% or higher on the final project.

Su16-Gen Psy: 30 of 42 (71%) scored a 70% or higher on the final project.

Su16-Dev Psy: 14 of 15 (93%) scored a 70% or higher on the final project.

F16-Gen Psy: 116 of 146 (79%) scored a 70% or higher on the final project.

F16-Dev Psy: 31 of 34 (91%) scored a 70% or higher on the final project.

S17-Gen Psy: 61 of 72 (80%) scored a 70% or higher on the final project.

S17-Dev Psy: 26 of 31 (84%) scored a 70% or higher on the final project.

O2: Students who major in the social sciences will be able to compose clear, concise written documents.

M2: Seventy percent of students will score a 70% or higher on the final project.

Su15-Gen Psy: 3 of 8 (38%) scored a 70% or higher on the final project

Su15-Dev Psy: not taught

F15-Gen Psy: 56 of 77 (73%) scored a 70% or higher on the final project.

F15-Dev Psy: 27 of 29 (93%) scored a 70% or higher on the final project.

S16-Gen Psy: 47 of 65 (72%) scored a 70% or higher on the final project.

S16-Dev Psy: 32 of 32 (100%) scored a 70% or higher on the final project.

Su16-Gen Psy: 30 of 42 (71%) scored a 70% or higher on the final project.

Su16-Dev Psy: 14 of 15 (93%) scored a 70% or higher on the final project.

F16-Gen Psy: 116 of 146 (79%) scored a 70% or higher on the final project.

F16-Dev Psy: 31 of 34 (91%) scored a 70% or higher on the final project.

S17-Gen Psy: 61 of 72 (80%) scored a 70% or higher on the final project.

S17-Dev Psy: 26 of 31 (84%) scored a 70% or higher on the final project.

O3: Students who major in the social sciences will be able to demonstrate information literacy.

M3: Seventy percent of students will score a 70% or higher on the final project.

Su15-Gen Psy: 3 of 8 (38%) scored a 70% or higher on the final project

Su15-Dev Psy: not taught

F15-Gen Psy: 56 of 77 (73%) scored a 70% or higher on the final project.

F15-Dev Psy: 27 of 29 (93%) scored a 70% or higher on the final project.

S16-Gen Psy: 47 of 65 (72%) scored a 70% or higher on the final project.

S16-Dev Psy: 32 of 32 (100%) scored a 70% or higher on the final project.

Su16-Gen Psy: 30 of 42 (71%) scored a 70% or higher on the final project.

Su16-Dev Psy: 14 of 15 (93%) scored a 70% or higher on the final project.

F16-Gen Psy: 116 of 146 (79%) scored a 70% or higher on the final project.

F16-Dev Psy: 31 of 34 (91%) scored a 70% or higher on the final project.

S17-Gen Psy: 61 of 72 (80%) scored a 70% or higher on the final project.

S17-Dev Psy: 26 of 31 (84%) scored a 70% or higher on the final project.

Social Sciences – Sociology courses
Program Outcomes and Measures – Summer 2015 through Spring 2017

O1: Students who major in the social sciences will be able to analyze the factors influencing individual lives and societies as a whole.

M1: Seventy percent of students will score a 70% or higher on the final (exam essay in Intro, SOA in Soc Probs).

Su15-Intro to Soc: 8 of 10 (80%)
Su15-Soc Probs: N/A
F15-Intro to Soc: 78 of 90 (87%)
F15-Soc Probs: N/A
S16-Intro to Soc: 70 of 98 (71%)
S16-Soc Probs: 16 of 20 (80%)
Su16-Intro to Soc: 12 of 15 (80%)
Su16-Soc Probs: N/A
F16-Intro to Soc: 75 of 86 (87%)
F16-Soc Probs: N/A
S17-Intro to Soc: 70 of 78 (80%)
S17-Soc Probs: 23 of 27 (85%)

O2: Students who major in the social sciences will be able to compose clear, concise written documents.

M2: Seventy percent of students will score a 70% or higher on the final.

Su15-Intro to Soc: 8 of 10 (80%)
Su15-Soc Probs: N/A
F15-Intro to Soc: 78 of 90 (87%)
F15-Soc Probs: N/A
S16-Intro to Soc: 70 of 98 (71%)
S16-Soc Probs: 16 of 20 (80%)
Su16-Intro to Soc: 12 of 15 (80%)
Su16-Soc Probs: N/A
F16-Intro to Soc: 75 of 86 (87%)
F16-Soc Probs: N/A
S17-Intro to Soc: 70 of 78 (80%)
S17-Soc Probs: 23 of 27 (85%)

O3: Students who major in the social sciences will be able to demonstrate information literacy.

M3: Seventy percent of students will score a 70% or higher on the final.

Su15-Intro to Soc: 8 of 10 (80%)
Su15-Soc Probs: N/A
F15-Intro to Soc: 78 of 90 (87%)
F15-Soc Probs: N/A
S16-Intro to Soc: 70 of 98 (71%)
S16-Soc Probs: 16 of 20 (80%)
Su16-Intro to Soc: 12 of 15 (80%)
Su16-Soc Probs: N/A
F16-Intro to Soc: 75 of 86 (87%)
F16-Soc Probs: N/A
S17-Intro to Soc: 70 of 78 (80%)
S17-Soc Probs: 23 of 27 (85%)

3.2: SIGNIFICANT ASSESSMENT FINDINGS

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

Narrative:

Results indicate that objectives were met (often exceeded). The program and its core classes place a clear emphasis on communication, an area where students seem to be thriving. Furthermore, it is clear (based on data provided in 3.1) that students have an understanding of how to access pertinent information, dissect critical from superfluous information, and utilize said information to analyze how people interact within society.

3.3: ONGOING ASSESSMENT PLANS

Describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

Narrative:

Due to the recent revision of the Social Sciences program of study, all changes regarding outcomes assessment will be relegated to the course level to ensure that we collect three years of data on the current program.

4.0: EXTERNAL CONSTITUENCY AND SIGNIFICANT TRENDS

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. (See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.)

4.1: PROGRAM ADVISORY COMMITTEE

Please list or attach all Advisory member's 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.

Narrative:

Not applicable in the Social Sciences Program

4.2: SPECIALIZED ACCREDITATION

Include the following information: 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:

Not applicable in the Social Sciences Program

4.3: OTHER

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

Narrative:

- Each of the following courses has been articulated in the KBOR Transfer Matrix:
 - American Government
 - Developmental Psychology
 - General Psychology
 - Introduction to Sociology
 - Social Problems
 - World Regional Geography
- Due to the college's current standing as an accredited institution of higher learning through the Higher Learning Commission (HLC), the Social Sciences program and its individual courses are likewise accredited.

5.0: CURRICULUM REFLECTION

5.1: REFLECTION ON CURRENT CURRICULUM

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:

Given the nature of higher education in the State of Kansas, the Social Sciences program is limited in its breadth and depth in order to ensure that students are able to effectively transfer to area four-year institutions while also receiving adequate financial aid that is now tied to their progression within a program of study (in other words, we have to be careful about offering too many classes, especially elective options, since they will often not transfer or hurt a student's financial aid package). With that in mind, the latest revision of the program contains 60-62 credits (just under the maximum 64 credits) which contribute toward General Education courses common across our top transfer institutions (e.g., PSU and KSU). Although a 2+2 is in place with Kansas State University, the program is comprised entirely of courses within the KBOR transfer matrix. This ensures that students' credits will transfer to any public college or university in the State of Kansas. It is also important to note Social Sciences programs, in general, are not meant to train for depth of knowledge but instead focus on breadth of experience. Since it is an interdisciplinary studies program Social Sciences graduates at ICC can expect to enter a variety of entry-level positions in the workplace (e.g., paraeducator, bank teller, administrative assistant). Yet this program is designed as a transfer program meaning that career opportunities (especially opportunities for advancement) are more abundant if the student acquires a Bachelor's degree (see attachment from KSU).

Evidence:

- independence-psychology-social-science
- independence-sociology-social-science

K-State 2+2



Associate of Arts in Social Science (Psychology) and Interdisciplinary Social Science

- 60 hours can be transferred from Independence Community College to K-State.
- All K-State courses can be obtained through distance education.
- The Independence Community College Transfer Equivalency Page is located at: <https://go.k-state.edu/transfer.php>
- Students may apply to K-State's Bachelor's Degree Completion program once they earn 30 credit hours with a 2.0 GPA.
- Consultation with your K-State Academic Advisor is required in construction of a social science theme proposal. Information on theme proposals is available at: www.k-state.edu/artsci/interdisciplinary/social.html

Independence Community College

Associate of Arts in Social Science (emphasis in Psychology)

<input type="radio"/>	ENG 1003 English Composition I	_____	3
<input type="radio"/>	ENG 1013 English Composition II	_____	3
<input type="radio"/>	COMM 1203 Speech	_____	3
<input type="radio"/>	MAT 1023 College Algebra	_____	3
<input type="radio"/>	BEH 1003 General Psychology	_____	3
<input type="radio"/>	BEH 2003 Developmental Psychology	_____	3
<input type="radio"/>	BEH 2043 Drugs and Behavior	_____	3
<input type="radio"/>	BIO 1005 General Biology	_____	5
<input type="radio"/>	BUS 2023 Microeconomics	_____	3
<input type="radio"/>	BUS 2063 Macroeconomics	_____	3
<input type="radio"/>	CIT 1003 Computer Concepts and App	_____	3
<input type="radio"/>	HIS 1023 US History I: to 1877 OR	_____	
	HIS 1063 US History II: 1877- Present	_____	3
<input type="radio"/>	PHS 1105 Physical Science	_____	5
<input type="radio"/>	POL 1023 American Government	_____	3
<input type="radio"/>	SOC 1003 Intro to Sociology	_____	3
<input type="radio"/>	SOC 2003 Intro to Philosophy	_____	3
<input type="radio"/>	SOC 2013 World Regional Geography	_____	3
<input type="radio"/>	SOC 2023 Social Problems	_____	3
<input type="radio"/>	Fine Arts Elective**	_____	3
<input type="radio"/>	Literature Elective*	_____	3

Total Credit Hours 64

* ENG 1073, 1083, 2113

** AED 1043, MUE 1303, 2023, 2033, THR 1013

Kansas State University

Bachelor of Science in Interdisciplinary Social Science

<input type="radio"/>	GEOL 102 Earth through Time	_____	3
<input type="radio"/>	GEOL 125 Natural Disasters	_____	3
<input type="radio"/>	STAT 325 Intro to Statistics	_____	3
<input type="radio"/>	Quantitative Elective ⁺	_____	3
<input type="radio"/>	500+ Social Science	_____	3
<input type="radio"/>	500+ Social Science	_____	3
<input type="radio"/>	500+ Social Science	_____	3
<input type="radio"/>	500+ Social Science	_____	3
<input type="radio"/>	500+ Social Science	_____	3
<input type="radio"/>	300+ Elective	_____	3
<input type="radio"/>	300+ Elective	_____	3
<input type="radio"/>	300+ Elective	_____	3
<input type="radio"/>	300+ Elective	_____	3
<input type="radio"/>	300+ Elective	_____	3
<input type="radio"/>	300+ Elective	_____	3
<input type="radio"/>	300+ Elective	_____	3
<input type="radio"/>	300+ Elective	_____	3
<input type="radio"/>	300+ Elective	_____	3
<input type="radio"/>	Free Electives	_____	6

Total Credit Hours 60

⁺ MATH 150, 205, 220 OR STAT 351

Students pursuing this 2+2 should begin working with a K-State advisor as soon as possible, to ensure classes at the community college fit their overall educational goals and fulfill the social science theme. Please email global@k-state.edu or call 785-532-5575 or 1-800-622-2578 to speak to a K-State advisor.

Total Credit Hours Taken: 124
Total Credit Hours Applied to SOSCI Degree: 120

K-State 2+2

Associate of Arts in Social Science (Psychology) and Interdisciplinary Social Science

Student name _____

Last updated _____

Your Degree Option

Independence Community College offers an Associate of Arts degree in Social Science (emphasis in Psychology), which leads into the K-State bachelor's degree in Interdisciplinary Social Science through distance education. This degree completion program is designed primarily for students who have completed the equivalent of the first two years of college. Applications for admission to this program are accepted through the Bachelor's Degree Completion Program in the K-State Global Campus.

Your Career

Kansas State University's social science graduates find jobs across the entire spectrum of private, public, and governmental positions. Some jobs held by social science alumni include: Loan Processor, Manager/Assistant Manager, Administrative Assistant, Research Investigator, Case Manager, and many more. The social science degree prepares graduates for the workforce by developing research skills, communication skills, critical thinking, and team project experience.

Get Started

The degree map on the reverse page will show you a listing of classes you need to take from Independence Community College and K-State to complete the Psychology and Interdisciplinary Social Science 2+2. This degree map has been reviewed and accepted by both schools as an illustration, which is subject to change. Many other combinations of courses may be possible, so students should contact a K-State representative or their community college advisor before committing to a particular transfer program.

To learn more about the Interdisciplinary Social Science degree:

- Phone: 785-532-5575 or 1-800-622-2578
- Email: global@k-state.edu
- Website: www.global.k-state.edu/courses/bachelorsdegree

To apply to K-State, fill out the application, pay the application fee, and have all of your previous transcripts sent to the K-State Office of Admissions. More details about this process can be found at: <http://global.k-state.edu/artsci/social-science/admission>

Bachelor's degree, and beyond

Take the next step! Check out K-State's options for going beyond your bachelor's and toward an online graduate degree. Consult with your advisor to find a program that best fits your needs. <http://global.k-state.edu/courses/degrees#masters>

Note: Kansas Board of Regents requirements have been incorporated into this degree plan, including the following rules governing bachelor's degrees:

- A bachelor's degree must include at least 120 credit hours;
- It must have at least 60 credit hours earned from an institution where the majority of degrees granted are at the bachelor's degree level or higher;
- It must include at least 45 credit hours at the junior level (numbered 300) or higher;
- Each student must successfully complete credit-bearing courses/experiences to cover all of the K-State 8 areas.

Kansas State University will accept up to one-half of the required credit hours from the community college toward the bachelor's degree.

Students may apply to K-State's Bachelor's Degree Completion Program in Interdisciplinary Social Science with 30 transferable semester credit hours completed and a minimum overall 2.0 GPA.

Notice of Nondiscrimination

Kansas State University is committed to nondiscrimination in admissions, programs and employment. Inquiries and complaints: Contact Director of Institutional Equity, Kansas State University, 103 Edwards Hall, Manhattan, KS 66506-4801, (Phone) 785-532-6220; (TTY) 785-532-4807.

Student Access Center

A student with a disability who wishes to request accommodations for a credit course should contact the Student Access Center (k-state.edu/accesscenter, 785-532-6441, or email accesscenter@k-state.edu) and their course instructor. Early notification is requested to ensure that accommodations can be provided in a timely manner.

K-State 2+2



Associate of Arts in Social Science (Sociology) and Interdisciplinary Social Science

Student name

Last updated

Your Degree Option

Independence Community College offers an Associate of Arts degree in Social Science (emphasis in Sociology), which leads into the K-State bachelor's degree in Interdisciplinary Social Science through distance education. This degree completion program is designed primarily for students who have completed the equivalent of the first two years of college. Applications for admission to this program are accepted through the Bachelor's Degree Completion Program in K-State Global Campus.

Your Career

Kansas State University's social science graduates find jobs across the entire spectrum of private, public, and governmental positions. Some jobs held by social science alumni include: Loan Processor, Manager/Assistant Manager, Administrative Assistant, Research Investigator, Case Manager and many more. The social science degree prepares graduates for the workforce by developing research skills, communication skills, critical thinking and team project experience.

Get Started

The degree map on the reverse page will show you a listing of classes you need to take from Independence Community College and K-State to complete the Associate of Arts and Interdisciplinary Social Science 2+2. This degree map has been reviewed and accepted by both schools as an illustration, which is subject to change. Many other combinations of courses may be possible, so students should contact a K-State representative or their community college advisor before committing to a particular transfer program.

To learn more about the Interdisciplinary Social Science degree:

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- Email: global@k-state.edu
- Website: www.global.k-state.edu/courses/bachelorsdegree

To apply to K-State, fill out the application, pay the application fee, and have all of your previous transcripts sent to the K-State Office of Admissions. More details about this process can be found at: <http://global.k-state.edu/artsci/social-science/admission>

Bachelor's degree, and beyond

Take the next step! Check out K-State's options for going beyond your bachelor's and toward an online graduate degree. Consult with your advisor to find a program that best fits your needs. <http://global.k-state.edu/courses/degrees#masters>

Note: Kansas Board of Regents requirements have been incorporated into this degree plan, including the following rules governing bachelor's degrees:

- A bachelor's degree must include at least 120 credit hours;
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5.2: DEGREE AND CERTIFICATE OFFERINGS OR SUPPORT

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 primary focus of the Social Sciences program is to serve Social Sciences majors pursuing their Associate of Science degree. The six major-related courses in the program support all Associate of Arts and Associate of Science degrees offered at ICC in some capacity. In particular, the Liberal Studies degree relies heavily on the Social Sciences curriculum (see highlights within attachment).

Evidence:

- Elective Options for Liberal Studies

COURSES THAT MEET ICC GENERAL EDUCATION REQUIREMENTS

ARTS/HUMANITIES

(See Degree Requirements)

Art

Art Appreciation (AED1043)

Design (AED1003)

Foreign Language

French I (FRL1005)

French II (FRL1015)

French III (FRL2005)

French IV (FRL2013)

Spanish I (FRL1025)

Spanish II (FRL1035)

Spanish III (FRL2035)

Spanish IV (FRL2043)

History

World History I (HIS1003)

World History II (HIS1013)

United States History I: to 1877 (HIS1023)

United States History II: 1877 to Present (HIS1063)

Literature

American Literature I (ENG1083)

American Literature II (ENG2113)

Introduction to Literature (ENG1073)

British Literature I (ENG2123)

British Literature II (ENG2133)

Music

Music Appreciation (MUE1303)

Philosophy

Introduction to Philosophy (SOC2003)

Theatre

Theatre Appreciation (THR1013)

COMMUNICATION

English Composition I (ENG 1003)

English Composition II (ENG 1013)

Public Speaking (COM 1203)

Interpersonal Communication (COM 1233)

COMPUTER SCIENCE

Computer Concepts & Applications (CIT1003)

Computer Information Systems (CIT2003)

MATHEMATICS

Analytic Geometry & Calculus I (MAT1055)

Analytic Geometry & Calculus II (MAT2025)

Analytic Geometry & Calculus III (MAT2033)

College Algebra (MAT1023/MAT1025)

Differential Equations (MAT2043)

Elementary Statistics (MAT1103)

Introduction to Analytic Processes (MAT1153)

Pre-Calculus (MAT1015)

Plane Trigonometry (MAT1093)

SCIENCE

(See Degree Requirements)

Biological Science

Anatomy and Physiology (BIO2045)

Biology I (BIO1115)

Biology II (BIO2115)

Environmental Biology (BIO2035)

General Biology (BIO1005)

Microbiology (BIO2055)

Physical Science

Geology (PHS1105)

College Chemistry I (PHS1025)

Descriptive Astronomy (PHS1085)

Engineering Physics I (PHS2055)

General Chemistry (PHS1015)

General College Physics I (PHS1055)

Physical Science (PHS1005)

SOCIAL/BEHAVIORAL SCIENCES

(See Degree Requirements)

Psychology

General Psychology (BEH1003)

Developmental Psychology (BEH2003)

Economy and Society

Introduction to Accounting (ACC1003)

Accounting II (ACC1023)

Financial Accounting (ACC1044)

Microeconomics (BUS2023)

Macroeconomics (BUS2033)

Personal Finance (BUS1003)

Sociology

Introduction to Sociology (SOC1003)

Anthropology (SOC1023)

Social Problems (SOC2023)

Ethics (SOC1073)

Geography

World Regional Geography (SOC2013)

Political Science

American Government (POL1023)

International Politics (POL1043)

Introduction to Political Science (POL1013)

6.0: FACULTY SUCCESS

Before completing the Faculty Success sub- sections, the program should reflect on a program pedagogy of success that identifies activities (publications, presentations, awards, and service) that promote success and why these specific activities were chosen. This philosophy or statement of pedagogy should be used as a framework for structuring future activities based on measurable outcomes in other sections of the program review.

6.1: PROGRAM ACCOMPLISHMENTS

Please highlight noteworthy program accomplishments.

Narrative:

The program has been restructured twice in the last three years. First, it was redesigned to better align with the general education requirements at area four-year universities ICC students typically transfer to. This fall it was reshaped to better align with the ICC Liberal Studies degree and changes the institution has undertaken in recent years. Furthermore, all core classes in the program have been aligned to both program and institutional outcomes. Core classes have also had their syllabi updated, and online versions of the classes have upgraded and adjusted to fit the new learning management software (LMS) at the campus.

6.2: FACULTY ACCOMPLISHMENTS

Highlight noteworthy accomplishments of individual faculty.

Narrative:

The sociology professor won the Master Teacher award in 2015. Political Science professor earned 18 graduate hours in Philosophy since last program review. Political Science and Psychology professors have served as Division Chair of the Humanities and Social Sciences division during the three-year term. Geography and Psychology professors have served in leadership capacities in the college's Academic Council during the three-year term. Finally, Geography and Political Science professors have served in leadership roles within the Faculty Association during the three-year term.

6.3: INNOVATIVE RESEARCH, TEACHING, AND COMMUNITY SERVICE,

In this section the program should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

The program's Geography professor recently completed research for a journal article accepted for publication in 2018 while also volunteering on the board of the local history museum. The program's Sociology professor is applying for a technology grant to study the use of virtual reality instruction. The program's Psychology professor volunteers to oversee the college's Recycling program, assists with the college's C.A.R.E. team, and he manages the college's Student of the Month program.

7.0: PROGRAM PLANNING & DEVELOPMENT FOR STUDENT SUCCESS

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

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

Narrative:

The only trend that can be observed in the data is one of inconsistency. Although the objectives were consistently met, the rate of success varied from one semester to another. Furthermore, the results varied within given semesters; sometimes morning classes outperformed afternoon classes while other times Tuesday-Thursday classes outperformed Monday-Wednesday-Friday classes. It is believed this inconsistency is a reflection in the course enrollment where ICC experiences significant ebbs and flows between Fall and Spring, and from one year to the next. Ultimately, without having the ability to track these students consistently across four full semesters in Social Sciences classes, it is not likely that the data will ever provide the type of revelations we often seek from it.

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 Resource D for detailed descriptions of the vitality recommendation categories.)

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use

S.M.A.R.T. goal setting for this purpose. (See Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)

Narrative:

It is the opinion of the program faculty that the Social Sciences program falls under Category 2 of the academic program vitality descriptions. Although the program has only produced four majors over the previous two years, it is clear that course enrollment is steady, the Social Sciences is integral to the college's Liberal Studies degree, and there is documentation that students are benefitting from the advisement of program faculty as they pursue related fields at the four-year level (see attachment). The following data was used in determining placement in Category 2 (see attachments):

Demand and Quality: During AY2016, 863 students took core classes from the Social Sciences program; this accounts for 2589 student credit hours. Of those 863, 808 completed the course (93.6%). During AY2017, 1107 students took core classes from the Social Sciences program; this accounts for 3321 student credit hours. Of those 1107, 1039 completed the course (93.9%).

Resource Utilization: During AY2016, 51 courses were taught from the core classes in the Social Sciences program. Of those 51, 11 were concurrent courses taught at area high schools (21.5%) while 13 were taught in the online environment (25.5%). Of the remaining 27 classes, only two fell below the minimum eight-person threshold whereas four classes exceeded the maximum enrollment threshold of 25. During AY2017, 65 courses were taught from the core classes in the Social Sciences program. Of those 65, 15 were concurrent courses taught at area high schools (23%) while 24 classes were taught in the online environment (37%). Of the remaining 26 classes, zero fell below the minimum eight-person threshold whereas four classes exceeded the maximum enrollment threshold of 25. It is also important to note that during AY2016 and AY2017, 80.4% (74/92) of all core classes within the Social Sciences program were taught by full-time faculty.

In terms of goal-setting within the program, the Social Sciences faculty developed the following short-term and long-term goals:

1. Program faculty will ensure that all core courses continue to transfer across the public schools in the State of Kansas by remaining actively engaged in the Kansas Core

Outcomes group during the next three academic years (i.e., 2017, 2018, and 2019 academic years).

2. Program faculty will build course articulation agreements for other available classes taught under their purview or create courses that already fall under the KBOR matrix during the next three academic years (i.e., 2017, 2018, and 2019 academic years).
3. Program faculty will ensure 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 (i.e., 2017, 2018, and 2019 academic years).

Evidence:

- SOC Grads
- Sections BEH,GEO,POL,SOC AY16 Enrollment
- Sections BEH,GEO,POL,SOC AY17 Enrollment

Students who completed the SOC degree or a Liberal Studies degree with an emphasis in SOC:

<u>Name</u>	<u>Institution</u>	<u>Major</u>
[REDACTED]	Missouri Southern	Social Work
[REDACTED]	Pittsburg State	Psychology
[REDACTED]	Pittsburg State	Political Science/Sociology
[REDACTED]	Washburn	Psychology
[REDACTED]	Pittsburg State	Child Development

***these students whereabouts/intentions were confirmed through firsthand feedback

ACADEMIC_YEAR	ACADEMIC_TERM	ACADEMIC_SESSION	EVENT_ID	SECTION	EVENT_MED_NAME
2015	SUMMER	FULL	03BEH1003	1383	GEN PSYCH
2015	SUMMER	FULL	03BEH1003	1384	GEN PSYCH
2015	SUMMER	FULL	03BEH1003	6260	GEN PSYCH
2015	SUMMER	FULL	03POL1023	6251	AM GOVERN'T
2015	SUMMER	FULL	03SOC1003	1387	INTRO SOCIOLOGY
2015	SUMMER	FULL	03SOC1003	6255	INTRO SOCIOLOGY
2015	SUMMER	FULL	03SOC1073	6252	ETHICS
2015	SUMMER	FULL	03SOC2013	1390	GEOGRAPHY
2015	SUMMER	FULL	03SOC2013	6254	GEOGRAPHY
2015	FALL	FULL	03BEH1003	1434	GEN PSYCH
2015	FALL	FULL	03BEH1003	1435	GEN PSYCH
2015	FALL	FULL	03BEH1003	1436	GEN PSYCH
2015	FALL	FULL	03BEH1003	1437	GEN PSYCH
2015	FALL	FULL	03BEH1003	1438	GEN PSYCH
2015	FALL	FULL	03BEH1003	1439	GEN PSYCH
2015	FALL	FULL	03BEH1003	1470	GEN PSYCH
2015	FALL	FULL	03BEH1003	1471	GEN PSYCH
2015	FALL	FULL	03BEH1003	6506	GEN PSYCH
2015	FALL	FULL	03BEH1003	8019	GEN PSYCH
2015	FALL	FULL	03BEH1003	8032	GEN PSYCH
2015	FALL	FULL	03BEH1103	1473	PSYCH/ADJUST
2015	FALL	FULL	03BEH2003	1441	DEVEL PSYCH
2015	FALL	FULL	03BEH2003	1442	DEVEL PSYCH
2015	FALL	FULL	03BEH2043	1444	DRUGS/BEHAVIOR
2015	FALL	FULL	03POL1023	2064	AM GOVERN'T
2015	FALL	FULL	03POL1023	2065	AM GOVERN'T
2015	FALL	FULL	03POL1023	6502	AM GOVERN'T
2015	FALL	FULL	03SOC1003	1460	INTRO SOCIOLOGY
2015	FALL	FULL	03SOC1003	1461	INTRO SOCIOLOGY
2015	FALL	FULL	03SOC1003	1462	INTRO SOCIOLOGY
2015	FALL	FULL	03SOC1003	6525	INTRO SOCIOLOGY
2015	FALL	FULL	03SOC1003	6527	INTRO SOCIOLOGY
2015	FALL	FULL	03SOC1003	8009	INTRO SOCIOLOGY
2015	FALL	FULL	03SOC1013	1463	MARRIAGE FAMILY
2015	FALL	FULL	03SOC1073	1464	ETHICS
2015	FALL	FULL	03SOC1073	1465	ETHICS
2015	FALL	FULL	03SOC1073	6519	ETHICS
2015	FALL	FULL	03SOC1133	1467	CRIMINAL BEHAV
2015	FALL	FULL	03SOC2003	1468	PHILOSOPHY
2015	FALL	FULL	03SOC2003	1472	PHILOSOPHY
2015	FALL	FULL	03SOC2013	1469	GEOGRAPHY
2015	FALL	FULL	03SOC2013	6514	GEOGRAPHY
2016	SPRING	FULL	03BEH1003	1536	GEN PSYCH

2016	SPRING	FULL	03BEH1003	1539	GEN PSYCH
2016	SPRING	FULL	03BEH1003	1543	GEN PSYCH
2016	SPRING	FULL	03BEH1003	1556	GEN PSYCH
2016	SPRING	FULL	03BEH1003	6756	GEN PSYCH
2016	SPRING	FULL	03BEH1003	8304	GEN PSYCH
2016	SPRING	FULL	03BEH1003	8308	GEN PSYCH
2016	SPRING	FULL	03BEH1103	1538	PSYCH/ADJUST
2016	SPRING	FULL	03BEH2003	1540	DEVEL PSYCH
2016	SPRING	FULL	03BEH2003	6763	DEVEL PSYCH
2016	SPRING	FULL	03BEH2023	1541	ABNOR PSYCH
2016	SPRING	FULL	03POL1013	2141	POLITICAL SC
2016	SPRING	FULL	03POL1023	2139	AM GOVERN'T
2016	SPRING	FULL	03POL1023	2140	AM GOVERN'T
2016	SPRING	FULL	03POL1023	6750	AM GOVERN'T
2016	SPRING	FULL	03SOC1003	1544	INTRO SOCIOLOGY
2016	SPRING	FULL	03SOC1003	1545	INTRO SOCIOLOGY
2016	SPRING	FULL	03SOC1003	1546	INTRO SOCIOLOGY
2016	SPRING	FULL	03SOC1003	1554	INTRO SOCIOLOGY
2016	SPRING	FULL	03SOC1003	6758	INTRO SOCIOLOGY
2016	SPRING	FULL	03SOC1003	6765	INTRO SOCIOLOGY
2016	SPRING	FULL	03SOC1003	8325	INTRO SOCIOLOGY
2016	SPRING	FULL	03SOC1003	8338	INTRO SOCIOLOGY
2016	SPRING	FULL	03SOC1013	6762	SOCIOLOGYFAMILY
2016	SPRING	FULL	03SOC1073	1548	ETHICS
2016	SPRING	FULL	03SOC1073	1555	ETHICS
2016	SPRING	FULL	03SOC1073	6755	ETHICS
2016	SPRING	FULL	03SOC1073	8320	ETHICS
2016	SPRING	FULL	03SOC1113	1553	CRIMINAL JUSTIC
2016	SPRING	FULL	03SOC2003	1549	PHILOSOPHY
2016	SPRING	FULL	03SOC2003	8319	PHILOSOPHY
2016	SPRING	FULL	03SOC2013	1550	GEOGRAPHY
2016	SPRING	FULL	03SOC2013	6764	GEOGRAPHY
2016	SPRING	FULL	03SOC2013	8305	GEOGRAPHY
2016	SPRING	FULL	03SOC2023	1552	SOCIAL PROBLEMS

CREDITS	ADDS	PERSON_CODE_ID	Completed
3	10	B. Gilcrist	10
3	0	J. Schaid	
3	11	B. Campus	8
3	10	B. Seel	9
3	0	J. Papen	
3	13	M. Harris	10
3	16	B. Seel	16
3	0	J. Dunham	
3	8	I. McCaffery	7
3	23	B. Gilcrist	21
3	27	J. Schaid	25
3	19	B. Gilcrist	15
3	24	B. Gilcrist	23
3	23	B. Gilcrist	21
3	24	J. Schaid	24
3	26	B. Murrison	26
3	4	B. Koehn	4
3	15	B. Campus	14
3	13	J. Schaid	13
3	8	B. Koehn	8
3	0	B. Gilcrist	
3	24	B. Gilcrist	18
3	15	B. Gilcrist	14
3	12	B. Gilcrist	11
3	10	B. Seel	10
3	24	B. Seel	23
3	13	B. Seel	11
3	25	M. Harris	24
3	25	M. Harris	25
3	22	M. Harris	20
3	10	M. Harris	9
3	0	M. Harris	
3	13		13
3	12	M. Harris	11
3	11	B. Seel	9
3	19	B. Seel	18
3	9	B. Seel	9
3	18	T. Goodspeed	18
3	25	B. Seel	23
3	10	D. Barwick	9
3	15	I. McCaffery	13
3	11	I. McCaffery	8
3	23	B. Gilcrist	22

3	28 B. Gilcrist	26
3	6 J. Schaid	6
3	12 J. Schaid	11
3	22 B. Campus	20
3	23	23
3	13 J. Schaid	13
3	0 B. Gilcrist	
3	22 B. Gilcrist	21
3	18 B. Gilcrist	14
3	13 B. Gilcrist	13
3	11 B. Seel	11
3	7 B. Seel	7
3	26 B. Seel	24
3	13 B. Seel	12
3	25 M. Harris	25
3	25 M. Harris	25
3	6 S. Debo	6
3	4 B. Koehn	4
3	15 M. Harris	14
3	0 M. Harris	
3	8 B. Koehn	8
3	20 B. Murrison	20
3	11 M. Harris	10
3	19 B. Seel	19
3	14 B. Seel	13
3	15 B. Seel	13
3	15	15
3	3 L. Allison	3
3	22 B. Seel	20
3	11	11
3	30 I. McCaffery	29
3	9 I. McCaffery	6
3	6	6
3	25 M. Harris	25

ACADEMIC_YEAR	ACADEMIC_TERM	ACADEMIC_SESSION	EVENT_ID	SECTION	EVENT_MED_NAME
2016	SUMMER	FULL	03BEH1003	1383	GEN PSYCH
2016	SUMMER	FULL	03BEH1003	1386	GEN PSYCH
2016	SUMMER	FULL	03BEH1003	6252	GEN PSYCH
2016	SUMMER	FULL	03BEH1003	6280	GEN PSYCH
2016	SUMMER	FULL	03BEH2003	6253	DEVEL PSYCH
2016	SUMMER	FULL	03POL1023	6259	AM GOVERN'T
2016	SUMMER	FULL	03SOC1003	6261	INTRO SOCIOLOGY
2016	SUMMER	FULL	03SOC1073	6260	ETHICS
2016	SUMMER	FULL	03SOC2013	6255	GEOGRAPHY
2016	SUMMER	FULL	03SOC2023	6263	SOCIAL PROBLEMS
2016	SUMMER	SECOND	03BEH1003	1385	GEN PSYCH
2016	FALL	FULL	03BEH1003	1434	GEN PSYCH
2016	FALL	FULL	03BEH1003	1435	GEN PSYCH
2016	FALL	FULL	03BEH1003	1437	GEN PSYCH
2016	FALL	FULL	03BEH1003	6502	GEN PSYCH
2016	FALL	FULL	03BEH1003	HS01	GEN PSYCH
2016	FALL	FULL	03BEH1003	HS02	GEN PSYCH
2016	FALL	FULL	03BEH1003	HS03	GEN PSYCH
2016	FALL	FULL	03BEH1003	HS04	GEN PSYCH
2016	FALL	FULL	03BEH1003	HS05	GEN PSYCH
2016	FALL	FULL	03BEH1003	ON01	GEN PSYCH
2016	FALL	FULL	03BEH1003	ON02	GEN PSYCH
2016	FALL	FULL	03BEH2003	1439	DEVEL PSYCH
2016	FALL	FULL	03BEH2003	6503	DEVEL PSYCH
2016	FALL	FULL	03BEH2043	1438	DRUGS/BEHAVIOR
2016	FALL	FULL	03POL1023	2063	AM GOVERN'T
2016	FALL	FULL	03POL1023	2064	AM GOVERN'T
2016	FALL	FULL	03POL1023	2065	AM GOVERN'T
2016	FALL	FULL	03POL1023	8005	AM GOVERN'T
2016	FALL	FULL	03POL1023	ON01	AM GOVERN'T
2016	FALL	FULL	03SOC1003	1440	INTRO SOCIOLOGY
2016	FALL	FULL	03SOC1003	1441	INTRO SOCIOLOGY
2016	FALL	FULL	03SOC1003	1460	INTRO SOCIOLOGY
2016	FALL	FULL	03SOC1003	6515	INTRO SOCIOLOGY
2016	FALL	FULL	03SOC1003	8003	INTRO SOCIOLOGY
2016	FALL	FULL	03SOC1013	1442	SOCIOLOGYFAMILY
2016	FALL	FULL	03SOC1073	1443	ETHICS
2016	FALL	FULL	03SOC1073	1444	ETHICS
2016	FALL	FULL	03SOC1073	6519	ETHICS
2016	FALL	FULL	03SOC1133	1457	CRIMINAL BEHAV
2016	FALL	FULL	03SOC2003	1445	PHILOSOPHY
2016	FALL	FULL	03SOC2013	1458	GEOGRAPHY
2016	FALL	FULL	03SOC2013	6506	GEOGRAPHY

2016	FALL	FULL	03SOC2023	1461	SOCIAL PROBLEMS
2016	FALL	INTER	03BEH1103	IN01	PSYCH/ADJUST
2016	FALL	SECOND	03BEH1003	1436	GEN PSYCH
2016	FALL	SECOND	03SOC1003	6516	INTRO SOCIOLOGY
2017	SPRING	FULL	03BEH1003	1535	GEN PSYCH
2017	SPRING	FULL	03BEH1003	1536	GEN PSYCH
2017	SPRING	FULL	03BEH1003	1537	GEN PSYCH
2017	SPRING	FULL	03BEH1003	6752	GEN PSYCH
2017	SPRING	FULL	03BEH1003	HS01	GEN PSYCH
2017	SPRING	FULL	03BEH1003	ON01	GEN PSYCH
2017	SPRING	FULL	03BEH2003	1538	DEVEL PSYCH
2017	SPRING	FULL	03BEH2003	6753	DEVEL PSYCH
2017	SPRING	FULL	03BEH2023	1540	ABNOR PSYCH
2017	SPRING	FULL	03POL1023	2139	AM GOVERN'T
2017	SPRING	FULL	03POL1023	2140	AM GOVERN'T
2017	SPRING	FULL	03POL1023	6768	AM GOVERN'T
2017	SPRING	FULL	03SOC1003	0001	INTRO SOCIOLOGY
2017	SPRING	FULL	03SOC1003	1542	INTRO SOCIOLOGY
2017	SPRING	FULL	03SOC1003	6765	INTRO SOCIOLOGY
2017	SPRING	FULL	03SOC1003	HS01	INTRO SOCIOLOGY
2017	SPRING	FULL	03SOC1003	HS02	INTRO SOCIOLOGY
2017	SPRING	FULL	03SOC1003	HS03	INTRO SOCIOLOGY
2017	SPRING	FULL	03SOC1003	HS04	INTRO SOCIOLOGY
2017	SPRING	FULL	03SOC1003	HS05	INTRO SOCIOLOGY
2017	SPRING	FULL	03SOC1003	HS06	INTRO SOCIOLOGY
2017	SPRING	FULL	03SOC1013	6767	SOCIOLOGYFAMILY
2017	SPRING	FULL	03SOC1073	1544	ETHICS
2017	SPRING	FULL	03SOC1073	6769	ETHICS
2017	SPRING	FULL	03SOC1073	8309	ETHICS
2017	SPRING	FULL	03SOC1113	1547	CRIMINAL JUSTIC
2017	SPRING	FULL	03SOC2003	HS01	PHILOSOPHY
2017	SPRING	FULL	03SOC2003	ON01	PHILOSOPHY
2017	SPRING	FULL	03SOC2013	1548	GEOGRAPHY
2017	SPRING	FULL	03SOC2013	6757	GEOGRAPHY
2017	SPRING	FULL	03SOC2013	8305	GEOGRAPHY
2017	SPRING	FULL	03SOC2013	HS01	GEOGRAPHY
2017	SPRING	FULL	03SOC2023	1543	SOCIAL PROBLEMS
2017	SPRING	SECOND	03BEH1003	ON02	GEN PSYCH
2017	SPRING	SECOND	03SOC1003	6766	INTRO SOCIOLOGY
2017	SPRING	SECOND	03SOC2113	ON01	INTRO.RACE/ETHN

CREDITS	ADDS	PERSON_CODE_ID	Completed
3	25	B. Gilcrist	25
3	18	B. Gilcrist	18
3	23	B. Campus	23
3	8	B. Campus	8
3	21	B. Gilcrist	19
3	13	B. Seel	11
3	16	M. Harris	16
3	7	B. Seel	6
3	5	I. McCaffery	2
3	8	M. Harris	7
3	22	J. Schaid	22
3	29	B. Gilcrist	27
3	27	B. Gilcrist	27
3	23	J. Schaid	23
3	20	B. Campus	20
3	15	J. Schaid	15
3	16	J. Schaid	16
3	6	B. Koehn	6
3	6	B. Koehn	6
3	14	L. Schweda	14
3	12	B. Gilcrist	10
3	18	B. Gilcrist	13
3	31	B. Gilcrist	30
3	18	B. Gilcrist	17
3	5	B. Gilcrist	5
3	17	B. Seel	17
3	10	B. Seel	10
3	15	B. Seel	15
3	17	H. Hester	17
3	6	B. Seel	6
3	20	M. Harris	20
3	23	M. Harris	23
3	22	M. Harris	19
3	16	B. Murrison	14
3	27	V. Heit	27
3	7	M. Harris	7
3	22	B. Seel	21
3	14	B. Seel	13
3	11	B. Seel	9
3	17	S. Debo	17
3	24	B. Seel	22
3	24	I. McCaffery	23
3	14	I. McCaffery	14

3	13 M. Harris	13
3	7 B. Gilcrist	7
3	17 B. Gilcrist	15
3	17 M. Harris	16
3	11 B. Gilcrist	11
3	20 B. Gilcrist	14
3	11 J. Schaid	11
3	19 B. Campus	19
3	13 B. Gilcrist	10
3	18 B. Campus	18
3	21 B. Gilcrist	17
3	24 B. Gilcrist	18
3	4 B. Gilcrist	2
3	19 B. Seel	19
3	9 B. Seel	9
3	19 B. Seel	17
3	25 M. Harris	25
3	26 M. Harris	26
3	18 B. Murrison	15
3	19 J. Schaid	19
3	20 J. Schaid	20
3	7 B. Koehn	7
3	6 B. Koehn	6
3	15 G. Essington	14
3	8 L. Schweda	5
3	11 M. Harris	11
3	11 B. Seel	10
3	19 B. Seel	18
3	8 T. Leach	8
3	11 L. Allison	11
3	19 T. Leach	19
3	27 J. Wheeler	26
3	25 I. McCaffery	23
3	16 I. McCaffery	13
3	10 V. Heit	10
3	15 V. Heit	14
3	27 M. Harris	27
3	13 B. Campus	11
3	21 M. Harris	17
3	20 M. Harris	20

7.3 Mission and Strategic Plan Alignment

In this section, indicate the ways in which the program's offerings align with the ICC mission (Appendix 3). Also, in this section provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan, KPI's (Appendix 4) or Higher Learning Commission (HLC) accreditation AQIP categories (Appendix 1). It is not necessary to consider an example for each HLC category, but programs 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.

Narrative:

The mission of ICC states "Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development" (Appendix 3). As a consequence, the Social Sciences program serves the college's mission by ensuring both academic excellence and cultural enrichment are provided to our students. The program faculty work tirelessly to ensure that a minimum of seventy-percent of our students meet the learning objectives outlined in our courses and program as a whole. Each of the curriculums in our program emphasizes the role of diversity in greater society and encourages students to become more knowledgeable and productive members of society. As a result of these efforts, the Social Sciences program also helps ICC fulfill its vision by providing "...an exceptional educational experience by cultivating intellect...and enhancing character in a student and community centered environment" (Appendix 3). Program faculty also make a concerted effort to demonstrate the college's core values by enforcing integrity, expecting excellence, valuing diversity, and making a commitment to hold ourselves, our students, and our peers accountable to these ideals. Collectively, these actions on the part of program faculty help ICC demonstrate investment in categories one, two and four of the Higher Learning Commission's Academic Quality Improvement Process (AQIP). This success has allowed the Social Sciences program to produce four graduates in since the beginning of the 2015 academic year, each of whom is either in the process of completing or has completed a four-year degree in a related field (fulfills indicator 4 of ICC's KPIs). Program faculty are also helping the college meet its target on indicator five through its emphasis on writing across curriculum, as well as indicator six based on the attached results (see attachment).

Evidence:

- SOC Online Students w C or higher

Number of students who completed an SOC online course with a grade of C or higher:

Semester	Course	Total Enrolled	# w/ C or higher	% of total class
Summer 2015	Amer Govt	9	5	56
	Dev Psy	N/A	N/A	N/A
	Gen Psy	N/A	N/A	N/A
	Intro to Soc	10	8	80
	Soc Probs	N/A	N/A	N/A
	Geography	6	5	83
Fall 2015	Amer Govt	13	7	54
	Dev Psy	N/A	N/A	N/A
	Gen Psy	N/A	N/A	N/A
	Intro to Soc	6	5	83
	Soc Probs	N/A	N/A	N/A
	Geography	8	6	75
Spring 2016	Amer Govt	14	9	65
	Dev Psy	15	12	80
	Gen Psy	No data	No data	No data
	Intro to Soc	32	25	78
	Soc Probs	N/A	N/A	N/A
	Geography	6	5	83
Summer 2016	Amer Govt	11	6	55
	Dev Psy	20	14	70
	Gen Psy	No data	No data	No data
	Intro to Soc	17	13	77
	Soc Probs	7	6	86
	Geography	2	1	50
Fall 2016	Amer Govt	N/A	N/A	N/A
	Dev Psy	17	9	52.9
	Gen Psy	23	19	82.6
	Intro to Soc	34	27	79
	Soc Probs	N/A	N/A	N/A
	Geography	9	7	78
Spring 2017	Amer Govt	18	10	55
	Dev Psy	18	16	88.9
	Gen Psy	10	6	60
	Intro to Soc	37	26	70
	Soc Probs	N/A	N/A	N/A
	Geography	12	5	41.6
KPI Target is 68%, while SOC averaged =				71.2%

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

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

Narrative:

No requests or adjustments are desired at this time. Although program faculty would appreciate more available funds for professional development opportunities (it would cost roughly \$1400-\$1500 per faculty member to attend the national convention for his discipline including transportation, lodging, and registration costs; or \$5600-\$6000 for the four faculty members in the program), it is recognized that the college is not in a financial position to accommodate such a request.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

Collectively, the program faculty submitted data and reviewed the narratives to ensure that all four disciplines had an opportunity to discuss any pertinent issues they felt represented the program's current standing.

9.2 Dean and/or Administrative Designee Response

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

Narrative:

Division Chair: I agree with the findings of the report. Although it is concerning the program has seen a significant decline in the number of majors over recent years, it appears to be a more accurate number when considering actual graduates from the SOC program. Furthermore, it is critical to have these content areas on campus given their overlap with the Liberal Studies and General Studies degree plans.

Program Review Committee: We agree with the findings presented by the Social Sciences faculty.

VPAA: I agree with the findings of this report as well. It is important to keep this major for the few students who are focusing in this area for transfer, but it is true that the courses apply to almost every degree and certificate we offer at ICC, so there will always be a need to keep the core of the Social Science program.

2017-18 PROJECTED MONTHLY CASH FLOW

INDEPENDENCE COMMUNITY COLLEGE

February 28, 2018

	July	August	September	October	November	December	January	February	March	April	May	June
1. Cash On Hand												
2016-17 (Bank balances)	\$2,836,519.65	\$2,169,347.76	\$2,539,764.98	\$2,034,268.53	\$1,847,334.08	\$1,170,986.78	\$464,118.98	\$3,372,271.47	\$2,992,077.26	\$2,974,737.13	\$1,924,390.88	\$1,148,683.94
2017-18 (Bank Balances) as of 1st day of month	\$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	\$3,012,604.31	\$2,471,371.54	\$1,878,418.09	\$1,259,205.73
2016-17 Bank Balances (Bluffstone)	\$72,516.71	\$128,151.76	\$145,304.36	\$145,304.36	\$101,486.53	\$101,486.53	\$82,409.50	\$109,812.81	\$99,532.07	\$85,440.94	\$69,097.10	\$69,097.10
2. Cash Receipts												
Monthly Cash Deposits									\$1,556,332.55	\$268,755.34	\$300,514.00	\$2,646,207.38
3. Total Cash Receipts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,556,332.55	\$268,755.34	\$300,514.00	\$2,646,207.38
4. Total Cash Available	\$1,871,494.12	\$2,205,803.00	\$1,777,303.94	\$1,685,392.10	\$826,615.36	\$528,735.23	\$3,877,856.67	\$3,012,604.31	\$4,668,468.93	\$2,825,567.82	\$2,248,029.19	\$3,974,510.21
5. Cash Paid Out												
2016-17 Payables									\$1,047,880.05	\$358,074.08	\$299,337.49	\$265,570.50
2017-18 Payables (Projected for future months)									\$1,580,133.58	\$333,583.44	\$341,398.66	\$666,057.04
Outstanding Checks												
Payroll Expenses (Taxes, etc.)									\$616,963.81	\$613,566.29	\$647,424.80	\$568,582.48
Subtotal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,197,097.39	\$947,149.73	\$988,823.46	\$1,234,639.52
6. Total Cash Balance												
End of Month Total Bank Balance	\$1,871,494.12	\$2,205,803.00	\$1,777,303.94	\$1,685,392.10	\$826,615.36	\$528,735.23	\$3,877,856.67	\$3,012,604.31	\$2,471,371.54	\$1,878,418.09	\$1,259,205.73	\$2,739,870.69
Less Reserve (Based on 8%) Funds 11, 12, 13									\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38
Less Reserve for Enbridge Valuation									\$737,043.00	\$737,043.00	\$737,043.00	\$737,043.00
7. Total Unrestricted Available Balance	\$1,871,494.12	\$2,205,803.00	\$1,777,303.94	\$1,685,392.10	\$826,615.36	\$528,735.23	\$3,877,856.67	\$3,012,604.31	\$871,906.16	\$278,952.71	-\$340,259.65	\$1,140,405.31

INDEPENDENCE COMMUNITY COLLEGE
2017-2018
Unaudited
Budget Summary-Revenue
For The Month End: 2/28/2018

Percentage of Budget Year: 66.6%

	2017-18	2017-18	2017-18	Estimated
	Published Budget	Operating Budget	Current YTD Revenue	% Budget Recorded
General Fund (11)				
Student Revenue				
Tuition	(\$1,236,311.00)	(\$1,236,311.00)	(\$1,158,708.00)	93.72%
Fees	(1,703,535.00)	(1,703,535.00)	(1,224,604.00)	71.89%
	<u>(2,939,846.00)</u>	<u>(2,939,846.00)</u>	<u>(2,383,312.00)</u>	81.07%
Local Income				
Real Estate Distribution	(5,462,550.00)	(5,462,550.00)	(3,185,293.59)	58.31%
Vehicle/Rec Vehicle/Watercraft Tax	(541,028.00)	(541,028.00)	(374,042.24)	69.14%
Delinquent Taxes	(103,260.00)	(103,260.00)	(134,635.61)	130.39%
Other	0.00	0.00	0.00	0.00%
	<u>(6,106,838.00)</u>	<u>(6,106,838.00)</u>	<u>(3,693,971.44)</u>	60.49%
State of Kansas				
State Operating Grant	(1,372,312.00)	(1,372,312.00)	(1,372,312.00)	100.00%
State Grants and Contracts	0.00	0.00	0.00	0.00%
Technology Grant - other	(16,487.00)	(16,487.00)	(16,151.00)	97.96%
	<u>(1,388,799.00)</u>	<u>(1,388,799.00)</u>	<u>(1,388,463.00)</u>	99.98%
Federal Income				
	(5,760.00)	(5,760.00)	0.00	0.00%
Other				
ICC Foundation	0.00	0.00	0.00	0.00%
Interest	(3,275.00)	(3,275.00)	(2,785.34)	85.05%
Sales Tax Payable	(423.00)	(423.00)	(2,621.77)	619.80%
Misc.	(58,930.00)	(58,930.00)	(50,500.60)	85.70%
Fees (non-course fees)	(10,027.00)	(10,027.00)	(7,879.44)	78.58%
	<u>(72,655.00)</u>	<u>(72,655.00)</u>	<u>(63,787.15)</u>	87.79%
Transfers, Allowances and Carry-overs				
	0.00	0.00	0.00	0.00%
Total General Fund				
	<u>(10,513,898.00)</u>	<u>(10,513,898.00)</u>	<u>(7,529,533.59)</u>	<u>71.62%</u>
Postsecondary Technical Education (12)				
Student Revenue				
Tuition	(366,425.00)	(366,425.00)	(86,009.00)	23.47%
Fees	(241,615.00)	(241,615.00)	(65,575.00)	27.14%
	<u>(608,040.00)</u>	<u>(608,040.00)</u>	<u>(151,584.00)</u>	24.93%
Other				
State of Kansas PTE	(558,696.00)	(558,696.00)	(536,348.00)	96.00%
State of Kansas SB155	(110,775.00)	(110,775.00)	(18,956.00)	17.11%
Cosmetology	(26,626.00)	(26,626.00)	(4,083.82)	15.34%
Other	(151,000.00)	(151,000.00)	0.00	0.00%
	<u>(847,097.00)</u>	<u>(847,097.00)</u>	<u>(559,387.82)</u>	66.04%
Transfers, Allowances and Carry-overs				
Total Postsecondary Fund				
	<u>(1,455,137.00)</u>	<u>(1,455,137.00)</u>	<u>(710,971.82)</u>	<u>48.86%</u>
Adult Education/GED (13)				
Other Income	(3,110.00)	(3,110.00)	(132.00)	4.24%
Non-mandatory Transfer	458,267.00	458,267.00	125,375.00	27.36%
	<u>455,157.00</u>	<u>455,157.00</u>	<u>125,243.00</u>	27.52%
Total Funds, 11, 12,13				
	<u>(11,513,878.00)</u>	<u>(11,513,878.00)</u>	<u>(8,115,262.41)</u>	<u>70.48%</u>
Auxiliary				
Bookstore				
Sales	(242,138.00)	(242,138.00)	(150,941.60)	62.34%
Non-mandatory Transfer	(282,912.00)	(282,912.00)	(125,375.00)	44.32%
	<u>(525,050.00)</u>	<u>(525,050.00)</u>	<u>(276,316.60)</u>	52.63%

Meals				
Student Sources	(904,000.00)	(904,000.00)	(794,126.00)	87.85%
Other Sources	(9,395.00)	(9,395.00)	(12,887.95)	137.18%
Non-mandatory Transfer				
	<u>(913,395.00)</u>	<u>(913,395.00)</u>	<u>(807,013.95)</u>	<u>88.35%</u>
Dorms				
Student Sources	0.00	0.00	(125,000.00)	0.00%
Student Sources- Dorms/Bluffstone	(760,040.00)	(760,040.00)	(291,068.07)	38.30%
Student Accident Insurance	0.00	0.00	(3,640.00)	0.00%
Non-mandatory Transfer				
	<u>(760,040.00)</u>	<u>(760,040.00)</u>	<u>(419,708.07)</u>	<u>55.22%</u>
Inge Center/Festival				
Inge Center	(61,200.00)	(61,200.00)	(2,310.00)	3.77%
Inge Festival	0.00	0.00	0.00	0.00%
Non-Mandatory Transfer	0.00	0.00	0.00	0.00%
	<u>(61,200.00)</u>	<u>(61,200.00)</u>	<u>(2,310.00)</u>	<u>3.77%</u>
Transfers, Allowances and Carry-overs	<u>(282,912.00)</u>	<u>(282,912.00)</u>	<u>(125,375.00)</u>	<u>44.32%</u>
Total Auxiliary	<u>(2,542,597.00)</u>	<u>(2,542,597.00)</u>	<u>(1,630,723.62)</u>	<u>64.14%</u>
ICC Foundation				
Scholarship Support	0.00	0.00	(62,336.00)	0.00%
Total ICCFoundation	0.00	0.00	(62,336.00)	0.00%
Plant Funds				
West Main				
Capital Outlay	0.00	0.00	(32,159.28)	0.00%
Foundation Support	0.00	0.00	0.00	0.00%
Total Plant Funds	0.00	0.00	(32,159.28)	0.00%
Federally Funded Programs				
Upward Bound	0.00	0.00	(230,195.12)	0.00%
Student Support Services	0.00	0.00	(201,410.29)	0.00%
Carl Perkins	0.00	0.00	(15,696.80)	0.00%
Total Federally Funded Programs	0.00	0.00	(447,302.21)	0.00%
Total College Operations	<u>(14,056,475.00)</u>	<u>(14,056,475.00)</u>	<u>(10,287,783.52)</u>	<u>73.19%</u>

INDEPENDENCE COMMUNITY COLLEGE
2017-2018
Unaudited
Budget Summary-Expenditures
For Month End:2/28/2018

	2017-18	2017-18	2017-18	Estimated
	Published Budget	Operating Budget	Current YTD Expenses	% Budget Recorded
General Fund (11)				
Academic Instruction				
11-1100 General Instruction	\$413,002.00	\$200,066.26	\$8,614.76	4.31%
11-1140 Online Instruction	27,996.00	26,696.00	610.49	2.29%
11-1141 Health & Wellness	0.00	25,887.86	25,887.86	100.00%
11-1151 Fine Arts	479,970.00	497,277.43	391,393.22	78.71%
11-1152 Foreign Language	0.00	3,539.53	3,677.49	103.90%
11-1154 English	294,423.00	319,034.66	227,828.85	71.41%
11-1156 Communications/Journalism	73,767.00	78,607.67	52,181.83	66.38%
11-1160 Workforce Development	2,700.00	2,700.00	(426.88)	(15.81%)
11-1161 Community Education	0.00	0.00	0.00	0.00%
11-1173 Social Sciences	327,062.00	378,698.98	266,542.63	70.38%
11-1174 Physical Science	70,487.00	89,689.46	70,943.83	79.10%
11-1175 Chemistry	83,365.00	85,805.73	50,610.05	58.98%
11-1176 Biology	151,553.00	158,131.88	98,171.88	62.08%
11-1177 Math	188,613.00	211,698.53	131,660.75	62.19%
11-1187 Accounting	60,344.00	62,649.19	41,285.88	65.90%
11-1223 Fab Lab/Entrepreneur	179,177.00	180,078.00	121,378.95	67.40%
Total Academic Instruction	2,352,459.00	2,320,561.18	1,490,361.59	64.22%
Academic Support				
11-4100 Library	132,084.00	129,866.50	60,296.25	46.43%
11-4200 Academic Affairs	250,277.00	246,118.00	148,285.74	60.25%
11-4220 ICC West	110,890.00	110,725.00	74,377.14	67.17%
11-4230 Academic Advising	113,064.00	112,954.00	69,868.13	61.86%
11-4240 Online Administration	0.00	0.00	0.00	0.00%
11-4250 Tutoring	21,530.00	21,530.00	9,427.70	43.79%
Total Academic Support	627,845.00	621,193.50	362,254.96	58.32%
Total Instruction	2,980,304.00	2,941,754.68	1,852,616.55	62.98%

Postsecondary Technical Education (see detail below)

Student Services				
11-5200 Financial Aid	188,495.00	188,495.00	110,717.84	58.74%
11-5300 Admissions	225,710.00	225,710.00	147,492.46	65.35%
11-5400 Registrar	102,189.00	101,780.00	61,545.66	60.47%
11-5500 Athletic Administration	342,918.00	342,918.00	287,840.80	83.94%
11-5510 Football	394,776.00	394,776.00	310,857.35	78.74%
11-5520 Men's Basketball	142,249.00	142,249.00	94,086.37	66.14%
11-5530 Volleyball	76,666.00	76,666.00	54,223.08	70.73%
11-5540 Women's Basketball	130,833.00	130,833.00	86,278.66	65.95%
11-5560 Softball	102,152.00	102,152.00	57,326.74	56.12%
11-5580 Baseball	121,081.00	121,081.00	65,544.25	54.13%
11-5590 Cheer & Dance	90,611.00	90,611.00	52,276.46	57.69%
11-5595 Athletic Training	114,735.00	114,735.00	85,344.53	74.38%
11-5600 ICC NOW	58,318.00	58,318.00	35,547.18	60.95%
11-5700 Student Life	125,237.00	125,237.00	92,849.15	74.14%
Total Student Services	2,215,970.00	2,215,561.00	1,541,930.53	69.60%

Institutional Support

11-6000 Board of Trustees	21,025.00	21,025.00	22,493.24	106.98%
11-6100 President's Office	277,783.00	276,220.00	156,531.81	56.67%
11-6110 Human Resources	168,546.00	168,546.00	109,461.02	64.94%
11-6200 Financial Services	287,273.00	285,894.00	183,127.45	64.05%
11-6300 Public Relations - Marketing	228,158.00	228,158.00	105,854.51	46.40%
11-6310 Recruiting-International	7,000.00	7,000.00	1,543.00	22.04%
11-6420 Institutional Research	80,832.00	79,719.00	63,477.73	79.63%
11-6500 Institutional Support	1,770,232.00	1,790,232.00	640,534.34	35.78%
11-6510 Compliance	64,404.00	64,404.00	40,552.17	62.97%
11-6600 Computing Department	515,572.00	502,814.00	332,916.85	66.21%
11-8900 Grant Writing	23,065.00	23,065.00	15,365.09	66.62%
Total Insitutional Support	3,443,890.00	3,447,077.00	1,671,857.21	48.50%

Scholarships

11-8100 Scholarships	1,000,000.00	1,000,000.00	1,033,551.00	103.36%
Total Scholarships	1,000,000.00	1,000,000.00	1,033,551.00	103.36%

Transfers

11-9200 Transfers and Carryovers	458,267.00	458,267.00	181,615.91	39.63%
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Operations and Maintenance

11-7100 Repairs & Maintenance	500,600.00	500,600.00	373,587.59	74.63%
11-7200 Transportation	148,100.00	145,000.00	126,136.75	86.99%
11-7300 Grounds-Security	48,500.00	46,281.00	27,333.79	59.06%
11-7500 Campus Improvements	627,460.00	595,460.00	129,533.13	21.75%
Total Operations and Maintenance	1,324,660.00	1,287,341.00	656,591.26	51.00%

PTE Indirect Costs	0.00	0.00	0.00	0.00%
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Total Fund 11 (does not include PTEamount above)	11,423,091.00	11,350,000.68	6,938,162.46	61.13%
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Postsecondary Technical Education (12)

Indirect Costs

12-1220 Vet Tech	156,822.00	157,324.00	98,503.13	62.61%
12-1221 Culinary	94,552.00	93,827.00	58,835.04	62.71%
12-1268 Engineering	90,191.00	68,889.50	16,737.84	24.30%
12-1273 Cosmetology	167,807.00	171,040.00	118,087.47	69.04%
12-1274 Early Childhood Development	0.00	7,541.16	7,917.22	104.99%
12-1276 Mid-Management/Economics	0.00	2,664.34	2,664.34	100.00%
12-1277 Micro Computers	192,512.00	195,720.00	124,891.06	63.81%
12-1287 EMT	84,423.00	84,554.00	49,368.76	58.39%
12-1288 Allied Health/Long Term Care	79,460.00	79,356.00	40,072.94	50.50%

Total Fund 12	865,767.00	860,916.00	517,077.80	60.06%
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Adult Education

Fund 13

13-1301 ABE/GED	66,807.00	66,807.00	63,314.00	94.77%
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Total Fund 13

	66,807.00	66,807.00	63,314.00	94.77%
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Total Funds 11, 12 and 13

	12,355,665.00	12,277,723.68	7,518,554.26	61.24%
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Auxiliary

16-9300 Bookstore	456,666.00	456,666.00	253,414.99	55.49%
16-9500 Dorms	526,731.00	526,731.00	95,835.21	18.19%
17-9500 Dorms-Bluffstone	456,865.00	456,865.00	277,677.50	60.78%
16-9600 Meals	788,501.00	788,501.00	530,094.68	67.23%
34-1100 Inge Center	106,738.00	106,738.00	87,671.03	82.14%
34-1200 Inge Festival	202,684.00	202,684.00	52,141.83	25.73%
48-4800 Technology	54,800.00	54,800.00	36,355.90	66.34%

Total Auxiliary

	2,592,985.00	2,592,985.00	1,333,191.14	51.42%
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Plant Funds

61-1271 Capital Outlay, Culinary Program	0.00	0.00	25,710.70	0.00%
61-9900 Capital Outlay, ICC West payment	0.00	0.00	0.00	0.00%

Total Plant Funds	0.00	0.00	25,710.70	0.00%
Foundation				
36-6120 Foundation Expenses	0.00	0.00	47,130.22	0.00%
36-8100 Foundation Scholarships	0.00	0.00	115,677.00	0.00%
Total Foundation	0.00	0.00	162,807.22	0.00%
Federally Funded Programs				
31-8500 Upward Bound	272,385.00	272,385.00	187,647.18	68.89%
32-8300 Student Support Services	508,604.48	508,604.48	169,575.32	33.34%
39-1269 Carl Perkins	0.00	0.00	12,532.11	0.00%
Total Federally Funded Programs	780,989.48	780,989.48	369,754.61	47.34%
Total College Operations	15,729,639.48	15,651,698.16	9,410,017.93	60.12%

Independence Community College Account Summary

As of February 28, 2018

<u>Account Number</u>	<u>Account Type</u>	<u>Account Title</u>	<u>Interest Rate</u>	<u>Balance</u>
xxx213	Checking	Petty Cash	na	\$1,000.00
xxx248	Checking	Accts Payable	na	\$132,197.46
xxx264	Checking	Credit Card	na	\$1,590.26
xxx620	Checking	Federal Funds	na	\$1,000.00
xxx976	Checking	ICC Payroll	na	\$1.00
xxx826	Money Market		0.43%	\$1,167,147.53
xxx396	Money Market	Reserve	0.43%	\$1,599,855.20
xxx440	Savings	Restricted	0.25%	\$0.05
				\$2,902,791.50

Securities Pledged	Amount	Market Value	Maturity Date
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\$0.00

Letters of Credit	Amount	Expiration Date
FHLB #49293	\$3,000,000.00	5/30/18

\$3,000,000.00

Guaranty Bonds	Amount	Origination Date
	\$0.00	
	\$0.00	

Total Pledged	\$3,000,000.00
FDIC Insurance	\$250,000.00
Total Coverage	\$3,250,000.00
Overage/Shortage	\$347,208.50

Independence Community College
Accounts Payable Ending February 28, 2018

CheckNumber	Checkbook	VendorName	Description	TRXDATE	Amount	Account
0004976	OPERATING	Kansas State Dept Education	Registration for driver education regional meeting	2/6/2018	\$ 10.00	11-4220-626-000
0004977	OPERATING	City Of Independence	Water - Admin Bldg.	2/8/2018	\$ 187.60	11-6500-632-000
0004977	OPERATING	City Of Independence	Water - ICC Main Campus	2/8/2018	\$ 1,488.77	11-6500-632-000
0004977	OPERATING	City Of Independence	Water - Practice Field	2/8/2018	\$ 22.62	11-6500-632-000
0004977	OPERATING	City Of Independence	Water - Practice Field 2	2/8/2018	\$ 22.62	11-6500-632-000
0004977	OPERATING	City Of Independence	Water- Cessna Bldg	2/8/2018	\$ 18.83	11-6500-632-000
0004977	OPERATING	City Of Independence	Water/Sewer - ICC West	2/8/2018	\$ 37.61	11-6500-632-000
0004978	OPERATING	Null, Janelle	Travel Request 9-29-17/10-1-17	2/8/2018	\$ 178.34	11-1151-700-000
0004978	OPERATING	Null, Janelle	Travel Request 9-29-17/10-1-17	2/8/2018	\$ 200.00	11-4200-717-000
0004978	OPERATING	Null, Janelle	Travel Request 9-29-17/10-1-17	2/8/2018	\$ 90.00	11-4200-717-001
0004978	OPERATING	Null, Janelle	Art Lab Books for Resale	2/8/2018	\$ 630.00	16-9300-740-000
0004979	OPERATING	U Line	Boxes for Shipping orders	2/8/2018	\$ 100.61	16-9300-719-001
0004980	OPERATING	Commerce Trust Company	Energy Audit	2/8/2018	\$ 500.00	11-7500-820-001
0004981	OPERATING	Studebaker Refrigeration, Inc	Ice Machine Rent	2/8/2018	\$ 150.00	11-6500-646-000
0004981	OPERATING	Studebaker Refrigeration, Inc	Ice Machine Rent	2/8/2018	\$ 150.00	16-9600-643-000
0004982	OPERATING	New England Buying Consortium, Inc.	Annual Dues for Buying Group	2/8/2018	\$ 90.00	16-9300-601-000
0004983	OPERATING	Merchants Automotive Group	Lease Payment 046HTZ	2/8/2018	\$ 705.00	11-7200-645-000
0004983	OPERATING	Merchants Automotive Group	Lease Payment 92452	2/8/2018	\$ 795.00	11-7200-645-000
0004983	OPERATING	Merchants Automotive Group	Lease Payment 92453	2/8/2018	\$ 795.00	11-7200-645-000
0004983	OPERATING	Merchants Automotive Group	Lease Payment 92454	2/8/2018	\$ 795.00	11-7200-645-000
0004983	OPERATING	Merchants Automotive Group	Lease Payment 981HUF	2/8/2018	\$ 705.00	11-7200-645-000
0004983	OPERATING	Merchants Automotive Group	Lease Payment 982HUF	2/8/2018	\$ 705.00	11-7200-645-000
0004983	OPERATING	Merchants Automotive Group	Toll Charges 046HTZ	2/8/2018	\$ 25.84	11-7200-645-000
0004984	OPERATING	Toyota Financial Services	Lease Payment AX708	2/8/2018	\$ 398.63	11-7200-645-000
0004984	OPERATING	Toyota Financial Services	Lease Payment BZ057	2/8/2018	\$ 363.95	11-7200-645-000
0004985	OPERATING	My Town Media, Inc.	football KIND	2/8/2018	\$ 400.00	11-6300-615-000
0004985	OPERATING	My Town Media, Inc.	radio ads / sponsorships	2/8/2018	\$ 1,250.00	11-6300-615-000
0004986	OPERATING	Matran, Inc.	Bus Lease Payment	2/8/2018	\$ 1,794.00	11-7200-645-000
0004987	OPERATING	Kryterion, Inc.	December testing for C.N.A. students	2/8/2018	\$ 72.00	71-1288-285-001
0004988	OPERATING	IMA Insurance, Inc	Comm. Umbrella 8of8	2/8/2018	\$ 206.43	11-6500-622-000
0004988	OPERATING	IMA Insurance, Inc	Commercial Auto 8of8	2/8/2018	\$ 2,019.63	11-6500-622-000
0004988	OPERATING	IMA Insurance, Inc	Commercial Package 8of8	2/8/2018	\$ 670.03	11-6500-622-000
0004988	OPERATING	IMA Insurance, Inc	Educators Legal Liability 8of8	2/8/2018	\$ 459.83	11-6500-622-000
0004988	OPERATING	IMA Insurance, Inc	Workers Compensation 8 of 9	2/8/2018	\$ 3,005.00	11-6500-622-000
0004989	OPERATING	DJ'S Photography and Framing	Framing Alan Speicher Resolution	2/8/2018	\$ 66.60	11-6100-693-000
0004990	OPERATING	George Lay Signs, Inc.	billboards	2/8/2018	\$ 387.00	11-6300-615-000
0004992	OPERATING	Kopco, Inc.	marketing materials	2/8/2018	\$ 269.34	11-6300-615-000
0004993	OPERATING	US Foods, Inc.	Culinary Food Order	2/8/2018	\$ 293.54	12-1221-700-000
0004994	OPERATING	Tidy Whities	Culinary laundry	2/8/2018	\$ 21.26	12-1221-700-000
0004995	OPERATING	Ranson Financial Group LLC	2017 Continuing Disclosure	2/8/2018	\$ 1,500.00	11-6500-719-000
0004996	OPERATING	Emert Chub Reynolds, LLC	Legal Services	2/8/2018	\$ 1,585.75	11-6000-662-000
0004997	OPERATING	The Fanatic Group	Notebooks and Tumblers for Resale	2/8/2018	\$ 316.10	16-9300-740-000
0004998	OPERATING	The Douglas Stewart Company	Pens for Resale	2/8/2018	\$ 209.19	16-9300-740-000
0004999	OPERATING	Four County Mental Health	Room rental refund of deposit plus adjustment in rent	2/8/2018	\$ 150.00	71-6500-285-000
0005000	OPERATING	Westar Energy	Electric - Sign @ ICC West	2/8/2018	\$ 63.43	16-9500-635-000
0005000	OPERATING	Westar Energy	Electric @ ICC West	2/8/2018	\$ 1,745.09	16-9500-635-000

0005001	OPERATING	Missouri Book Service	Textbooks for Loan	2/8/2018	\$ 1,875.33	16-9300-743-000
0005001	OPERATING	Missouri Book Service	Textbooks for Loan	2/8/2018	\$ 540.37	16-9300-743-000
0005001	OPERATING	Missouri Book Service	Textbooks for Loan	2/8/2018	\$ 142.96	16-9300-743-000
0005001	OPERATING	Missouri Book Service	Textbooks for Loan	2/8/2018	\$ 1,332.31	16-9300-743-000
0005001	OPERATING	Missouri Book Service	Textbooks for Loan	2/8/2018	\$ 974.42	16-9300-743-000
0005001	OPERATING	Missouri Book Service	Textbooks for Loan	2/8/2018	\$ 4,147.78	16-9300-743-000
0005001	OPERATING	Missouri Book Service	Textbooks for Loan	2/8/2018	\$ 204.00	16-9300-743-000
0005002	OPERATING	Elsevier Health	Textbooks for Loan	2/8/2018	\$ 3,126.13	16-9300-743-000
0005003	OPERATING	McGraw-Hill Global Education, LLC	Codes for Resale	2/8/2018	\$ 1,088.46	16-9300-740-000
0005003	OPERATING	McGraw-Hill Global Education, LLC	Textbooks for Loan	2/8/2018	\$ 3,787.34	16-9300-743-000
0005004	OPERATING	Ane Maes Coffee And Sandwich Shop	Food for January In-Service 2018	2/8/2018	\$ 237.00	11-4200-717-000
0005005	OPERATING	Office of the Secretary of State	MVR for Shufang Liu	2/8/2018	\$ 12.00	11-6110-681-000
0005006	OPERATING	Republic Services #376	Trash Collection Services	2/8/2018	\$ 1,285.92	11-6500-679-000
0005006	OPERATING	Republic Services #376	Trash Collection Services	2/8/2018	\$ 595.00	16-9500-679-000
0005006	OPERATING	Republic Services #376	Trash Collection Services	2/8/2018	\$ 807.25	16-9600-679-000
0005007	OPERATING	EMC Publishing, LLC	Codes for Resale	2/8/2018	\$ 12,060.00	16-9300-740-000
0005008	OPERATING	Pearson Education	Codes for Resale	2/8/2018	\$ 3,938.38	16-9300-740-000
0005008	OPERATING	Pearson Education	Textbooks for Loan	2/8/2018	\$ 936.83	16-9300-740-000
0005008	OPERATING	Pearson Education	Workbooks for Resale	2/8/2018	\$ 503.55	16-9300-740-000
0005008	OPERATING	Pearson Education	Textbooks for Loan	2/8/2018	\$ 374.96	16-9300-743-000
0005008	OPERATING	Pearson Education	Textbooks for Loan	2/8/2018	\$ 1,464.19	16-9300-743-000
0005009	OPERATING	Quality Automotive of Independence/Toyota	2018 Camry Lease Payment	2/8/2018	\$ 543.00	11-7200-645-000
0005009	OPERATING	Quality Automotive of Independence/Toyota	2018 Camry Lease Payment	2/8/2018	\$ 543.00	11-7200-645-000
0005009	OPERATING	Quality Automotive of Independence/Toyota	Tag Payment Dr. Barwick Camry	2/8/2018	\$ 203.45	11-7200-645-000
0005010	OPERATING	Sayers Ace Hardware	liquid nails and carpet threshold cover AC building	2/8/2018	\$ 19.98	11-7100-649-000
0005010	OPERATING	Sayers Ace Hardware	liquid nails and carpet threshold cover AC building	2/8/2018	\$ 11.98	11-7100-649-000
0005011	OPERATING	Sedan High School - USD 286	sedan yearbook ad	2/8/2018	\$ 200.00	11-6300-615-000
0005012	OPERATING	United Parcel Service	Shipping	2/8/2018	\$ 220.72	11-6500-611-000
0005013	OPERATING	Joe Smith Company	Food and Candy for Resale	2/8/2018	\$ 351.51	16-9300-740-000
0005014	OPERATING	Morton Publishing	Workbooks for Resale	2/8/2018	\$ 1,089.52	16-9300-740-000
0005015	OPERATING	MPS	Codes for Resale	2/8/2018	\$ 2,038.00	16-9300-740-000
0005016	OPERATING	Xerox Corporation	Base Charge # EX9-307645	2/8/2018	\$ 253.68	11-6500-646-000
0005016	OPERATING	Xerox Corporation	Base Charge # A2M-629707	2/8/2018	\$ 206.07	11-6500-646-000
0005016	OPERATING	Xerox Corporation	Base Charge # A2M-646473	2/8/2018	\$ 211.85	11-6500-646-000
0005016	OPERATING	Xerox Corporation	Base Charge # VMA-649733	2/8/2018	\$ 35.42	11-6500-646-000
0005016	OPERATING	Xerox Corporation	Base Charge # XNE-008637	2/8/2018	\$ 825.85	11-6500-646-000
0005016	OPERATING	Xerox Corporation	Base Charge #A2M-646423	2/8/2018	\$ 189.54	11-6500-646-000
0005016	OPERATING	Xerox Corporation	Base Charge #A2M-649144	2/8/2018	\$ 158.32	11-6500-646-000
0005016	OPERATING	Xerox Corporation	Base Payment #A2M-646501	2/8/2018	\$ 180.06	11-6500-646-000
0005016	OPERATING	Xerox Corporation	Base Payment #EX9-305852	2/8/2018	\$ 257.86	11-6500-646-000
0005017	OPERATING	Great Western Dining Service , Inc.	Meal for Christmas Party	2/8/2018	\$ 1,225.00	11-6500-710-000
0005017	OPERATING	Great Western Dining Service , Inc.	Trail Mix for Resale	2/8/2018	\$ 47.50	16-9300-740-000
0005017	OPERATING	Great Western Dining Service , Inc.	Employee Meal Charges 01/31/18	2/8/2018	\$ 400.35	16-9600-602-000
0005017	OPERATING	Great Western Dining Service , Inc.	Student Meal Charges 01/31/18	2/8/2018	\$ 152.53	16-9600-602-000
0005017	OPERATING	Great Western Dining Service , Inc.	Student Meal Plan 01/31/18	2/8/2018	\$ 15,036.84	16-9600-602-000
0005017	OPERATING	Great Western Dining Service , Inc.	Student Meal Plan 01/31/18	2/8/2018	\$ 990.08	16-9600-602-001
0005020	OPERATING	Commerce Bank Visa	CC Payment	2/14/2018	\$ 1,886.55	11-6500-695-000
0005021	OPERATING	Yerkes & Michels, CPA	Consultation Services	2/14/2018	\$ 500.00	11-6200-663-000
0005022	OPERATING	Building Controls and Services, Inc.	field house RTU's needed reinitialized	2/14/2018	\$ 110.00	11-7100-649-000
0005023	OPERATING	Newton's True Value	lysol disinfectant concentrate	2/14/2018	\$ 11.98	11-7100-708-000
0005023	OPERATING	Newton's True Value	lysol disinfectant concentrate	2/14/2018	\$ 249.93	11-7100-825-000

0005024	OPERATING	IMA Insurance, Inc	Commercial Auto Policy Change	2/14/2018	\$	83.00	11-6500-622-000
0005025	OPERATING	O'Reilly Auto Parts	1 gallon antifreeze	2/14/2018	\$	14.99	11-7200-647-000
0005025	OPERATING	O'Reilly Auto Parts	battery terminal for f 150	2/14/2018	\$	22.14	11-7200-647-000
0005025	OPERATING	O'Reilly Auto Parts	battery terminal for f 150	2/14/2018	\$	5.69	11-7200-647-000
0005026	OPERATING	De Lage Landen Public Finance	Lease Cisco Equipment	2/14/2018	\$	5,646.25	11-6600-641-000
0005027	OPERATING	Vendor Services Group	Rental Payment	2/14/2018	\$	905.99	11-6500-646-000
0005028	OPERATING	Finton, Sara	reimburse mileage to Tulsa Airport - Priority 2 Conf	2/14/2018	\$	87.48	31-8501-601-000
0005029	OPERATING	Good Guys Automotive	2004 ford taurus repair; 2 new tires; alignment	2/14/2018	\$	1,225.73	11-7200-647-000
0005030	OPERATING	Hugo's Industrial Supply, Inc	cleaning items; trash liners; vinyl gloves	2/14/2018	\$	31.06	11-7100-708-000
0005030	OPERATING	Hugo's Industrial Supply, Inc	cleaning items; trash liners; vinyl gloves	2/14/2018	\$	392.90	11-7100-708-000
0005031	OPERATING	Nelnet	Montly hosting and maintenance	2/14/2018	\$	787.25	11-6200-681-000
0005032	OPERATING	Locke Supply Co.	furnace pipe and fittings to vent shop dryer	2/14/2018	\$	41.41	11-7100-825-000
0005033	OPERATING	Lee's Cooling & Heating, Inc.	rtu # 4 on academic building; replaced ignitor	2/14/2018	\$	176.50	11-7100-825-000
0005033	OPERATING	Lee's Cooling & Heating, Inc.	rtu # 4 on academic building; replaced ignitor	2/14/2018	\$	93.75	11-7100-825-000
0005033	OPERATING	Lee's Cooling & Heating, Inc.	rtu # 4 on academic building; replaced ignitor	2/14/2018	\$	278.00	11-7100-825-000
0005034	OPERATING	Pitney Bowes	Lease Charges	2/14/2018	\$	1,340.10	11-6500-646-000
0005036	OPERATING	Shanks Oil Company LLC	10.2 gallons unleaded fuel	2/14/2018	\$	23.97	11-7200-721-000
0005037	OPERATING	Great Western Dining Service , Inc.	Employee Meal Charges 02/07/18	2/14/2018	\$	360.00	16-9600-602-000
0005037	OPERATING	Great Western Dining Service , Inc.	Student Meal Charges 02/07/18	2/14/2018	\$	193.26	16-9600-602-000
0005037	OPERATING	Great Western Dining Service , Inc.	Student Meal Plan 02/07/18	2/14/2018	\$	15,036.84	16-9600-602-000
0005037	OPERATING	Great Western Dining Service , Inc.	Student Meal Plan 02/07/18	2/14/2018	\$	990.08	16-9600-602-001
0005038	OPERATING	Wolfe, Viviane	Payment for Yoga Class	2/14/2018	\$	375.00	11-1160-661-000
0005039	OPERATING	ICC Student	Student Refunds	2/15/2018	\$	144.00	11-0000-203-000
0005040	OPERATING	ICC Student	Student Refunds	2/15/2018	\$	115.00	11-0000-203-000
0005041	OPERATING	ICC Student	Student Refunds	2/15/2018	\$	2,460.00	11-0000-203-000
0005042	OPERATING	ICC Student	Student Refunds	2/15/2018	\$	584.00	11-0000-203-000
0005043	OPERATING	ICC Student	Student Refunds	2/15/2018	\$	385.00	11-0000-203-000
0005044	OPERATING	ICC Student	Student Refunds	2/15/2018	\$	11.86	11-0000-203-000
0005045	OPERATING	ICC Student	Student Refunds	2/15/2018	\$	1,074.00	11-0000-203-000
0005046	OPERATING	ICC Student	Student Refunds	2/15/2018	\$	388.00	11-0000-203-000
0005047	OPERATING	ICC Student	Student Refunds	2/15/2018	\$	120.00	11-0000-203-000
0005048	OPERATING	ICC Student	UB Student test taken at Parsons High School	2/21/2018	\$	45.00	31-8501-719-000
0005049	OPERATING	Cable One, Inc.	Cable TV @ ICC West	2/21/2018	\$	200.39	11-6500-636-000
0005049	OPERATING	Cable One, Inc.	Internet - ICC Main	2/21/2018	\$	2,250.00	11-6500-636-000
0005049	OPERATING	Cable One, Inc.	Internet ICC West	2/21/2018	\$	900.00	11-6500-636-000
0005050	OPERATING	CJ Threads	screen printing for security shirt, sweatshirt and jackets for Beau and Mike H	2/21/2018	\$	44.00	11-7300-724-000
0005051	OPERATING	Independence Chamber Of Commerce	Corporate Table	2/21/2018	\$	350.00	11-6100-681-000
0005052	OPERATING	Purchase Power	Postage Charges	2/21/2018	\$	2,000.00	11-6500-611-000
0005053	OPERATING	Motorcycle Training Specialists, Inc.	State funding for 13 students	2/21/2018	\$	773.50	71-1100-285-000
0005054	OPERATING	Overacker, Kelsey	Softball - reimb for due to card being declined	2/21/2018	\$	75.65	11-5560-606-000
0005055	OPERATING	Pepsi Bottling Group, LLC	Drinks for Consession Stand	2/21/2018	\$	399.72	71-5500-285-000
0005056	OPERATING	Toyota Financial Services	Lease Payment BT557	2/21/2018	\$	528.69	11-7200-645-000
0005056	OPERATING	Toyota Financial Services	Lease Payment BX605	2/21/2018	\$	375.89	11-7200-645-000
0005056	OPERATING	Toyota Financial Services	Lease Payment CA757	2/21/2018	\$	543.00	11-7200-645-000
0005056	OPERATING	Toyota Financial Services	Lease Payment CA758	2/21/2018	\$	543.00	11-7200-645-000
0005057	OPERATING	McAnany, Van Cleave & Phillips Law	Legal Service provided by Greg Goheen	2/21/2018	\$	390.00	11-6110-662-000
0005058	OPERATING	Atmos Energy	Gas - Fine Arts Bldg.	2/21/2018	\$	1,630.80	11-6500-633-000
0005058	OPERATING	Atmos Energy	Gas - Maintenance Shop	2/21/2018	\$	139.65	11-6500-633-000
0005058	OPERATING	Atmos Energy	Gas - Student Union Bldg.	2/21/2018	\$	1,320.65	11-6500-633-000
0005058	OPERATING	Atmos Energy	Gas- Academic Bldg.	2/21/2018	\$	2,626.56	11-6500-633-000
0005058	OPERATING	Atmos Energy	Gas- GYM	2/21/2018	\$	2,080.38	11-6500-633-000

0005059	OPERATING	FDOT Toll Enforcement	Florida Toll Fees	2/21/2018	\$	10.00	11-7200-645-000
0005060	OPERATING	Montgomery County Action Council	2018 Annual Membership	2/21/2018	\$	265.00	11-6100-681-000
0005061	OPERATING	Four State Maintenance Supply, Inc.	2- cases DND hospital grade disinfectant	2/21/2018	\$	77.60	11-7100-708-000
0005062	OPERATING	Hugo's Industrial Supply, Inc	cleaning items; trash liners; vinyl gloves	2/21/2018	\$	388.20	11-7100-708-000
0005063	OPERATING	Jocks Nitch	Football - embrodiery for bags (Inv. 3905)	2/21/2018	\$	1,014.00	11-5510-698-000
0005063	OPERATING	Jocks Nitch	Football - performance T's & Shorts (Inv. 4269)	2/21/2018	\$	392.23	11-5510-698-000
0005064	OPERATING	KJCCC	Cheer - Stunt registration Fee	2/21/2018	\$	200.00	11-5590-606-000
0005065	OPERATING	Westar Energy	Electric - Cessna Bldg	2/21/2018	\$	803.20	16-9500-635-000
0005065	OPERATING	Westar Energy	Electric - ICC Main Campus	2/21/2018	\$	12,827.33	16-9500-635-000
0005065	OPERATING	Westar Energy	Electric - Pond/Fountain	2/21/2018	\$	67.38	16-9500-635-000
0005066	OPERATING	Lee's Cooling & Heating, Inc.	repair ICC West Heating Unit 1	2/21/2018	\$	715.86	11-7100-661-000
0005067	OPERATING	Montgomery County Sewer District #2	Sewer - Cafeteria	2/21/2018	\$	2,101.43	11-6500-632-000
0005067	OPERATING	Montgomery County Sewer District #2	Sewer - ICC Main Campus	2/21/2018	\$	327.38	11-6500-632-000
0005067	OPERATING	Montgomery County Sewer District #2	Sewer Cessna Bldg.	2/21/2018	\$	39.27	11-6500-632-000
0005068	OPERATING	Mike's Appliance Repair	repair and replace worn parts; clean lint	2/21/2018	\$	208.25	11-7100-649-000
0005068	OPERATING	Mike's Appliance Repair	service ice machine; replaced water pump in culinary	2/21/2018	\$	469.64	11-7100-649-000
0005070	OPERATING	Independence USD #446	2nd Payment 2017-2018 Shulthis Stadium Rent	2/21/2018	\$	15,000.00	11-5500-641-000
0005071	OPERATING	Wright International Student Services	Adding/Removing Student	2/21/2018	\$	1,075.00	11-5200-646-000
0005072	OPERATING	Great Western Dining Service , Inc.	Employee Meal Charges 02/14/18	2/21/2018	\$	303.75	16-9600-602-000
0005072	OPERATING	Great Western Dining Service , Inc.	Student Meal Charges 02/14/18	2/21/2018	\$	148.24	16-9600-602-000
0005072	OPERATING	Great Western Dining Service , Inc.	Student Meal Plan 02/14/18	2/21/2018	\$	15,036.84	16-9600-602-000
0005072	OPERATING	Great Western Dining Service , Inc.	Student Meal Plan 02/14/18	2/21/2018	\$	928.20	16-9600-602-001
0005076	OPERATING	Tidy Whities	Culinary laundry	2/21/2018	\$	25.82	12-1221-700-000
0005076	OPERATING	Tidy Whities	Culinary laundry	2/21/2018	\$	16.58	12-1221-700-000
0005076	OPERATING	Tidy Whities	Culinary Laundry	2/21/2018	\$	12.32	12-1221-700-000
0005077	OPERATING	TouchTone Communications	Telephone Services	2/21/2018	\$	106.02	11-6500-631-000
0005078	OPERATING	IMA Insurance, Inc	Workers Compensation Audit	2/21/2018	\$	1,061.00	11-6500-622-000
0005079	OPERATING	Kansas Board Of Regents	Dues	2/21/2018	\$	20.00	39-1269-626-000
0005080	OPERATING	Dissinger Reed, LLC	College Student Accident/ Sick	2/22/2018	\$	8,540.00	11-5500-622-000
0005081	OPERATING	Vasquez Jr., Anthony A	Cheer - Cash advance for OKC student event(parking/tolls)	2/22/2018	\$	50.00	11-5590-606-000
0005082	OPERATING	United States Postal Service	BRM Maintenance Fee	2/22/2018	\$	225.00	11-6500-611-000
0005083	OPERATING	Educational Opportunity Association	BRETA CAMPUS EOA MEMBERSHIP	2/28/2018	\$	80.00	32-8303-719-000
0005083	OPERATING	Educational Opportunity Association	EOA DUES FOR K. BARRERA	2/28/2018	\$	80.00	32-8303-719-000
0005084	OPERATING	Cable One, Inc.	Cable TV - Student Union	2/28/2018	\$	135.87	11-6500-636-000
0005085	OPERATING	Sandbagger Golf Cars	Replacement batteries for groundskeeper and maintenance golf carts	2/28/2018	\$	708.00	11-7300-649-000
0005086	OPERATING	Oak Hall Industries,L.P.	Inv.1198777, 1206253	2/28/2018	\$	249.47	11-5400-708-000
0005087	OPERATING	Coffeyville Journal	HR Ads	2/28/2018	\$	56.00	11-6110-615-000
0005087	OPERATING	Coffeyville Journal	HR Ads	2/28/2018	\$	63.50	11-6110-615-000
0005087	OPERATING	Coffeyville Journal	HR Ads	2/28/2018	\$	63.50	11-6110-615-000
0005087	OPERATING	Coffeyville Journal	HR Ads	2/28/2018	\$	56.00	11-6110-615-000
0005087	OPERATING	Coffeyville Journal	HR Ads	2/28/2018	\$	63.50	11-6110-615-000
0005087	OPERATING	Coffeyville Journal	HR Ads	2/28/2018	\$	63.50	11-6110-615-000
0005088	OPERATING	CPR Pest Management, Inc	monthly pest control ICC west	2/28/2018	\$	65.00	11-7100-661-000
0005088	OPERATING	CPR Pest Management, Inc	Pest control main campus	2/28/2018	\$	265.00	11-7100-661-000
0005089	OPERATING	Independence Optimist Club	Football - Optimist Club Membership	2/28/2018	\$	145.00	71-5510-285-000
0005089	OPERATING	Independence Optimist Club	WBB - Optimist Club Membership dues	2/28/2018	\$	145.00	71-5540-285-000
0005090	OPERATING	Follett Higher Education Grp	Textbooks for Loan	2/28/2018	\$	213.65	16-9300-743-000
0005091	OPERATING	Seel, Benjamin	Education Reimbursement	2/28/2018	\$	330.00	11-4200-717-000
0005091	OPERATING	Seel, Benjamin	Education Reimbursement	2/28/2018	\$	1,000.00	11-4200-717-001
0005092	OPERATING	AT&T	Internet service - Main Campus	2/28/2018	\$	1,804.45	11-6500-631-000
0005092	OPERATING	AT&T	Phone Services	2/28/2018	\$	1,451.62	11-6500-631-000

0005093	OPERATING	Alexander Open Systems, Inc.	Remote support for Firewall	2/28/2018	\$	980.00	11-6600-649-000
0005094	OPERATING	Midwest Office-ICC BKST ACCT	Business Cards Eric R	2/28/2018	\$	35.00	16-9300-740-000
0005094	OPERATING	Midwest Office-ICC BKST ACCT	Business Cards Upward Bound	2/28/2018	\$	35.00	16-9300-740-000
0005094	OPERATING	Midwest Office-ICC BKST ACCT	Business Cards-Robin W	2/28/2018	\$	35.00	16-9300-740-000
0005094	OPERATING	Midwest Office-ICC BKST ACCT	Expo markers, Lead & Binder Clips for Resale	2/28/2018	\$	75.43	16-9300-740-000
0005094	OPERATING	Midwest Office-ICC BKST ACCT	Office Supplies--Files, Binders, Etc	2/28/2018	\$	122.28	16-9300-740-000
0005095	OPERATING	Indy Print Services	Toner for HP CE400	2/28/2018	\$	115.99	11-6500-646-000
0005095	OPERATING	Indy Print Services	Xerox Page Pack Base	2/28/2018	\$	3,187.87	11-6500-646-000
0005096	OPERATING	O'Reilly Auto Parts	4 amp fuse for floor scrubber in student union	2/28/2018	\$	3.99	11-7100-708-000
0005096	OPERATING	O'Reilly Auto Parts	repair parts for minivan heater	2/28/2018	\$	8.98	11-7200-647-000
0005096	OPERATING	O'Reilly Auto Parts	Vehicle Parts	2/28/2018	\$	3.25	11-7200-649-000
0005097	OPERATING	US Foods, Inc.	Fab Lab Order	2/28/2018	\$	153.42	11-1223-701-000
0005097	OPERATING	US Foods, Inc.	Culinary Food Order	2/28/2018	\$	351.09	12-1221-700-000
0005098	OPERATING	Tidy Whities	Culinary laundry	2/28/2018	\$	17.99	12-1221-700-000
0005099	OPERATING	Janzen, Gary D.	Softball - driver for 32 shuttle	2/28/2018	\$	50.00	11-5560-606-000
0005100	OPERATING	Atmos Energy	Gas - Admissions Bldg.	2/28/2018	\$	416.25	11-6500-633-000
0005100	OPERATING	Atmos Energy	Gas - Cessna Bldg.	2/28/2018	\$	344.64	11-6500-633-000
0005100	OPERATING	Atmos Energy	Gas - ICC West	2/28/2018	\$	1,245.60	11-6500-633-000
0005101	OPERATING	INDEPENDENCE COMMUNITY COLLEGE	1/2 Tutoring Hours 1/8 - 2/11/2018	2/28/2018	\$	884.00	32-8303-545-000
0005102	OPERATING	Fedex	Shipping Charges	2/28/2018	\$	133.68	11-6500-611-000
0005103	OPERATING	Kendall Hunt Publishing Company	Textbooks for Loan	2/28/2018	\$	540.66	16-9300-743-000
0005103	OPERATING	Kendall Hunt Publishing Company	Textbooks for Loan	2/28/2018	\$	528.54	16-9300-743-000
0005103	OPERATING	Kendall Hunt Publishing Company	Textbooks for Loan	2/28/2018	\$	52.00	16-9300-743-000
0005104	OPERATING	Four State Maintenance Supply, Inc.	2-cases spray disinfectant	2/28/2018	\$	77.60	11-7100-708-000
0005105	OPERATING	Taylor & Francis Group LLC	Textbooks for Loan	2/28/2018	\$	261.53	16-9300-743-000
0005105	OPERATING	Taylor & Francis Group LLC	Textbooks for Loan	2/28/2018	\$	588.82	16-9300-743-000
0005106	OPERATING	Coder, Leslie A.	Fine Arts contract Coder costume organization	2/28/2018	\$	1,500.00	11-1151-522-000
0005107	OPERATING	Hugo's Industrial Supply, Inc	additional custodial supplies for week ending 2/23/18	2/28/2018	\$	907.58	11-7100-708-000
0005107	OPERATING	Hugo's Industrial Supply, Inc	additional custodial supplies for week ending 2/23/18	2/28/2018	\$	74.64	11-7100-708-000
0005108	OPERATING	Jocks Nitch	Athletics Equipment/Gear	2/28/2018	\$	357.87	11-5560-698-000
0005108	OPERATING	Jocks Nitch	Athletics Equipment/Gear	2/28/2018	\$	3,500.00	11-5560-699-000
0005108	OPERATING	Jocks Nitch	Softball - athletic gear	2/28/2018	\$	55.92	71-5560-285-000
0005109	OPERATING	John Wiley & Sons, inc.	Textbooks for Loan	2/28/2018	\$	1,098.66	16-9300-743-000
0005110	OPERATING	Lee's Cooling & Heating, Inc.	AC Building RTU #4 trouble shoot error messages/communications	2/28/2018	\$	243.75	11-7100-649-000
0005111	OPERATING	Vasquez Jr., Anthony A	Cheer - Cash advance for OKC student event(parking/tolls)	2/28/2018	\$	50.00	11-5590-606-000
0005113	OPERATING	CENGAGE Learning	Textbooks for Loan	2/28/2018	\$	2,999.45	16-9300-743-000
0005113	OPERATING	CENGAGE Learning	Textbooks for Loan	2/28/2018	\$	103.35	16-9300-743-000
0005114	OPERATING	Simplex-Grinnell	Alarm Monitoring ICC West 3/1/18 thru 5/31/18	2/28/2018	\$	99.45	11-7100-661-000
0005115	OPERATING	Shanks Oil Company LLC	603.1 gallons unleaded bulk fuel @\$2.319/gallon	2/28/2018	\$	1,398.59	11-7200-721-000
0005116	OPERATING	Great Western Dining Service , Inc.	Employee Meal Charges 02/21/18	2/28/2018	\$	332.31	16-9600-602-000
0005116	OPERATING	Great Western Dining Service , Inc.	Student Meal Charges 02/21/18	2/28/2018	\$	185.82	16-9600-602-000
0005116	OPERATING	Great Western Dining Service , Inc.	Student Meal PPlan 02/21/18	2/28/2018	\$	15,036.84	16-9600-602-000
0005116	OPERATING	Great Western Dining Service , Inc.	Student Meal PPlan 02/21/18	2/28/2018	\$	928.20	16-9600-602-001
0005117	OPERATING	Warlop, Daniel	Music Consulting Contract 1of2	2/28/2018	\$	1,951.25	11-1151-522-000
0005118	OPERATING	Warlop, Daniel	Music Consulting Contract 2of2	2/28/2018	\$	48.75	11-1151-522-000
0005119	OPERATING	Quality Automotive of Independence/Toyota	2-sets fo tires for vans 5 & 6	2/28/2018	\$	637.63	11-7200-647-000
0005119	OPERATING	Quality Automotive of Independence/Toyota	Oil Change	2/28/2018	\$	38.39	11-7200-647-000
0005119	OPERATING	Quality Automotive of Independence/Toyota	oil change and tire rotation	2/28/2018	\$	88.37	11-7200-647-000
0005120	OPERATING	ICC Student	Previous Balance Refund	2/28/2018	\$	833.00	11-0000-203-000
0005121	OPERATING	ICC Student	Previous Balance Refund	2/28/2018	\$	294.18	11-0000-203-000
0005122	OPERATING	ICC Student	Previous Balance Refund	2/28/2018	\$	610.00	11-0000-203-000

0005123	OPERATING	ICC Student	Previous Balance Refund	2/28/2018	\$	310.28	11-0000-203-000
0005124	OPERATING	ICC Student	Previous Balance Refund	2/28/2018	\$	204.00	11-0000-203-000
0005125	OPERATING	ICC Student	Previous Balance Refund	2/28/2018	\$	432.02	11-0000-203-000
0005126	OPERATING	ICC Student	Previous Balance Refund	2/28/2018	\$	449.00	11-0000-203-000
0005127	OPERATING	ICC Student	Previous Balance Refund	2/28/2018	\$	576.00	11-0000-203-000
0005128	OPERATING	ICC Student	Previous Balance Refund	2/28/2018	\$	760.50	11-0000-203-000
0005129	OPERATING	ICC Student	Previous Balance Refund	2/28/2018	\$	216.33	11-0000-203-000
0005130	OPERATING	ICC Student	Previous Balance Refund	2/28/2018	\$	250.72	11-0000-203-000
0005131	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,197.00	11-0000-203-000
0005132	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,833.00	11-0000-203-000
0005133	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	54.00	11-0000-203-000
0005134	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	627.97	11-0000-203-000
0005135	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	71.50	11-0000-203-000
0005136	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,928.00	11-0000-203-000
0005137	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,449.00	11-0000-203-000
0005138	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	799.93	11-0000-203-000
0005139	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,823.93	11-0000-203-000
0005140	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,375.24	11-0000-203-000
0005141	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,236.94	11-0000-203-000
0005142	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,094.97	11-0000-203-000
0005143	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,898.40	11-0000-203-000
0005144	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,293.98	11-0000-203-000
0005145	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,789.36	11-0000-203-000
0005146	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	585.68	11-0000-203-000
0005147	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	3,433.00	11-0000-203-000
0005148	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	826.32	11-0000-203-000
0005149	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	880.00	11-0000-203-000
0005150	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,122.00	11-0000-203-000
0005151	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	122.07	11-0000-203-000
0005152	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,128.00	11-0000-203-000
0005153	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	539.00	11-0000-203-000
0005154	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	3,597.00	11-0000-203-000
0005155	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,036.56	11-0000-203-000
0005156	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	150.00	11-0000-203-000
0005157	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,050.00	11-0000-203-000
0005158	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,205.00	11-0000-203-000
0005159	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	466.00	11-0000-203-000
0005160	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,031.03	11-0000-203-000
0005161	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,466.72	11-0000-203-000
0005162	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,736.61	11-0000-203-000
0005163	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	714.00	11-0000-203-000
0005164	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	877.79	11-0000-203-000
0005165	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	71.00	11-0000-203-000
0005166	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	984.00	11-0000-203-000
0005167	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	250.00	11-0000-203-000
0005168	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	648.00	11-0000-203-000
0005169	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	604.03	11-0000-203-000
0005170	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,571.00	11-0000-203-000
0005171	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,554.82	11-0000-203-000
0005172	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,877.94	11-0000-203-000
0005173	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	91.35	11-0000-203-000

0005174	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,468.76	11-0000-203-000
0005175	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	67.94	11-0000-203-000
0005176	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,239.76	11-0000-203-000
0005177	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,889.00	11-0000-203-000
0005178	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	503.00	11-0000-203-000
0005179	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	503.68	11-0000-203-000
0005180	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,230.98	11-0000-203-000
0005181	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	492.73	11-0000-203-000
0005182	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,745.77	11-0000-203-000
0005183	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,236.00	11-0000-203-000
0005184	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,300.35	11-0000-203-000
0005185	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	309.00	11-0000-203-000
0005186	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,930.76	11-0000-203-000
0005187	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	204.00	11-0000-203-000
0005188	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,960.00	11-0000-203-000
0005189	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,635.00	11-0000-203-000
0005190	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	3,035.94	11-0000-203-000
0005191	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	92.00	11-0000-203-000
0005192	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,963.97	11-0000-203-000
0005193	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,738.77	11-0000-203-000
0005194	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,565.00	11-0000-203-000
0005195	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,455.00	11-0000-203-000
0005196	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	822.50	11-0000-203-000
0005197	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,869.36	11-0000-203-000
0005198	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	602.84	11-0000-203-000
0005199	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	823.00	11-0000-203-000
0005200	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,038.33	11-0000-203-000
0005201	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	939.00	11-0000-203-000
0005202	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	110.44	11-0000-203-000
0005203	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	334.61	11-0000-203-000
0005204	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,170.00	11-0000-203-000
0005205	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,564.00	11-0000-203-000
0005206	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,644.00	11-0000-203-000
0005207	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	256.94	11-0000-203-000
0005208	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	418.72	11-0000-203-000
0005209	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	228.76	11-0000-203-000
0005210	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	84.00	11-0000-203-000
0005211	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,506.01	11-0000-203-000
0005212	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	105.97	11-0000-203-000
0005213	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	180.00	11-0000-203-000
0005214	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,848.00	11-0000-203-000
0005215	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,418.79	11-0000-203-000
0005216	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	396.95	11-0000-203-000
0005217	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,310.00	11-0000-203-000
0005218	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,115.00	11-0000-203-000
0005219	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	3,212.09	11-0000-203-000
0005220	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,688.97	11-0000-203-000
0005221	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	979.47	11-0000-203-000
0005222	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,950.91	11-0000-203-000
0005223	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,420.97	11-0000-203-000
0005224	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	360.00	11-0000-203-000

0005225	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	425.93	11-0000-203-000
0005226	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,147.00	11-0000-203-000
0005227	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,571.00	11-0000-203-000
0005228	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,453.00	11-0000-203-000
0005229	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,324.00	11-0000-203-000
0005230	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,750.90	11-0000-203-000
0005231	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	535.21	11-0000-203-000
0005232	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,039.94	11-0000-203-000
0005233	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,068.97	11-0000-203-000
0005234	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,237.92	11-0000-203-000
0005235	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	397.97	11-0000-203-000
0005236	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,190.66	11-0000-203-000
0005237	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	537.35	11-0000-203-000
0005238	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	3,747.00	11-0000-203-000
0005239	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	3,491.98	11-0000-203-000
0005240	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,623.16	11-0000-203-000
0005241	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,814.37	11-0000-203-000
0005242	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	3,144.00	11-0000-203-000
0005243	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	796.38	11-0000-203-000
0005244	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,002.37	11-0000-203-000
0005245	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,088.53	11-0000-203-000
0005246	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,182.98	11-0000-203-000
0005247	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,490.00	11-0000-203-000
0005248	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	755.00	11-0000-203-000
0005249	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,539.53	11-0000-203-000
0005250	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	898.53	11-0000-203-000
0005251	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	352.13	11-0000-203-000
0005252	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,031.53	11-0000-203-000
0005253	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	444.00	11-0000-203-000
0005254	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	444.00	11-0000-203-000
0005254	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	78.50	11-0000-203-000
0005255	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	788.97	11-0000-203-000
0005256	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,264.00	11-0000-203-000
0005257	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	231.97	11-0000-203-000
0005258	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	378.60	11-0000-203-000
0005259	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,571.00	11-0000-203-000
0005260	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	831.00	11-0000-203-000
0005261	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,993.00	11-0000-203-000
0005262	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,312.13	11-0000-203-000
0005263	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,083.00	11-0000-203-000
0005264	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,060.00	11-0000-203-000
0005265	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	356.50	11-0000-203-000
0005266	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	189.05	11-0000-203-000
0005267	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	732.97	11-0000-203-000
0005268	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,195.03	11-0000-203-000
0005269	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	480.32	11-0000-203-000
0005270	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	86.00	11-0000-203-000
0005271	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	608.97	11-0000-203-000
0005272	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	318.00	11-0000-203-000
0005273	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	138.13	11-0000-203-000
0005274	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,412.97	11-0000-203-000

0005275	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	11.50	11-0000-203-000
0005276	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,571.00	11-0000-203-000
0005277	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	66.00	11-0000-203-000
0005278	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	180.00	11-0000-203-000
0005279	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	701.97	11-0000-203-000
0005280	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,378.98	11-0000-203-000
0005281	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	387.94	11-0000-203-000
0005282	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	812.35	11-0000-203-000
0005283	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	254.52	11-0000-203-000
0005284	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	296.00	11-0000-203-000
0005285	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,439.94	11-0000-203-000
0005286	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,861.00	11-0000-203-000
0005287	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	30.00	11-0000-203-000
0005288	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	917.00	11-0000-203-000
0005289	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	599.35	11-0000-203-000
0005289	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	296.00	11-0000-203-000
0005290	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	414.23	11-0000-203-000
0005291	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	296.00	11-0000-203-000
0005292	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	276.00	11-0000-203-000
0005293	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	696.97	11-0000-203-000
0005294	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	142.97	11-0000-203-000
0005295	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	281.37	11-0000-203-000
0005296	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	994.00	11-0000-203-000
0005297	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	558.42	11-0000-203-000
0005297	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	184.00	11-0000-203-000
0005298	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	274.00	11-0000-203-000
0005299	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,229.35	11-0000-203-000
0005300	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,079.18	11-0000-203-000
0005301	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	296.00	11-0000-203-000
0005302	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	406.97	11-0000-203-000
0005303	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	272.63	11-0000-203-000
0005304	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	486.10	11-0000-203-000
0005305	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	162.00	11-0000-203-000
0005306	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	987.00	11-0000-203-000
0005307	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	347.91	11-0000-203-000
0005308	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	816.97	11-0000-203-000
0005309	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	255.00	11-0000-203-000
0005310	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,571.00	11-0000-203-000
0005311	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	840.09	11-0000-203-000
0005312	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,375.00	11-0000-203-000
0005313	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	402.17	11-0000-203-000
0005314	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,392.00	11-0000-203-000
0005315	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	450.30	11-0000-203-000
0005315	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,230.88	11-0000-203-000
0005316	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	626.00	11-0000-203-000
0005317	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,623.98	11-0000-203-000
0005318	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,754.97	11-0000-203-000
0005319	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	361.00	11-0000-203-000
0005320	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	250.00	11-0000-203-000
0005321	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,363.82	11-0000-203-000
0005322	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,365.00	11-0000-203-000

0005328	OPERATING	ICC Student Housing	Student Refunds	2/28/2018	\$	1,260.00	11-0000-203-000
0005328	OPERATING	ICC Student Housing	Student Refunds	2/28/2018	\$	1,225.00	11-0000-203-000
0005328	OPERATING	ICC Student Housing	Student Refunds	2/28/2018	\$	216.33	11-0000-203-000
0005328	OPERATING	ICC Student Housing	Student Refunds	2/28/2018	\$	1,225.00	11-0000-203-000
0005328	OPERATING	ICC Student Housing	Student Refunds	2/28/2018	\$	540.00	11-0000-203-000
0005328	OPERATING	ICC Student Housing	Student Refunds	2/28/2018	\$	980.00	11-0000-203-000
0005329	OPERATING	Dissinger Insurance Services, LLC	Student Accident/ Sick	2/28/2018	\$	3,360.00	71-5700-285-002
EFT00000000589	OPERATING	Kansas Department of Revenue-Sales Tax	Sales Taxes Jan 2018	2/8/2018	\$	320.24	11-0100-216-000
EFT00000000590	OPERATING	Academic Office Credit Card	Stamps for Registrar Office	2/6/2018	\$	49.00	11-4200-613-000
EFT00000000591	OPERATING	Huckle, Andrea Purchase Card	Parking Fees	2/6/2018	\$	2.00	11-6310-601-000
EFT00000000591	OPERATING	Huckle, Andrea Purchase Card	Meal	2/6/2018	\$	8.49	11-6310-602-000
EFT00000000592	OPERATING	Dutton, Ann Credit Card	Recalibration of Anesthetic Vaporizer	2/6/2018	\$	339.00	12-1220-649-000
EFT00000000592	OPERATING	Dutton, Ann Credit Card	AVMA Liability Insurance	2/6/2018	\$	346.00	12-1220-700-000
EFT00000000592	OPERATING	Dutton, Ann Credit Card	LEFT HANDED SURGEON INSTRUMENT	2/6/2018	\$	64.00	12-1220-700-000
EFT00000000592	OPERATING	Dutton, Ann Credit Card	membership dues required	2/6/2018	\$	330.00	12-1220-700-000
EFT00000000592	OPERATING	Dutton, Ann Credit Card	Postage to return Radiology Dosimeter Badges	2/6/2018	\$	3.00	12-1220-700-000
EFT00000000592	OPERATING	Dutton, Ann Credit Card		2/6/2018	\$	25.00	12-1220-700-000
EFT00000000592	OPERATING	Dutton, Ann Credit Card		2/6/2018	\$	36.00	12-1220-700-000
EFT00000000592	OPERATING	Dutton, Ann Credit Card		2/6/2018	\$	375.00	71-1220-285-002
EFT00000000593	OPERATING	Vasquez, Anthony Purchase Card	Cheer - recruiting meal	2/6/2018	\$	10.31	11-5590-617-000
EFT00000000593	OPERATING	Vasquez, Anthony Purchase Card	Cheer - recruiting meal	2/6/2018	\$	17.50	11-5590-617-000
EFT00000000594	OPERATING	Corbett-Smith, Ben Credit Card	Breakfast during recruitment event in Wichita	2/6/2018	\$	8.28	11-1151-617-000
EFT00000000594	OPERATING	Corbett-Smith, Ben Credit Card	Hotel stay during recruitment event in Wichita	2/6/2018	\$	1,037.52	11-1151-617-000
EFT00000000594	OPERATING	Corbett-Smith, Ben Credit Card	Meal while attending recruitment event in Wichita	2/6/2018	\$	35.57	11-1151-617-000
EFT00000000594	OPERATING	Corbett-Smith, Ben Credit Card	Meal while attending recruitment event in Wichita	2/6/2018	\$	63.72	11-1151-617-000
EFT00000000594	OPERATING	Corbett-Smith, Ben Credit Card	Meal while attending recruitment event in Wichita	2/6/2018	\$	58.29	11-1151-617-000
EFT00000000594	OPERATING	Corbett-Smith, Ben Credit Card	Meal while attending recruitment event in Wichita	2/6/2018	\$	59.85	11-1151-617-000
EFT00000000594	OPERATING	Corbett-Smith, Ben Credit Card	Meal while attending recruitment event in Wichita	2/6/2018	\$	74.08	11-1151-617-000
EFT00000000594	OPERATING	Corbett-Smith, Ben Credit Card	Meal while attending recruitment event in Wichita	2/6/2018	\$	9.71	11-1151-617-000
EFT00000000594	OPERATING	Corbett-Smith, Ben Credit Card	Meal while attending recruitment event in Wichita	2/6/2018	\$	119.65	11-1151-617-000
EFT00000000594	OPERATING	Corbett-Smith, Ben Credit Card	PASSAGE TO INDIA	2/6/2018	\$	77.64	11-1151-617-000
EFT00000000595	OPERATING	Henderson, Brad Purchase Card	AD	2/6/2018	\$	56.81	11-6300-615-000
EFT00000000595	OPERATING	Henderson, Brad Purchase Card	AD	2/6/2018	\$	137.26	11-6300-615-000
EFT00000000595	OPERATING	Henderson, Brad Purchase Card	AM BUSINESS PAGES DIRECTORY	2/6/2018	\$	895.00	11-6300-615-000
EFT00000000595	OPERATING	Henderson, Brad Purchase Card	ANNUAL LICENSE BHENDERSON@INDYCC.EDU	2/6/2018	\$	346.52	11-6300-615-000
EFT00000000595	OPERATING	Henderson, Brad Purchase Card	KCCLI DINNER	2/6/2018	\$	23.50	11-6300-615-000
EFT00000000595	OPERATING	Henderson, Brad Purchase Card	LUNCH AT KCCLI	2/6/2018	\$	9.77	11-6300-615-000
EFT00000000595	OPERATING	Henderson, Brad Purchase Card	RETIREMENT CARD	2/6/2018	\$	5.03	11-6300-615-000
EFT00000000595	OPERATING	Henderson, Brad Purchase Card	TRAVEL - CAPITOL DAY	2/6/2018	\$	7.29	11-6300-615-000
EFT00000000595	OPERATING	Henderson, Brad Purchase Card	walmart FOOD DONATION	2/6/2018	\$	139.55	11-6300-615-000
EFT00000000596	OPERATING	Campus, Breta Credit Card		2/6/2018	\$	293.62	32-8303-601-000
EFT00000000597	OPERATING	Bertie, Brett Credit Card	Amazon Web Services	2/6/2018	\$	2.05	11-6600-646-000
EFT00000000597	OPERATING	Bertie, Brett Credit Card	Jungle Disk Storage for Inge	2/6/2018	\$	105.27	11-6600-852-000
EFT00000000597	OPERATING	Bertie, Brett Credit Card	Office 365	2/6/2018	\$	372.30	11-6600-852-000
EFT00000000598	OPERATING	Thorton, Brittany Credit Card	Coffee from Ane Maes	2/6/2018	\$	38.90	11-5300-682-000
EFT00000000598	OPERATING	Thorton, Brittany Credit Card	Snacks for Navigators Offices	2/6/2018	\$	149.38	11-5300-682-000
EFT00000000598	OPERATING	Thorton, Brittany Credit Card	Independence Chamber of Commerce	2/6/2018	\$	50.00	11-5300-717-000
EFT00000000599	OPERATING	Peterson, Bruce Purchase Card	Ben Smith Tribute interview outbound	2/6/2018	\$	190.30	34-1200-601-000
EFT00000000599	OPERATING	Peterson, Bruce Purchase Card	Ben Smith Tribute Interview travel inbound	2/6/2018	\$	149.00	34-1200-601-000
EFT00000000599	OPERATING	Peterson, Bruce Purchase Card	Travel agent fee inge no. 75195	2/6/2018	\$	30.00	34-1200-601-000
EFT00000000599	OPERATING	Peterson, Bruce Purchase Card	Travel agent fee interview inge tribute No 75194	2/6/2018	\$	30.00	34-1200-601-000

EFT00000000599	OPERATING	Peterson, Bruce Purchase Card	Travel Expenses	2/6/2018	\$	110.30	34-1200-601-000
EFT00000000599	OPERATING	Peterson, Bruce Purchase Card	Tribute writer Canady flight inbound	2/6/2018	\$	110.97	34-1200-601-000
EFT00000000601	OPERATING	Cutshaw, Christy Credit Card	Lodging Expenses	2/6/2018	\$	102.00	11-1140-601-000
EFT00000000601	OPERATING	Cutshaw, Christy Credit Card	Cheesecake Factory food for SARA Conference	2/6/2018	\$	33.16	11-1140-602-000
EFT00000000603	OPERATING	Westerhold, Cody Credit Card	St. Life - recruiting supplies for Cheer	2/6/2018	\$	43.44	11-5590-617-000
EFT00000000604	OPERATING	Barwick, Dan Credit Card	Meal	2/6/2018	\$	28.16	11-6100-602-000
EFT00000000604	OPERATING	Barwick, Dan Credit Card	Advertising	2/6/2018	\$	61.23	11-6100-693-000
EFT00000000604	OPERATING	Barwick, Dan Credit Card	Advertising	2/6/2018	\$	100.00	11-6100-693-000
EFT00000000604	OPERATING	Barwick, Dan Credit Card	Bowl Game Football Display Case	2/6/2018	\$	38.95	11-6100-693-000
EFT00000000604	OPERATING	Barwick, Dan Credit Card	Monthly subscription	2/6/2018	\$	20.00	11-6100-693-000
EFT00000000604	OPERATING	Barwick, Dan Credit Card	Monthly subscription	2/6/2018	\$	20.00	11-6100-693-000
EFT00000000604	OPERATING	Barwick, Dan Credit Card	Parts for survey stand	2/6/2018	\$	19.92	11-6100-693-000
EFT00000000604	OPERATING	Barwick, Dan Credit Card	Fuel	2/6/2018	\$	30.35	11-7200-721-000
EFT00000000604	OPERATING	Barwick, Dan Credit Card	Fuel	2/6/2018	\$	25.62	11-7200-721-000
EFT00000000604	OPERATING	Barwick, Dan Credit Card	Fuel	2/6/2018	\$	10.95	11-7200-721-000
EFT00000000604	OPERATING	Barwick, Dan Credit Card	Fuel	2/6/2018	\$	11.20	11-7200-721-000
EFT00000000604	OPERATING	Barwick, Dan Credit Card	Fuel	2/6/2018	\$	22.57	11-7200-721-000
EFT00000000604	OPERATING	Barwick, Dan Credit Card	Fuel	2/6/2018	\$	18.64	11-7200-721-000
EFT00000000605	OPERATING	Peña, Daniella Credit Card	Fuel	2/6/2018	\$	2.26	11-5530-617-000
EFT00000000605	OPERATING	Peña, Daniella Credit Card	Volleyball - recruiting meal	2/6/2018	\$	3.82	11-5530-617-000
EFT00000000605	OPERATING	Peña, Daniella Credit Card	Volleyball - recruiting meal	2/6/2018	\$	5.88	11-5530-617-000
EFT00000000605	OPERATING	Peña, Daniella Credit Card	Volleyball - recruiting meal	2/6/2018	\$	7.72	11-5530-617-000
EFT00000000605	OPERATING	Peña, Daniella Credit Card	Volleyball - recruiting parking fee	2/6/2018	\$	11.00	11-5530-617-000
EFT00000000606	OPERATING	Rutherford, Eric Credit Card	Year subscription service	2/6/2018	\$	99.99	11-1151-681-000
EFT00000000607	OPERATING	Rutherford, Eric Credit Card	Planning meal with out of town guest artists from Kansas City	2/6/2018	\$	61.34	34-1200-602-000
EFT00000000608	OPERATING	Chapman, Gayle J. Credit Card	prime membership - monthly	2/6/2018	\$	10.99	31-8501-679-000
EFT00000000608	OPERATING	Chapman, Gayle J. Credit Card	candy - lock-in - Jan Sat seminar	2/6/2018	\$	5.00	31-8501-719-000
EFT00000000608	OPERATING	Chapman, Gayle J. Credit Card	game supplies, food - lock-in - Jan Sat seminar	2/6/2018	\$	115.52	31-8501-719-000
EFT00000000608	OPERATING	Chapman, Gayle J. Credit Card	game supplies, food - lock-in - Jan Sat seminar	2/6/2018	\$	6.08	31-8501-719-000
EFT00000000608	OPERATING	Chapman, Gayle J. Credit Card	6 doz tacos - lock-in - Jan Sat seminar	2/6/2018	\$	85.34	71-8500-285-000
EFT00000000608	OPERATING	Chapman, Gayle J. Credit Card	Dinner - Senior Activity - Movie - NYC	2/6/2018	\$	51.94	71-8500-285-000
EFT00000000608	OPERATING	Chapman, Gayle J. Credit Card	donuts for lock-in - Jan Sat seminar	2/6/2018	\$	51.36	71-8500-285-000
EFT00000000608	OPERATING	Chapman, Gayle J. Credit Card	Lock-in - Jan Sat seminar	2/6/2018	\$	152.17	71-8500-285-000
EFT00000000609	OPERATING	Gillum, Jaicey Linn Credit Card	Counselor Xmas Present	2/6/2018	\$	43.66	11-5300-617-000
EFT00000000612	OPERATING	Martin, Jason Credit Card	Athletic Dept. = recruiting meal	2/6/2018	\$	10.17	11-5510-617-000
EFT00000000612	OPERATING	Martin, Jason Credit Card	Football - fuel for recruiting	2/6/2018	\$	22.98	11-5510-617-000
EFT00000000612	OPERATING	Martin, Jason Credit Card	Football - fuel for recruiting	2/6/2018	\$	5.07	11-5510-617-000
EFT00000000612	OPERATING	Martin, Jason Credit Card	Football - fuel for recruiting	2/6/2018	\$	20.05	11-5510-617-000
EFT00000000612	OPERATING	Martin, Jason Credit Card	Football - fuel for recruiting	2/6/2018	\$	16.61	11-5510-617-000
EFT00000000612	OPERATING	Martin, Jason Credit Card	Football - lodging for recruiting	2/6/2018	\$	62.00	11-5510-617-000
EFT00000000612	OPERATING	Martin, Jason Credit Card	Football - lodging for recruiting	2/6/2018	\$	114.00	11-5510-617-000
EFT00000000612	OPERATING	Martin, Jason Credit Card	Football - lodging for recruiting	2/6/2018	\$	92.00	11-5510-617-000
EFT00000000612	OPERATING	Martin, Jason Credit Card	Football - lodging for recruiting	2/6/2018	\$	130.00	11-5510-617-000
EFT00000000612	OPERATING	Martin, Jason Credit Card	Football - lodging for recruiting	2/6/2018	\$	91.00	11-5510-617-000
EFT00000000612	OPERATING	Martin, Jason Credit Card	Football - meal for recruiting	2/6/2018	\$	7.53	11-5510-617-000
EFT00000000612	OPERATING	Martin, Jason Credit Card	Football - meal for recruiting	2/6/2018	\$	12.38	11-5510-617-000
EFT00000000612	OPERATING	Martin, Jason Credit Card	Football - meal for recruiting	2/6/2018	\$	12.96	11-5510-617-000
EFT00000000612	OPERATING	Martin, Jason Credit Card	Football - meal for recruiting	2/6/2018	\$	5.48	11-5510-617-000
EFT00000000612	OPERATING	Martin, Jason Credit Card	Football - meal for recruiting	2/6/2018	\$	18.32	11-5510-617-000
EFT00000000612	OPERATING	Martin, Jason Credit Card	Football - meal for recruiting	2/6/2018	\$	12.87	11-5510-617-000
EFT00000000612	OPERATING	Martin, Jason Credit Card	Football - meal for recruiting	2/6/2018	\$	8.79	11-5510-617-000

EFT000000000612	OPERATING	Martin, Jason Credit Card	Football - meal for recruiting	2/6/2018	\$	6.04	11-5510-617-000
EFT000000000612	OPERATING	Martin, Jason Credit Card	Football - meal for recruiting	2/6/2018	\$	10.34	11-5510-617-000
EFT000000000612	OPERATING	Martin, Jason Credit Card	Football - meal for recruiting	2/6/2018	\$	5.78	11-5510-617-000
EFT000000000612	OPERATING	Martin, Jason Credit Card	Football - meal for recruiting (LOST RECEIPT)	2/6/2018	\$	6.04	11-5510-617-000
EFT000000000612	OPERATING	Martin, Jason Credit Card	Football - supplies (lost receipt)	2/6/2018	\$	4.91	11-5510-617-000
EFT000000000613	OPERATING	Ornelas, Jesse Credit Card	Football - fuel for recruiting	2/6/2018	\$	17.71	11-5510-617-000
EFT000000000613	OPERATING	Ornelas, Jesse Credit Card	Football - fuel for recruiting	2/6/2018	\$	20.15	11-5510-617-000
EFT000000000613	OPERATING	Ornelas, Jesse Credit Card	Football - lodging for recruiting	2/6/2018	\$	70.85	11-5510-617-000
EFT000000000613	OPERATING	Ornelas, Jesse Credit Card	Football - lodging for recruiting	2/6/2018	\$	95.27	11-5510-617-000
EFT000000000613	OPERATING	Ornelas, Jesse Credit Card	Football - lodging for recruiting	2/6/2018	\$	121.54	11-5510-617-000
EFT000000000613	OPERATING	Ornelas, Jesse Credit Card	Football - recruiting fuel	2/6/2018	\$	19.95	11-5510-617-000
EFT000000000613	OPERATING	Ornelas, Jesse Credit Card	Football - recruiting fuel	2/6/2018	\$	15.00	11-5510-617-000
EFT000000000613	OPERATING	Ornelas, Jesse Credit Card	Football - recruiting fuel	2/6/2018	\$	15.14	11-5510-617-000
EFT000000000613	OPERATING	Ornelas, Jesse Credit Card	football - recruiting meal	2/6/2018	\$	7.41	11-5510-617-000
EFT000000000613	OPERATING	Ornelas, Jesse Credit Card	Football - recruiting meal	2/6/2018	\$	10.95	11-5510-617-000
EFT000000000613	OPERATING	Ornelas, Jesse Credit Card	Football - recruiting meal	2/6/2018	\$	7.58	11-5510-617-000
EFT000000000613	OPERATING	Ornelas, Jesse Credit Card	Football - recruiting meal	2/6/2018	\$	13.25	11-5510-617-000
EFT000000000613	OPERATING	Ornelas, Jesse Credit Card	Football - recruiting meal	2/6/2018	\$	12.93	11-5510-617-000
EFT000000000613	OPERATING	Ornelas, Jesse Credit Card	Football - recruiting meal	2/6/2018	\$	2.76	11-5510-617-000
EFT000000000613	OPERATING	Ornelas, Jesse Credit Card	Football - recruiting meal	2/6/2018	\$	6.49	11-5510-617-000
EFT000000000613	OPERATING	Ornelas, Jesse Credit Card	Football - recruiting meals	2/6/2018	\$	8.03	11-5510-617-000
EFT000000000614	OPERATING	Correll, Jim Credit Card	ads	2/6/2018	\$	10.10	11-1223-700-000
EFT000000000614	OPERATING	Correll, Jim Credit Card	drinks for dispense	2/6/2018	\$	23.72	11-1223-700-000
EFT000000000614	OPERATING	Correll, Jim Credit Card	drinks for dispense	2/6/2018	\$	30.64	11-1223-700-000
EFT000000000614	OPERATING	Correll, Jim Credit Card	fruit ad	2/6/2018	\$	16.20	11-1223-700-000
EFT000000000614	OPERATING	Correll, Jim Credit Card	laser matte/black gold	2/6/2018	\$	67.54	11-1223-700-000
EFT000000000614	OPERATING	Correll, Jim Credit Card	mutoh media flange	2/6/2018	\$	42.48	11-1223-700-000
EFT000000000614	OPERATING	Correll, Jim Credit Card	paint tape	2/6/2018	\$	8.26	11-1223-700-000
EFT000000000614	OPERATING	Correll, Jim Credit Card	porter cable amp router	2/6/2018	\$	129.00	11-1223-700-000
EFT000000000614	OPERATING	Correll, Jim Credit Card	porter cable amp router	2/6/2018	\$	99.95	11-1223-700-000
EFT000000000614	OPERATING	Correll, Jim Credit Card	porter cable amp router	2/6/2018	\$	16.95	11-1223-700-000
EFT000000000614	OPERATING	Correll, Jim Credit Card		2/6/2018	\$	282.00	11-1223-700-000
EFT000000000614	OPERATING	Commerce Bank Visa	CC Payment	2/6/2018	\$	1,786.55	11-6500-695-000
EFT000000000615	OPERATING	Wheeler, Kara Credit Card	The Five Dysfunctions of a Team: A Leadership Fable	2/6/2018	\$	158.20	11-4200-703-000
EFT000000000616	OPERATING	Tuschman, Keli Credit Card	building materials from Woods for Tailgating game	2/6/2018	\$	75.71	11-6110-693-000
EFT000000000617	OPERATING	Overacker, Kelsey Credit Card	Softball - fuel for conference meeting	2/6/2018	\$	19.57	11-5560-617-000
EFT000000000618	OPERATING	Harris, Kiyoshi Purchase Card	Football - car rental for recruiting	2/6/2018	\$	122.88	11-5510-617-000
EFT000000000618	OPERATING	Harris, Kiyoshi Purchase Card	Football - fuel for recruiting	2/6/2018	\$	15.00	11-5510-617-000
EFT000000000618	OPERATING	Harris, Kiyoshi Purchase Card	Football - lodging for recruiting	2/6/2018	\$	74.35	11-5510-617-000
EFT000000000618	OPERATING	Harris, Kiyoshi Purchase Card	Football - meal for recruiting	2/6/2018	\$	25.45	11-5510-617-000
EFT000000000618	OPERATING	Harris, Kiyoshi Purchase Card	Football - meal for recruiting	2/6/2018	\$	10.23	11-5510-617-000
EFT000000000618	OPERATING	Harris, Kiyoshi Purchase Card	Football - meal for recruiting	2/6/2018	\$	24.33	11-5510-617-000
EFT000000000618	OPERATING	Harris, Kiyoshi Purchase Card	Football - meal for recruiting	2/6/2018	\$	8.71	11-5510-617-000
EFT000000000618	OPERATING	Harris, Kiyoshi Purchase Card	Football - meal for recruiting	2/6/2018	\$	40.07	11-5510-617-000
EFT000000000618	OPERATING	Harris, Kiyoshi Purchase Card	Football - meal for recruiting	2/6/2018	\$	21.00	11-5510-617-000
EFT000000000618	OPERATING	Harris, Kiyoshi Purchase Card	Football- fuel for recruiting	2/6/2018	\$	29.85	11-5510-617-000
EFT000000000619	OPERATING	Kippenberger, Kris Credit Card	heavy duty flet pads for chairs in cafeteria	2/6/2018	\$	39.96	11-7100-708-000
EFT000000000619	OPERATING	Kippenberger, Kris Credit Card	heavy duty flet pads for chairs in cafeteria	2/6/2018	\$	31.99	11-7300-724-000
EFT000000000620	OPERATING	Kent, Lavon Credit Card	Cheer - fuel for recruiting	2/13/2018	\$	20.00	11-5590-617-000
EFT000000000620	OPERATING	Kent, Lavon Credit Card	Cheer - meal for recruiting	2/13/2018	\$	9.50	11-5590-617-000
EFT000000000620	OPERATING	Kent, Lavon Credit Card	Cheer - meal for recruiting	2/13/2018	\$	28.17	11-5590-617-000

EFT00000000620	OPERATING	Kent, Lavon Credit Card	Cheer - meal for recruiting	2/13/2018	\$	42.79	11-5590-617-000
EFT00000000621	OPERATING	Crane, Leslie Credit Card	WBB - chistmas break team meal	2/13/2018	\$	70.61	11-5540-602-000
EFT00000000621	OPERATING	Crane, Leslie Credit Card	WBB - christmas break team meal	2/13/2018	\$	84.77	11-5540-602-000
EFT00000000621	OPERATING	Crane, Leslie Credit Card	WBB - christmas break team meal	2/13/2018	\$	66.30	11-5540-602-000
EFT00000000621	OPERATING	Crane, Leslie Credit Card	WBB - christmas break team meal	2/13/2018	\$	51.32	11-5540-602-000
EFT00000000621	OPERATING	Crane, Leslie Credit Card	WBB - christmas break team meal	2/13/2018	\$	95.68	11-5540-602-000
EFT00000000621	OPERATING	Crane, Leslie Credit Card	WBB - christmas break team meal	2/13/2018	\$	42.76	11-5540-602-000
EFT00000000621	OPERATING	Crane, Leslie Credit Card	WBB - christmas team meals	2/13/2018	\$	23.21	11-5540-602-000
EFT00000000621	OPERATING	Crane, Leslie Credit Card	WBB - thanksgiving food for team	2/13/2018	\$	102.12	11-5540-602-000
EFT00000000621	OPERATING	Crane, Leslie Credit Card	WBB - fuel for team event	2/13/2018	\$	54.50	11-5540-606-000
EFT00000000621	OPERATING	Crane, Leslie Credit Card	WBB - team meal	2/13/2018	\$	155.38	11-5540-606-000
EFT00000000621	OPERATING	Crane, Leslie Credit Card	WBB - team meal	2/13/2018	\$	217.34	11-5540-606-000
EFT00000000621	OPERATING	Crane, Leslie Credit Card	WBB - team meal	2/13/2018	\$	125.08	11-5540-606-000
EFT00000000621	OPERATING	Crane, Leslie Credit Card	WBB - team meal	2/13/2018	\$	40.00	11-5540-606-000
EFT00000000621	OPERATING	Crane, Leslie Credit Card	WBB - team meal	2/13/2018	\$	40.00	11-5540-606-000
EFT00000000621	OPERATING	Crane, Leslie Credit Card	WBB - team meal	2/13/2018	\$	40.00	11-5540-606-000
EFT00000000621	OPERATING	Crane, Leslie Credit Card	WBB - team meal	2/13/2018	\$	20.00	11-5540-606-000
EFT00000000621	OPERATING	Crane, Leslie Credit Card	WBB - team meal	2/13/2018	\$	40.00	11-5540-606-000
EFT00000000621	OPERATING	Crane, Leslie Credit Card	WBB - team meal	2/13/2018	\$	102.76	11-5540-606-000
EFT00000000621	OPERATING	Crane, Leslie Credit Card	WBB - team meal	2/13/2018	\$	207.32	11-5540-606-000
EFT00000000621	OPERATING	Crane, Leslie Credit Card	WBB - supplies	2/13/2018	\$	1,170.00	11-5540-698-000
EFT00000000622	OPERATING	Latu, Manoa Credit Card	Football - fuel for recruiting	2/13/2018	\$	22.71	11-5510-617-000
EFT00000000622	OPERATING	Latu, Manoa Credit Card	Football - fuel for recruiting	2/13/2018	\$	25.31	11-5510-617-000
EFT00000000622	OPERATING	Latu, Manoa Credit Card	Football - fuel for recruiting	2/13/2018	\$	30.01	11-5510-617-000
EFT00000000622	OPERATING	Latu, Manoa Credit Card	Football - fuel for recruiting	2/13/2018	\$	85.06	11-5510-617-000
EFT00000000622	OPERATING	Latu, Manoa Credit Card	Football - fuel for recruiting	2/13/2018	\$	64.39	11-5510-617-000
EFT00000000622	OPERATING	Latu, Manoa Credit Card	Football - fuel for recruiting	2/13/2018	\$	71.95	11-5510-617-000
EFT00000000622	OPERATING	Latu, Manoa Credit Card	Football - fuel for recruiting (lost receipt)	2/13/2018	\$	70.00	11-5510-617-000
EFT00000000622	OPERATING	Latu, Manoa Credit Card	Football - lodging for recruiting	2/13/2018	\$	45.24	11-5510-617-000
EFT00000000622	OPERATING	Latu, Manoa Credit Card	Football - lodging for recruiting	2/13/2018	\$	105.86	11-5510-617-000
EFT00000000622	OPERATING	Latu, Manoa Credit Card	Football - lodging for recruiting	2/13/2018	\$	90.28	11-5510-617-000
EFT00000000622	OPERATING	Latu, Manoa Credit Card	Football - lost receipt	2/13/2018	\$	7.00	11-5510-617-000
EFT00000000622	OPERATING	Latu, Manoa Credit Card	Football - meal for recruiting	2/13/2018	\$	2.17	11-5510-617-000
EFT00000000622	OPERATING	Latu, Manoa Credit Card	Football - meal for recruiting	2/13/2018	\$	23.87	11-5510-617-000
EFT00000000622	OPERATING	Latu, Manoa Credit Card	Football - meal for recruiting	2/13/2018	\$	21.16	11-5510-617-000
EFT00000000622	OPERATING	Latu, Manoa Credit Card	Football - recruiting fuel	2/13/2018	\$	29.00	11-5510-617-000
EFT00000000622	OPERATING	Latu, Manoa Credit Card	Football - recruiting meal	2/13/2018	\$	32.11	11-5510-617-000
EFT00000000622	OPERATING	Latu, Manoa Credit Card	Football - recruiting meal	2/13/2018	\$	13.16	11-5510-617-000
EFT00000000622	OPERATING	Latu, Manoa Credit Card	Football - recruiting meal	2/13/2018	\$	46.64	11-5510-617-000
EFT00000000622	OPERATING	Latu, Manoa Credit Card	Football - recruiting meal	2/13/2018	\$	12.00	11-5510-617-000
EFT00000000622	OPERATING	Latu, Manoa Credit Card	Football - recruiting meal	2/13/2018	\$	16.04	11-5510-617-000
EFT00000000623	OPERATING	DeGeorge, Patricia Credit Card	Coconut oil and spices for International Foods	2/6/2018	\$	22.07	12-1221-700-000
EFT00000000623	OPERATING	DeGeorge, Patricia Credit Card	Lysol, Soap, Squeegee	2/6/2018	\$	9.75	12-1221-700-000
EFT00000000623	OPERATING	DeGeorge, Patricia Credit Card	Lysol, Soap, Squeegee	2/6/2018	\$	49.98	12-1221-700-000
EFT00000000623	OPERATING	DeGeorge, Patricia Credit Card	Lysol, Soap, Squeegee	2/6/2018	\$	199.19	12-1221-700-000
EFT00000000623	OPERATING	DeGeorge, Patricia Credit Card	Supplies	2/6/2018	\$	59.28	12-1221-700-000
EFT00000000624	OPERATING	Martin, Raechal Credit Card	Athletic Traiing - supplies	2/6/2018	\$	40.20	11-5595-698-000
EFT00000000624	OPERATING	Martin, Raechal Credit Card	Athletic Training - License/Conf	2/6/2018	\$	70.00	11-5595-698-000
EFT00000000624	OPERATING	Martin, Raechal Credit Card	ATHletic Training - License/Conference	2/6/2018	\$	70.00	11-5595-698-000
EFT00000000624	OPERATING	Martin, Raechal Credit Card	Athletic Training - supplies	2/6/2018	\$	436.58	11-5595-698-000
EFT00000000626	OPERATING	Finton, Sara Purchase Card	SF - round trip - Tulsa/SanAntonio - Priority 2 Conference	2/6/2018	\$	598.00	31-8501-601-000

EFT00000000626	OPERATING	Finton, Sara Purchase Card	Lock-in - Jan Saturday seminar	2/6/2018	\$	32.90	71-8500-285-000
EFT00000000627	OPERATING	Owens, Sarah Credit Card	"Stare! board game" on cc	2/6/2018	\$	152.78	71-4100-285-011
EFT00000000627	OPERATING	Owens, Sarah Credit Card	"Tenzi game 77 variaions"	2/6/2018	\$	14.48	71-4100-285-011
EFT00000000627	OPERATING	Owens, Sarah Credit Card	"The emotional intelligence" on cc	2/6/2018	\$	41.95	71-4100-285-011
EFT00000000627	OPERATING	Owens, Sarah Credit Card	Board Games	2/6/2018	\$	58.69	71-4100-285-011
EFT00000000627	OPERATING	Owens, Sarah Credit Card	Board Games	2/6/2018	\$	913.03	71-4100-285-011
EFT00000000628	OPERATING	Geldenhuis, Tammie Credit Card	Athletic Dept. - live stream	2/6/2018	\$	40.01	11-5500-646-000
EFT00000000628	OPERATING	Geldenhuis, Tammie Credit Card	ATHletic Dept. - Membership Dues	2/6/2018	\$	195.86	11-5500-646-000
EFT00000000628	OPERATING	Geldenhuis, Tammie Credit Card	Athletic Dept. - payment for football uniforms	2/6/2018	\$	14,000.00	71-5500-285-000
EFT00000000628	OPERATING	Geldenhuis, Tammie Credit Card	Athletic Dept. - playoffs	2/6/2018	\$	56.31	71-5500-285-005
EFT00000000628	OPERATING	Geldenhuis, Tammie Credit Card	ATHletic Dept. - playoffs	2/6/2018	\$	2,000.00	71-5500-285-005
EFT00000000628	OPERATING	Geldenhuis, Tammie Credit Card	ATHletic Dept. - playoffs	2/6/2018	\$	3,505.00	71-5500-285-005
EFT00000000628	OPERATING	Geldenhuis, Tammie Credit Card	Athletic Dept. - supplies	2/6/2018	\$	44.99	71-5500-285-005
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	MBB - lodging for Men's basketball team event	2/6/2018	\$	82.68	11-5520-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	MBB - lodging for Men's basketball team event	2/6/2018	\$	82.68	11-5520-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	MBB - lodging for Men's basketball team event	2/6/2018	\$	82.68	11-5520-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	MBB - lodging for Men's basketball team event	2/6/2018	\$	82.68	11-5520-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	MBB - lodging for Men's basketball team event	2/6/2018	\$	82.68	11-5520-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	MBB - lodging for Men's basketball team event	2/6/2018	\$	82.68	11-5520-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	MBB - lodging for Men's basketball team event	2/6/2018	\$	82.68	11-5520-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	MBB - lodging for Men's basketball team event	2/6/2018	\$	82.68	11-5520-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	Meals	2/6/2018	\$	63.98	11-5540-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	WBB - lodging for team eent	2/6/2018	\$	88.56	11-5540-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	WBB - lodging for team eent	2/6/2018	\$	88.56	11-5540-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	WBB - lodging for team eent	2/6/2018	\$	88.56	11-5540-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	WBB - lodging for team eent	2/6/2018	\$	88.56	11-5540-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	WBB - lodging for team eent	2/6/2018	\$	88.56	11-5540-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	WBB - lodging for team eent	2/6/2018	\$	88.56	11-5540-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	WBB - lodging for team eent	2/6/2018	\$	88.56	11-5540-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	WBB - lodging for team eent	2/6/2018	\$	88.56	11-5540-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	WBB - team lodging	2/6/2018	\$	82.68	11-5540-606-000
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EFT00000000629	OPERATING	Floyd, Taylor Credit Card	WBB - team lodging	2/6/2018	\$	82.68	11-5540-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	WBB - team lodging	2/6/2018	\$	82.68	11-5540-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	WBB - team lodging	2/6/2018	\$	82.68	11-5540-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	WBB - team lodging	2/6/2018	\$	82.68	11-5540-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	WBB - team lodging	2/6/2018	\$	82.68	11-5540-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	WBB - team lodging	2/6/2018	\$	82.68	11-5540-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	WBB - team meal	2/6/2018	\$	97.05	11-5540-606-000
EFT00000000629	OPERATING	Floyd, Taylor Credit Card	WBB - team meal	2/6/2018	\$	89.11	11-5540-606-000
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EFT00000000633	OPERATING	Turner, Tony Credit Card	MBB - Team meal	2/6/2018	\$	60.77	11-5520-602-000
EFT00000000633	OPERATING	Turner, Tony Credit Card	MBB - team meal	2/6/2018	\$	90.18	11-5520-602-000
EFT00000000633	OPERATING	Turner, Tony Credit Card	MBB - team meal	2/6/2018	\$	83.41	11-5520-602-000
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EFT00000000633	OPERATING	Turner, Tony Credit Card	MBB - fuel for shuttle	2/6/2018	\$	62.05	11-5520-606-000
EFT00000000633	OPERATING	Turner, Tony Credit Card	MBB - team lodging	2/6/2018	\$	88.56	11-5520-606-000
EFT00000000633	OPERATING	Turner, Tony Credit Card	MBB - team lodging	2/6/2018	\$	88.56	11-5520-606-000
EFT00000000633	OPERATING	Turner, Tony Credit Card	MBB - team lodging	2/6/2018	\$	88.56	11-5520-606-000
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EFT00000000633	OPERATING	Turner, Tony Credit Card	MBB - team meal	2/6/2018	\$	10.30	11-5520-606-000
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EFT00000000633	OPERATING	Turner, Tony Credit Card	MBB - team meal	2/6/2018	\$	146.50	11-5520-606-000
EFT00000000633	OPERATING	Turner, Tony Credit Card	MBB - team meal (christmas break)	2/6/2018	\$	80.36	11-5520-606-000
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EFT00000000633	OPERATING	Turner, Tony Credit Card	MBB - fuel for recruiting	2/6/2018	\$	39.27	11-5520-617-000
EFT00000000633	OPERATING	Turner, Tony Credit Card		2/6/2018	\$	83.41	11-5520-618-000
EFT00000000633	OPERATING	Turner, Tony Credit Card		2/6/2018	\$	102.32	71-5500-285-002
EFT00000000633	OPERATING	Turner, Tony Credit Card	MBB - concession supplies	2/6/2018	\$	45.29	71-5500-285-002
EFT00000000633	OPERATING	Turner, Tony Credit Card	MBB - game uniforms	2/6/2018	\$	472.59	71-5520-285-000
EFT00000000634	OPERATING	Jones, Valon Credit Card	deposit -UB Student	2/6/2018	\$	50.00	31-8501-719-000
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EFT00000000635	OPERATING	Isle, Wendy Credit Card	MVR C. Cutshaw	2/6/2018	\$	8.70	11-6110-681-000
EFT00000000635	OPERATING	Isle, Wendy Credit Card	MVR J. Remsza	2/6/2018	\$	5.09	11-6110-681-000
EFT00000000635	OPERATING	Isle, Wendy Credit Card	MVR L. Helkenberg	2/6/2018	\$	8.70	11-6110-681-000
EFT00000000635	OPERATING	Isle, Wendy Credit Card	MVR L. Helkenberg	2/6/2018	\$	8.70	11-6110-681-000
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EFT00000000635	OPERATING	Isle, Wendy Credit Card	MVR L. Helkenberg	2/6/2018	\$	8.70	11-6110-681-000
EFT00000000635	OPERATING	Isle, Wendy Credit Card	MVR M. Houck	2/6/2018	\$	8.70	11-6110-681-000
EFT00000000636	OPERATING	ICC Student	Student Refunds	2/15/2018	\$	368.40	11-0000-203-000
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EFT00000000639	OPERATING	Brown, Jason Credit Card	football - lodging for highland	2/27/2018	\$	65.24	11-5510-606-000
EFT00000000639	OPERATING	Brown, Jason Credit Card	Football - lodging for highland	2/27/2018	\$	65.24	11-5510-606-000
EFT00000000639	OPERATING	Brown, Jason Credit Card	Football - lodging for highland	2/27/2018	\$	65.24	11-5510-606-000
EFT00000000639	OPERATING	Brown, Jason Credit Card	Football - lodging for recruiting	2/27/2018	\$	364.80	11-5510-606-000

EFT00000000639	OPERATING	Brown, Jason Credit Card	Football- fuel for recruiting (lost receipt)	2/27/2018	\$	32.81	11-5510-617-000
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EFT00000000643	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,219.97	11-0000-203-000
EFT00000000643	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	349.50	11-0000-203-000
EFT00000000644	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,096.70	11-0000-203-000
EFT00000000645	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,667.00	11-0000-203-000
EFT00000000645	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	276.00	11-0000-203-000
EFT00000000646	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	422.25	11-0000-203-000
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EFT00000000652	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,024.00	11-0000-203-000
EFT00000000653	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,147.35	11-0000-203-000
EFT00000000654	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	698.62	11-0000-203-000
EFT00000000655	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,619.00	11-0000-203-000
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EFT00000000657	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,124.00	11-0000-203-000
EFT00000000658	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	839.00	11-0000-203-000
EFT00000000659	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	3,550.00	11-0000-203-000
EFT00000000660	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	2,304.29	11-0000-203-000
EFT00000000661	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	38.00	11-0000-203-000
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EFT00000000668	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,182.32	11-0000-203-000
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EFT00000000673	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	3,132.97	11-0000-203-000
EFT00000000674	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	855.00	11-0000-203-000
EFT00000000675	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	32.00	11-0000-203-000
EFT00000000676	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	296.00	11-0000-203-000
EFT00000000676	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,076.16	11-0000-203-000
EFT00000000677	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	296.00	11-0000-203-000
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EFT00000000679	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,458.40	11-0000-203-000
EFT00000000679	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	295.20	11-0000-203-000
EFT00000000680	OPERATING	ICC Student	Student Refunds	2/28/2018	\$	1,158.35	11-0000-203-000

\$ 749,197.12

Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
President

Date: March 8, 2018

Re: President's Report

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 March, those items will include:

Progress Report on HLC Requirements
Operational Plan Update

Independence Community College
Operational Plan
Quarterly Review
March 8, 2018

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Operational Plan for President's Office

Objective 1: *The President's Office will provide oversight and guidance toward enhanced financial predictability. (Board Goal: #5/Strategic Plan Area: Support Excellence)*

Strategies:

1. Collaborate with Chief Financial Officer
2. Collaborate with Artistic Director of the Inge Center
3. Collaborate with ICC Foundation Director and ICC Foundation Board
4. Develop and communicate to Board of Trustees a long-and-short-term Facilities Plan
 - Benchmark sister strong-performing institutions on development and communication of respective plans
5. Increase Board of Trustees' involvement in the budgeting process
 - Poll sister institutions for respective processes utilized

Measurement:

Measure 1:	Checks and balances are implemented and 98% accuracy of financial forecasting reports is achieved.
Measure 1 Results:	<p>Q1: The Business Office has undergone new structuring and subsequent training. Additional outside assistance has been provided by a certified accountant to assure accuracy of financial reports. New financial reports are now available to Business Officer to increase accuracy in forecasting cash deposits and expenses for projecting the monthly Cash Flow Report to the Board of Trustees.</p> <p>Q2: The new Cash Receipt report allows the Chief Business Officer to drill down into the amount of cash receipts received from various sources (Student Cash Receipts, Credit Card Student Receipts, County Distributions, State Grant payments, etc.). Currently the Monthly Bank Statement is compared to the Cash Receipt report to gauge accuracy.</p>
Measure 2:	<p>Inge Center activities are aligned with College Mission and Vision.</p> <ul style="list-style-type: none"> • Sections of the Noel Levitz Student Satisfaction Inventory show improvement in areas associated with student benefits. • Financial predictability of Inge Center achieves stability.
Measure 2 Results:	<p>Q1: Inge Center activities align with College Mission and Vision.</p> <ul style="list-style-type: none"> • The Noel Levitz Student Satisfaction Inventory has not been administered. • Following collaboration with the Artistic Director of the Inge Center, the Inge Foundation Director, and the Inge General Manager toward fundraising efforts, potential donors were identified. Letters were crafted with personal information and follow-up phone conversations and solicitations were conducted. As a result, several donations have been received to assist in achieving Inge Center financial stability and predictability. <p>Q2: Inge Center activities align with College Mission and Vision.</p> <ul style="list-style-type: none"> • The Noel Levitz Student Satisfaction Inventory has not been administered. • Following collaboration with the Artistic Director of the Inge Center and the Inge General Manager, solicitation letters were crafted to

	<p>recipients of <i>New Voices in the American Theater Award</i>. Follow-up phone conversations were held in an effort to assist the Inge Center in achievement of financial stability and predictability. The President has hosted multiple meeting of the Inge Artistic Advisory Committee.</p>
Measure 3:	<p>Independence Community College and Independence Community College Foundation objectives are aligned for cohesiveness between the entities.</p> <ul style="list-style-type: none"> • Private support for scholarships increases 25% over 2016-2017 levels. • Processes are established for supplementing decreasing level of public funds with additional private unrestricted funds.
Measure 3 Results:	<p>Q1: In progress. Trustee Terry Clark, liaison for the Board, has been working with the President of the ICC Foundation Board toward open communication, transparency, and cohesiveness.</p> <ul style="list-style-type: none"> • In progress. • A request was made to the ICC Foundation for financial assistance sending the football athletic students to the Midwest Classic Bowl game. In support of this once-in-a-lifetime opportunity for our students, unrestricted funds were provided through the Foundation and no College budgetary funds were utilized. <p>Q2: Progress continues. The President and Terry Clark attend all Foundation Executive Board meetings. The ICC Foundation hosted the Dancing With the Indy Stars event which raised approximately \$8,000 for establishment of a Pirate Pantry.</p>
Measure 4:	<p>The Board of Trustees are provided quarterly long-and-short-term Facilities Plan reports.</p> <ul style="list-style-type: none"> • Benchmarks are set for monitoring purposes. • Facility Planning is incorporated in the budget-planning process.
Measure 4 Results:	<p>Q1: An update on the long-and-short-term Facilities Plan will be given during the December Board of Trustees meeting.</p> <ul style="list-style-type: none"> • The process has not developed enough for setting benchmarks. • The budget planning process has not commenced. <p>Q2: An update on the long-and-short-term Facilities Plan will be given during the March Board of Trustees meeting.</p> <ul style="list-style-type: none"> • The process has not developed enough for setting benchmarks for monitoring purposes. • The Technology Plan, Maintenance Plan, and Facilities Plan are separate areas and will be addressed accordingly. The Technology Committee is: being restructured to a Technology Steering Committee; will align with the Strategic Plan and Board goals; and, drive the budget. The President, Executive Assistant to the President, and Director of Maintenance will update the 5-year Maintenance Plan which incorporates renovation and repair priorities; the Chief Business Officer is also a resource for the update. The President will revisit the Facilities Plan for identification of deferred maintenance projects. The updated 5-year Maintenance Plan will drive the budget and align with Strategic Plan and Board goals.
Measure 5:	<p>Poll Trustees for level of satisfaction with: involvement in the budgeting process, and degree of oversight.</p> <ul style="list-style-type: none"> • Processes utilized by sister institutions are identified.

Measure 5 Results:	<p>Q1: A poll has not been taken at this time; however, the Trustees have been informed of across-the-board campus-wide budget cuts made in order to maintain adequate cash flows instead of transference of funds from the reserve account.</p> <ul style="list-style-type: none"> • In progress; results will be presented prior to the 2018-2019 budget cycle. <p>Q2: The Trustees were informed of personnel cuts and additional discretionary budget cuts made in order to adjust for revenue reductions and maintain adequate cash flows.</p> <ul style="list-style-type: none"> • Identification of the process utilized by sister institutions is being identified.
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Responsibilities:

1. Dan Barwick collaborates with Chief Financial Officer
 - Chief Financial Officer implements checks and balances for improved accuracy of financial forecasting
2. Dan Barwick collaborates with Artistic Director of the Inge Center
 - Artistic Director of the Inge Center maintains Inge Center standards of academic, service, and support excellence
 - Artistic Director of the Inge Center provides budgetary oversight and maintains financial predictability/stability
3. Dan Barwick collaborates with ICC Foundation Director and ICC Foundation Board
4. Dan Barwick develops long-and-short-term Facilities Plans for presentation to the Board of Trustees
5. Dan Barwick increases Board of Trustees' participation in the budget-planning process while aligning with sister institutions' processes

Objective 2: *The President's Office will encourage improved internal and external relationships. (Board Goal: Student Satisfaction/Strategic Plan Area: Support Excellence and Service Excellence)*

Strategies:

1. Brainstorm creative venues for hosting social sessions with faculty and staff to encourage improved internal relationships
 - Host monthly initiatives with faculty and staff members
2. Brainstorm creative venues for hosting social sessions with community members to encourage improved external relationships
 - Host monthly initiatives with community members
 - Continue meetings with President's Advisory Council

Measurement:

Measure 1:	Responses to the section of the Campus Climate/Support Services section of the Noel Levitz Student Satisfaction Inventory that states "People on this campus respect and are supportive of each other" reflects an improved level of satisfaction from 4.73 to 4.80.
Measure 1 Results:	<p>Q1: The Noel Levitz Student Satisfaction Inventory has not been administered.</p> <ul style="list-style-type: none"> • The President hosts social gatherings of faculty members in his home. <p>Q2: The Noel Levitz Student Satisfaction Inventory has not been administered; however, the Campus Culture Survey will administer soon and</p>

	<p>should reflect levels of satisfaction with “campus respect and support of each other”.</p> <ul style="list-style-type: none"> • The President continues the practice of hosting social gatherings of faculty and staff members in his home.
Measure 2:	<p>Responses to the section of the Campus Climate/Support Services section of the Noel Levitz Student Satisfaction Inventory that states “This institution has a good reputation within the community” reflects an improved level of satisfaction from 5.05 to 5.25.</p>
Measure 2 Results:	<p>Q1: The Noel Levitz Student Satisfaction Inventory has not been administered.</p> <ul style="list-style-type: none"> • The President attends many College functions and athletic events in support of ICC students. • Conflicts in scheduling prevented the first two meetings planned with the President’s Advisory Council. Two new community members have been solicited to join the group; however scheduling a meeting when the majority is available has proven difficult and may be postponed until after the holidays. <p>Q2: The Noel Levitz Student Satisfaction Inventory has not been administered.</p> <ul style="list-style-type: none"> • The President’s Office supported staff members’ and the Trustees’ participation in the Annual Independence Chamber of Commerce Annual Meeting and Banquet. An ICC table for the Main Street Annual Fundraiser has been reserved in conjunction with the Fab Lab. The President attends many community functions, and College employees are active participants in various community organizations. • The President’ Advisory Council met and the President will provide an update during the February Board of Trustees meeting.

Responsibilities:

1. Dan Barwick will host various social sessions with faculty and staff
2. Dan Barwick will host various social sessions with community members
 - The President and Director of Marketing will continue meetings with President’s Advisory Council

Objective 3: *The President’s Office will oversee development, and documentation in Tk20, of respective Departmental Operational Plans and provide progress reports to the Board of Trustees within specific timelines. (Board Goals: #3 and #4/Strategic Plan Area: Support Excellence)*

Strategies:

1. Incorporate Specific Requirements in Development of Operational Plans
 - In response to the Higher Learning Commission Comprehensive Quality Review Final Report, Cabinet meetings will focus around strategies for resolution of deficiencies noted.
 - Identify funding requirements where appropriate to facilitate inclusion for consideration during the budget-planning cycle.
 - Improve service through adoption of specific CSSE measures, or measures that each area’s activities influence, to increase student satisfaction.

- Identify responsible parties for achieving each strategic goal, and set timelines for completion. This process creates the groundwork necessary for development of various Operational Plans, and meets the Board of Trustees goal of responding aggressively and appropriately to the findings of the HLC visitation team.
2. Cabinet members will provide electronic copies of Operational Plans for compilation and distribution through the President's office and presentation to the Board of Trustees.
 3. The President's office will present progress reports on Departmental Operational Plans to the Board of Trustees
 - Bound copies of the Independence Community College Operational Plan will be shared following the July 13, 2017 Board of Trustees meeting, and the President will present an overview of the Operational Plan during the Institutional Operations section of the August 10, 2017 meeting agenda. Thereafter, quarterly progress reports will be included in the December, 2017 plus the March and June 2018 Board Agenda packets; the President will present overviews during each respective month. To complete the second year of the Strategic Plan and Operational Plan report cycle, the July 2018 Board Agenda packet will contain an annual progress review, as well as a timeline for the next yearly report structure.
 4. Operational Plans will be documented in Tk20
 - Following each quarterly and annual progress report to the Board of Trustees, Cabinet members will document Operational Plan activity and progress toward achievement of stated Plan goals in Tk20.
 - The President's office will monitor Tk20 for timely input of area documentation and provide Cabinet members one-on-one guidance where necessary.

Measurement:

Measure 1:	<p>Specific requirements are included in Departmental Operational Plans; data is gathered for setting targets and establishing benchmarks.</p> <ul style="list-style-type: none"> • Deficiencies noted in the HLC Comprehensive Quality Review Final Report are resolved. • Link is established between Strategic Plan, Operational Plan, and budget process; funding is earmarked where appropriate. • Student satisfaction measures identified in the CSSE, or other measures utilized in respective areas, reflect improvement. • Responsible parties for achieving each strategic goal are identified and timelines for completion are set.
Measure 1 Results:	<p>Q1: Specific requirements were included and respective departmental areas are gathering data for setting targets and establishing benchmarks.</p> <ul style="list-style-type: none"> • A process for resolving deficiencies was developed: weekly Cabinet agendas will include an individual accreditation Criteria finding; employees from campus areas related to correction of the findings will attend the meeting and participate in discussions; action plans will be created; and, outcomes will be reported in the meeting minutes for transparency and campus-wide inclusion. • Resolution of various accreditation deficiencies will be considered during the budget-planning process where appropriate funding is earmarked. Operational Plans are developed through Strategic Plan directives and Board Goals.

	<ul style="list-style-type: none"> • Student satisfaction surveys have not been administered. A kiosk has been purchased for collecting students' level of satisfaction in various areas across campus; data results will identify areas for improvement. • During weekly Cabinet meetings which are open to the public, accreditation deficiencies will be addressed with responsible parties for achieving resolution identified and timelines set for completion. <p>Q2: Departmental areas have set targets and continue gathering data for establishing benchmarks.</p> <ul style="list-style-type: none"> • Weekly Cabinet discussions of individual accreditation findings continue with employees from campus areas related to correction of the findings in attendance and actively participating in discussion and resolution. Meeting outcomes are reflected in the Cabinet meeting minutes and distributed to "All Staff", "All Students", and the Board of Trustees for transparency and campus-wide inclusion. • Program Reviews were structured in alignment with the Strategic Plan and are reflected in the Departmental Operational Plans. Program Review outcomes will drive the budget planning process. • Although student satisfaction surveys have not been administered, the survey kiosk has been collecting data regarding students' levels of satisfaction in various area across campus; associated reports will identify areas for improvement. The kiosk has been utilized to a significant degree in the dining hall; reports have identified areas for improvement, and the first 90 days of kiosk data will be used to establish the benchmark for evaluating future data.
Measure 2:	Individual Departmental Operational Plans are received in the President's office.
Measure 2 Results:	<p>Q1: Individual Departmental Operational Plans were received by the stated deadline for inclusion in the December 14, 2017 Board Agenda packets.</p> <p>Q2: Individual Departmental Operational Plans were received by the stated deadline for inclusion in the March 8, 2018 Board Agenda packets.</p>
Measure 3:	The President provides Quarterly Reviews during the Institutional Operations section of the Board of Trustees meeting.
Measure 3 Results:	<p>Q1: The President will present the December Quarterly Review during the regular Board of Trustees meeting for December.</p> <p>Q2: The President will present the March Quarterly Review during the regular Board of Trustees meeting for March.</p>
Measure 4:	Activity and progress made toward achievement of goals for each Departmental Operational Plan is documented in Tk20 on a quarterly and annual basis.
Measure 4 Results:	<p>Q1: Tk20 is no longer being utilized for documentation. Activity and progress reports provide the substance of the Quarterly Reviews and will be posted on the College website.</p> <p>Q2: Posting of the Quarterly Operational Plan on the College website continues.</p>

Responsibilities:

1. “Part Four: Recommendations for Strategic and Operational Plans for Upcoming Year” of the 2016-2017 Strategic Plan and Operational Plan Summary will incorporate specific requirements in the development of Operational Plans during Cabinet meetings, and the Executive Assistant to the President will include these discussions in the transcription of meeting minutes.
2. Cabinet members submit electronic copies of Departmental Operational Plans to the President’s office for distribution in the Board Agenda packets and presentation during respective monthly Board meetings.
3. The President presents quarterly overviews during the respective monthly Board meetings. An annual review of the Strategic Plan and Operational Plan during the July 2018 Board of Trustees meeting completes the cycle; the President also presents a timeline for the next yearly report structure.
4. President’s Cabinet members document original Operation Plans in Tk20 during the month of September 2017. Thereafter, activity and progress made toward achieving Operational Plan goals is documented in Tk20.

Objective 4: *At close of the regional accreditation cycle, identify and address accreditation requirements identified as deficiencies. (Board Goal: #4 Respond aggressively and appropriately to institutional needs identified by external accrediting organizations.)*

Strategies:

1. Revise Operational Plans to include specific strategies.
2. Collaborate with HLC liaison to confirm strategies are appropriate.
3. Identify responsible parties for achieving each strategic goal, and set timelines for completion. This process creates the groundwork necessary for development of various Operational Plans, and meets the Board of Trustees goal of responding aggressively and appropriately to the findings of the HLC visitation team.

Measurement:

Measure 1:	Specific requirements are included in Departmental Operational Plans; data is gathered for setting targets and establishing benchmarks.
Measure 1 Results:	<p>Q1: Operational Plans were revised and include specific strategies and the HLC liaison confirmed that strategies identified are appropriate.</p> <ul style="list-style-type: none"> • A process for resolving deficiencies was developed: weekly Cabinet agendas will include an individual accreditation Criteria finding; employees from campus areas related to correction of the findings will attend the meeting and participate in discussions; action plans will be created; and, outcomes will be reported in the meeting minutes for transparency and campus-wide inclusion. The processes and subsequent resolutions will be incorporated in Departmental Operational Plans and considered during the budget planning cycle when financial resources are required for satisfaction of deficiencies. <p>Q2: Weekly Cabinet discussion of individual accreditation Criteria findings continues; meeting minutes are distributed to “All Staff”, “All Students”, and the Board of Trustees for campus-wide inclusion and transparency. Operational Plans reflect the Strategic Plan and Board of Trustees Goals; targets were set for goal achievement, and outcomes drive the budget-planning process.</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.

Objective 5: *At close of the regional accreditation cycle, identify and address accreditation requirements identified as deficiencies. (Board Goal: #5 In anticipation of a decrease in public funding, create structures and processes to increase private support, and tuition and fee support)*

Strategies:

1. Work with the ICC Foundation to increase private support for scholarships by 25% over 2016-2017 levels.
2. Create new structures and processes to increase unrestricted support for the College in the amount equivalent to the loss of public funding since 2016-2017.

Measurement:

Measure 1:	For 2017-2018 fiscal year, year should conclude with an appeal plan and allocation in place for the 2018-2019 fiscal year.
Measure 1 Results:	Q1: In progress for presentation by the end of the second quarter of the 2017-2018 fiscal year. Q2: In progress.
Measure 2:	By the end of the second quarter of the 2017-2018 fiscal year, the President will have submitted a report to the Board that contains at least two options for structures or mechanisms that would provide an increased unrestricted fund supply. The Board will choose from among these options for implementation through the remainder of the 2017-2018 fiscal year.
Measure 2 Results:	Q1: In progress for presentation by the end of the second quarter of the 2017-2018 fiscal year. Q2: In progress.

Responsibilities:

President will work with ICC Foundation on annual scholarship appeal and allocation plan.

President, together with legal counsel, will produce unrestricted funding structure recommendations.

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. (Board Goal or Strategic Plan Area: Academic Excellence, Support Excellence)*

Strategies:

1. The Division Chair of Technical Education and the Associate Dean of Online and Outreach will work with Technical Faculty to determine how to increase this percentage per department.
2. 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:	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. 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 55% for the upcoming year based on collection data from 2016-17.
Measure 1 Results:	Q1: IR has completed our Follow-up report for the Fall of 2017. Our data to report on this measure will be provided by KBOR in the spring in preparation for our KPI report for the entire year. Q2: We have not received our data on this yet for the spring semester from KBOR, but our faculty did follow-up with last year graduates to find out if they were working in their related field, and/or had continued their education.

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. (Board Goal or 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:	This goal is one of our Key Performance Indicators for KBOR. Our data set for this measure is: 2012: 76% (22/29) 2013: 79% (33/42) 2014: 75% (9/12) Baseline: 77% (64/83)
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Measure 1 Results:	<p>Q1: The English Faculty went to a developmental conference this past year at Butler CC, in which they brought back data showing that students who were in a blended model (completing English Comp I with supplemental help) did better than those who completed the courses separately. We decided to run a pilot this year to see how our student body did compared to our base group. We will have results after the end of the fall semester to start analyzing the data.</p> <p>Q2: We are gathering the data from the fall semester to see how students did moving from Developmental perhaps in the summer to English Comp I in the fall, but we will have to wait and report fully in June when the academic year is almost complete to review those who took English Comp I in the spring.</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 notify students early in the term if they are doing poorly in a class.* (Board Goal or Strategic Plan Area: Academic Excellence, Support Excellence, 3)

Strategies:

Faculty will work with students in their class that receive a D, F, FN, or PC at or before the 5-week progress grades date to set up strategies for the student to potentially finish the class with a C or above. Both will sign off on the strategies with a form provided by the Academic Affairs office, and the form will be kept by the instructor to compare to final grades.

Measurement:

Measure 1:	Our target is to have 30% of students who had a D, F, FN, or PC at the 5-week progress grade mark to finish the course with an A, B, or C for both the fall and spring semester on 16-week courses only.
Measure 1 Results:	Q1: The Academic Leadership discussed ways in which to complete this task without putting undue burden on the faculty member. A final form will be approved and used in the spring semester for a subset of full-time faculty to see how it goes before we push out to campus-wide. It was too aggressive to expect this to happen in the fall semester with a brand new goal.

	Q2: Because of the implementation of the Navigators in January 2018, they took on the responsibility of getting in touch with students who received a grade of D or below at the 5-week mark last week, and trying to set them up with tutoring or to find out what was going on.
Measure 2:	Our target for the Noel Levitz data is to reduce the gap between importance and satisfaction from 1.10 to .9 on the following statement, "Students are notified early in the term if they are doing poorly in a class."
Measure 2 Results:	Q1: At this time the Noel Levitz has not been completed. It will be administered in Spring 2018. Q2: Still waiting for the Noel Levitz to be implemented this spring.

Operational Plan for Technical Education

Objective 1: ICC TECH increases institutional effectiveness and positive moral through a recognition incentive program (Board Goal #3; Excellence in Academics and Service)

Strategies:

1. The Associate Dean will create an incentive program that recognizes technical faculty and staff for achievements or accomplishments in academics or service.
2. ICC TECH faculty/staff will submit recognition forms throughout the year for each other and for themselves to the Associate Dean touting accomplishments or good deeds.

Measurement:

Measure 1:	The number of recognition forms submitted through the academic year will be counted.
Measure 1 Results:	Q1: The number of recognition forms conferred at the December division meeting was 12. Each individual received at least one certificate. Q2: Eight more recognition forms have been conferred. Faculty and staff have recommended each other for awards. Three bookstore gift certificates have been distributed.
Measure 2:	Raising the score for “Our campus focuses on the positive rather than the negative” in the Campus Culture Survey.
Measure 2 Results:	Q1: The Campus Culture Survey has not been administered. Q2: The Campus Culture Survey has still not been administered.
Measure 3:	Identifying improvements in retention and success of students in technical programs.
Measure 3 Results:	Q1: This information is not yet available. Q2: Retention from Fall to Spring was steady in all technical programs. Perkins funding increased by almost \$2,000 due to more completers in 2017.

Objective 2: ICC TECH increases institutional value through program performance review processes. (Board Goal or Strategic Plan Area: Excellence in Academics and Support)

Strategies:

1. The Associate Dean will complete the annual program review process through use of the Perkins Core Outcome indicators, and will submit required paperwork to the Kansas Board of Regents (KBOR) by April 30th of each calendar year to increase the scores of items 11.1, 11.2, and 11.3 on the Departmental Review Guide from a “2” to a “3 or 4”.
2. The Associate Dean and the Director of Cosmetology will follow up on the barbering program that was taken to Academic Council in 2017.
3. The Associate Dean and the Vet tech staff will meet any critical needs identified by the 2017 Vet Tech Accreditation.
4. The Associate Dean and the Cosmetology staff will meet any critical needs identified by the 2017 Cosmetology site inspection.

Measurement:

Measure 1:	The Associate Dean will meet with each department in March to discuss outcomes and complete report to KBOR by April 30 th .
Measure 1 Results:	Q1: The December report was submitted on December 1, 2017. Q2: The March report is completed and ready to submit to Sarah Robb at NCCC.
Measure 2:	The Board of Trustees will approve, deny, or ask for changes to adding the Barbering program.

Measure 2 Results:	Q1: Cosmetology has met with the President and the VPAA to discuss the Barbering program. Q2: Due to budget issues the barbering program is on hold and research on Massage Therapy has begun.
Measure 3:	The accreditation report for Vet tech will be read and any issues will be reported to the appropriate parties.
Measure 3 Results:	Q1: Vet Tech has been put on probation. The VPAA, President, Advisory Board for Vet Tech, and The Board of Trustees are working to solve the issues addressed. Q2: Issues are being assessed and fixed.
Measure 4:	The floors in Cosmetology will be repaired.
Measure 4 Results:	Q1: The money for the floors has been budgeted and plans have been made to repair the floors. Q2: The company hired to fix the floors was here on February 20 th to assess the situation.

Objective 3: ICC TECH increases course and program offerings to increase enrollment. (Board Goal #1, #2, and #3. Excellence in Academics, Service, and Support)

Strategies:

1. The Associate Dean and ICC faculty/staff will work to increase the number of industry partners submitted to the employer engagement initiative in order to draw tech students seeking industry skills.
2. The Associate Dean, ICC faculty/staff and the ICC NOW coordinator will work to market to area high school students.
3. The Associate Dean and ICC faculty/staff will work to increase the number of transfer articulation agreements with four year universities.

Measurement:

Measure 1:	Each program will increase their industry partner list by at least 2 each semester.
Measure 1 Results:	Q1: Advisory Board members have increased for each department. Directors will work to get these industries submitted to KBOR. Q2: KBOR list will be updated by April 1, 2018.
Measure 2:	Technical programs offered to high students will increase the number of high school students by at least 2 for the year.
Measure 2 Results:	Q1: We had 30 high school students in courses marked 'vocational' last Spring, 32 last fall, and 23 this fall. So, total for last year (Spring & Fall) was 62, and this year we're at 23 (not counting Spring yet). Q2: We will have spring numbers in May.
Measure 3:	Each technical program will increase the number of articulation agreements with four year universities by at least 1 per semester.
Measure 3 Results:	Q1: No articulation agreements are final yet. Early Childhood Education is in the final stages of articulation agreements with Pitt State and K-State Global. Q2: Education Tech is ready. Waiting on final approval from Pitt State and meeting with K-State Global on March 2 nd .

Operational Plan for ICC Online Programs

Objective 1: *ICC Online increases institutional effectiveness through annual departmental review. (Board Goal #3; Excellence in Academics and Service)*

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 the Academic School year.
Measure 1 Results:	Q1: The Online Advisory Committee has been formed. The committee is set to meet December 11, 2017. Q2: The Online Committee has met 3 times and has made changes to the online handbook.
Measure 2:	Tk20 will be used annually to record progress of goals and objectives. The Associate Dean of Online will be responsible for entering information into Tk20 by June 30, 2018.
Measure 2 Results:	Q1: I have attended training on Tk20, but am unsure what information to enter for online. Q2: I am working on finding, evaluating, and entering the information into TK20.

Objective 2: *ICC Online increases institutional value through employee performance review processes. (Board Goal or Strategic Plan Area: Excellence in Academics and Support)*

Strategies:

1. The Online Advisory Committee will review and update processes for evaluating online instruction to meet the needs of the expanding department by May 30, 2018.

Measurement:

Measure 1:	The Online Advisory Committee will complete an updated review of processes for evaluating online instruction by May 30, 2018 to be pushed out to entire campus by June 30, 2018.
Measure 1 Results:	Q1: The new Online Advisory Committee will work on this in the spring. Q2: The Online Committee has met 3 times and has decided to meet twice a month to update the Online Handbook as well as Online Instructor Evaluations.

Objective 3: *ICC Online increases course and program offerings to increase online enrollment (Board Goal #1, #2, and #3 Excellence in Academics, Service, and Support)*

Strategies:

The Online Advisory Committee will develop an outline of additional courses and programs to be put online for the 2017-18 school year to increase online credit hours, enrollment, and FTE by 20% in each area from the 2016-17 academic year.

Measurement:

Measure 1:	The Associate Dean of Online will work with full-time faculty and adjuncts to continuously update the spreadsheet of courses to be added each semester.
Measure 1 Results:	Q1: The Associate Dean is working with all involved, including the ICC Now, Coordinator to keep this spreadsheet updated. Q2: The Associate Dean of Online is working on a 2 year plan for online courses and is working with divisions to add complete programs to the online schedule.
Measure 2:	Marketing will initiate a marketing campaign to promote online enrollment and program success by May 1, 2018.
Measure 2 Results:	Q1: The Associate Dean is adding information to the website. An appointment has been set to discuss other marketing strategies with advising and marketing. Q2: The Associate Dean has met with advising and marketing and is continuing to update the website and marketing is continuing to update social media. Marketing ran a campaign for the Rise Up scholarship. We will check the results of this campaign in May.
Measure 3:	At least 1 new fully online program will be approved and added by May, 2018.
Measure 3 Results:	Q1: A group that includes ICC Now, recruiting and advising, the Associate Dean for Online, and the VPAA is working on merging SB155 Programs and Online Programs. Q2: Five new adjuncts have been hired and 2 new courses and 3 new sections have been added to the schedule. One new course is being developed for the 2 nd 8 week session (Intro to Education) and 2 new courses (Online CNA and Med term) are being created for the Fall. The Associate Dean is working with the advising staff and ICC Now Coordinator to determine what other courses need developed.

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:	Q1: Tutor contacts have been logged and tutor contact sheets have been distributed to faculty. Progress on this metric will be communicated Q2. Q2: Tutor contacts for ICC were not logged during the fall semester. These are still in the process of being entered. Contact sheets are distributed to faculty on a daily basis. Spring contact sheets are once again being logged in Excel.

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, highlight availability of online peer tutoring through Canvas.

Measurement:

Measure 1:	Decrease Gap score for 2014 Noel Levitz Item 50, “Tutoring Services are readily available,” from -0.09 to -0.03.
Measure 1 Results:	Q1: This cannot be measured yet since the Noel Levitz will be administered in the spring semester. Q2: Coaching staff has been informed of study hall and tutor availability. Tutor schedule by subject has been posted in main hallway and in Tutoring Center, as well as, sent to division chairs and coaching staff. Tutoring Center has begun hosting “Living Room Conversations” as an outreach tool. The Tutoring Center will also be piloting “Late Night Tutoring” – once a month the Tutoring Center will be open until midnight. Noel- Levitz results are not yet available
Measure 2:	Decrease Mean Difference score from 2014 Noel Levitz Item 55, “Academic support services adequately meet the needs of students,” from -0.12 to -0.10.

Measure 2 Results:	Q1: This cannot be measured yet since the Noel Levitz will be administered in the spring semester. Q2: Initial evaluation of online tutoring system (NetTutor) has occurred with the Associate Dean for Online. Noel-Levitz results are not yet available.
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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 Academic Support Services.

Measurement:

Measure 1:	CRLA Certification Process; Peer tutors will score 60/80 or better on supervisor evaluation.
Measure 1 Results:	Q1: Peer Tutors have not been evaluated yet for the fall semester. Q2: All tutors scored 60/80 or better on supervisor evaluation at the end of the fall semester.

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 Academic Support Services 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:	Q1: Currently the program is within budget. Q2: Program is within budget.

Responsibility:

Associate Dean for Academic Support Services; 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 2018**Measurement:**

Measure 1:	Departmental Review is completed on an annual basis and utilized to collect and present data; implement new technology to improve AY 17-18 Departmental review score.
Measure 1 Results:	Q1: Progress on this metric will be communicated Q2.

	Q2: Departmental review occurs in April and will thus be reported at a later date.
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Responsibility: Associate Dean for Academic Support Services

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 Academic Support Services 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 Academic Support Services 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:	Q1: Evaluations will occur next week (final week of semester). Q2: All peer tutors scored 60/80 at the end of fall semester.

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 Academic Support Services

Operational Plan for Academic Advising

Objective 1: Academic Advising increases student participation in advising services to support student retention and progression. (Board Goal or Strategic Plan Area: Support Excellence, Retention Goals)

Strategy:

Interventions may include email, phone call or text from advisor at 5, 8 and 12 weeks for students earning a D or F in a course, in addition to the following: Advisement Day sign up board in hallway of Academic Building Lobby, Advising Communication plan sent to all faculty advisors, & reminders from advising office to faculty advisors regarding communication plan timeline.

Measurement:

Measure 1:	45% of eligible (no holds preventing enrollment) returning students will be enrolled for the spring semester by December 15 th .
Measure 1 Results:	Q1: Progress on this metric will be communicated Q2. Q2: The Navigators contacted every student on their advising list with a D, F, or PC. We will be looking at this goal for the summer and fall semester.

Responsibility:

Navigators

Objective 2: Academic Advising increases stakeholder knowledge about the transfer requirements of other schools. (Board Goal or Strategic Plan Area: Support Excellence, Retention Goals, HLC Criterion 3.C. 6, HLC Criterion 5.A 4)

Strategy:

Academic Advising will maintain transfer equivalency guides as a part of Advisor Training, host Transfer Information work sessions and Transfer Application Help Days each semester, and introduce transfer information during College Success.

Measurement:

Measure 1	Decrease of Performance Gap score for Noel Levitz Item 40, "My academic advisor is knowledgeable about the transfer requirements of other schools," from .56 to 0.5. 70% of students who attend transfer information work sessions will rate workshop as "satisfactory". 70% of students who attend Transfer Application Help Days will rate workshops as "satisfactory".
Measure 1 Results:	Q1: Noel Levitz will be administered in the spring semester. Q2: Noel Levitz will be administered this semester.

Responsibility:

Navigators

Objective 3: Academic Advising increases stakeholder knowledge about career planning. (Board Goal or Strategic Plan Area: Support Excellence, HLC Criterion 3.D 3)

Strategy:

Academic Advising will revise the career planning information within the advisor handbook and host career planning work sessions each semester.

Measurement:

Measure 1:	70% of students who attend career planning work sessions will rate workshops as “satisfactory”.
Measure 1 Results:	Q1: Progress on this metric will be communicated Q2. Q2: Restructuring resulted in new areas of focus for Navigators.

Responsibility:

Navigators

Objective 4: Academic Advising increases institutional effectiveness through annual departmental review. (Board Goal or Strategic Plan Area: Service Excellence, HLC Criterion 3.C.6)

Strategy:

The Director of Enrollment and Retention Management will lead annual departmental review.

Measurement:

Measure 1:	Development of Annual Professional Development plans for academic advisors. Complete Annual Departmental Review documents in April.
Measure 1 Results:	Q1: In process – due April 2018. Q2: Performance reviews for all Navigators are in process. Professional development conversations will be happening during these reviews.

Responsibility:

Director of Enrollment and Retention Management

Objective 5: Academic Advising practices effective management of departmental resources. (Board Goal or Strategic Plan Area: Service Excellence)

Strategy:

Academic Advising will utilize practices and approaches that are fiscally responsible.

Measurement:

Measure 1:	The department of Advising will remain within the allotted budget.
Measure 1 Results:	Q1: The department budget is currently on target. Q2: After the transition to the Navigator program, the department budget was reviewed with the Chief Business Officer and is on target.

Responsibility:

Director of Enrollment and Retention Management

Objective 6: Academic Advising will work to increase stakeholder knowledge of program requirements. (Board Goal or Strategic Plan Area: Service Excellence, Retention Goals, HLC Criterion 3.D 3)

Strategy: Academic Advising will visit all College Success classes to introduce and explain degree plan requirements, host degree plan information sessions during the academic year, and highlight aspects of degree plans on social media and campus bulletin boards.

Measurement:

Measure 1:	70% of students who attend degree plan information sessions will rate workshop as satisfactory, Noel-Levitz Item 66 “Program requirements are clear and reasonable” performance gap will decrease from .54 to .5.
Measure 1 Results:	Q1: Progress on this metric will be communicated Q2. Q2: Noel-Levitz will be administered this spring

Responsibility: Navigators

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. (Board Goal or Strategic Plan Area: Service Excellence)*

Strategies:

1. Provide proactive, professional, and positive public services to patrons through training of phone and electronic communications, reference guides, and public services training.
2. Through training, support the staff's ability to offer high quality and up-to-date service.
3. Staff will complete training and show proficiency in reference interview and database usage by the end of the first quarter.

Measurement:

Measure 1:	Reference Interview and database training and demonstration; staff will present 1 research database presentation by staff for students with 80% satisfactory or above results.
Measure 1 Results:	Q1: We have been without staff position for the fall semester so training and presentation will commence when position is filled. Q2: Staff position will not be filled so this measure will not be completed.
Measure 2:	Noel-Levitz/CCSSE <ul style="list-style-type: none"> • Noel-Levitz- Decrease the performance gap for question #26 by .05. (Strategic Goal 3)
Measure 2 Results:	Q1: Noel-Levitz measurement has not been done for this school year. Q2: Noel-Levitz measurement has not been done for this school year.
Measure 3:	Collect baseline data on student usage through door counter statistics.
Measure 3 Results:	Q1: Data is being collected weekly and we are averaging around 800 counts per week with a steady increase as the semester has progressed. Q2: We collect stats weekly and saw average of 800-900 until we cut hours; now we are averaging around 600 door counts per week. This may pick up as the high numbers not only corresponded with the longer hours but a busier time of the school year. We may see an increase when we reach mid-term and after, even with shorter hours.
Measure 4:	Have 10 staff meetings to implement new technology updates, discuss needs and fix problems.
Measure 4 Results:	Q1: I have had orientation meetings with new student workers and training meetings with temporary workers but are without professional, permanent staff to move forward on new initiatives at this time. Q2: Orientation has been done with the two new student workers and refreshers with returning staff. As staff position will not be filled, we are not doing staffing and job training.

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. (Board Goal or 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. Provide informal information literacy to individuals when library staff become aware that a library user needs, or might need, assistance learning how to use any aspect of the library and the research processes it supports.
3. Increase online resources for instructors and students through website and canvas.

Measurement:

Measure 1:	Analysis of post instruction activities in College Success with student success rate of 70% or better for each semester.
Measure 1 Results:	Q2: I have not received feedback from CS instructors.
Measure 2:	Noel-Levitz/CCSSE <ul style="list-style-type: none"> • Noel-Levitz- decrease the performance gap by .05 for question #14. (Strategic Goal 3)
Measure 2 Results:	Q1: Noel-Levitz measurement has not been done for this school year. Q2: Noel-Levitz measurement has not been done for this school year.
Measure 3:	Monthly theme in information literacy to be emphasized in library.
Measure 3 Results:	Q1: We have signage explaining information literacy but have focused on database training this semester. I am currently working with a new resource (allsides.com) to develop resources regarding information literacy and evaluation tools for students. We will focus more on this during second semester with the greater number of Comp II courses. Q2: We are currently focusing on “Fake News” in the library with passive programming in the form of displays. We are also doing a weekly display created by student workers focusing on common knowledge in the form of “this week in history” information. In conjunction with the tutoring center, we are working on hosting weekly “Living Room” conversations that cover current events, historical events, or other topics but focus on communication skills and sharing knowledge, listening to others, and expressing opinions. It is open to faculty, staff, and students and meets weekly.
Measure 4:	Director or Staff will interact with 100% of college success classes and 85% of English classes each semester for the 2017-2018 academic year.
Measure 4 Results:	Q1: I have met with all of the college success classes as well as 11 sections of English/Literature courses have visited the library for database training. Q2: I have met with the one section of college success this spring and have hosted research training for one Comp II course and one literature course.
Measure 5:	All students will be enrolled in library resources class by the end of first semester.
Measure 5 Results:	Q1: This is still in development. Q2: Still in development with online.
Measure 6:	Statistical analysis of use of online tutorials and library skills course on Canvas. <ul style="list-style-type: none"> • Frequency statistics • Faculty use in Canvas courses
Measure 6 Results:	Q1: Still in development.

	Q2: In development, and possible redevelopment, with new ADA requirements. Working with online to determine if we are compliant. However, I am pushing out custom made tutorials for faculty upon request, for example I did a tutorial on website development sites and desktop recording for the parenting course.
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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 or our library and community. (Board Goal or Strategic Plan Area: Improve the college's relationship with the community)*

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:	Q1: I attended Kansas Library Association State conference in October during fall break. Q2: Attended SEKALC meetings in November and February. Will likely not attend the second state conference (CULS) in April due to budget and staff concerns.
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"> • Director will apply for at least 1 grant each year to enrich library resources or programming (Strategic Goal 3).
Measure 2 Results:	Q1: ICC library remains active in SEKLS with consortia purchasing of KOHA library management system. We negotiate database subscriptions with the Two Year Library Director Council and contribute to the State purchase of databases. We have received 3 grants this year- Kansas Notable Books Grant, SEKLS Academic Library Extended Service Grant, and the SEKLS Collection Development Grant for the creation of a board game collection. Q2: Currently working on a NEH grant for Jan 2019 to increase storage and resources for the archives. This is contingent on NEH being funded in the national budget.
Measure 3:	Staff will host at least 2 cultural and 2 educational programs per semester for the public and college community.
Measure 3 Results:	Q1: This has been postponed until staffing is filled to due to time demands. Q2: We have hosted two game nights this fall with 10-12 attendees each session, we have also co-hosted 3 Living Room Conversations during lunch

	with about 10 attendees each session. There are 3 more game nights scheduled and the Living Room conversations are weekly events.
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Responsibilities:

1. Director of Library Services
2. Other library staff

Objective 4: <i>Recruit, train, and maintain a professional and student staff sufficient to meet the needs of library users. (Board Goal or Strategic Plan Area: Service Excellence)</i>

Strategies:

1. Provide an adequately qualified and trained staff; offer ongoing training sessions and updated procedures guides and handbooks
2. Monthly required staff meetings for all professional and student staff.
3. Professional staff should attend at least 2 professional development meetings per year.
4. All professional staff should host at least one cultural or education program per year in an area approved by the library director.

Measurement:

Measure 1:	The Library will meet or exceed the national staffing averages at peer institutions (e.g. see NCES).
Measure 1 Results:	Q1: We are currently below the national staffing average for our institution and well below other academic libraries in SEK which employ 3-6 library assistants when looking at comparable hours. Q2: We remain below national and regional staffing levels and hours for this year. This does not look to change in the near future, but plans need to be made to work back up to full services over the next few years.
Measure 2:	All full-time employees will participate in at least one work related conference or workshop every year.
Measure 2 Results:	Q1: I have attended KLA, SEKLS user group (required as part of our user agreement), and the Southeast Academic Library Council Meeting in November where I serve as President. Q2: I have attended the February SEKALC meeting and will be attending the April 6 SEKLS user group meeting and April 20 SEKALC meeting at Butler Community College.
Measure 3:	All staff will participate in at least 8 out of the 10 staff meetings.
Measure 3 Results:	Q1: None have been held as we have no staffing. Q2: None have been held as there is no professional staff. I meet with student workers weekly or as needed.
Measure 4:	All student workers will receive a review during the first semester and at the end of the school year and score at least 80% satisfactory.
Measure 4 Results:	Q1: Reviews will take place during the week prior to finals. We are losing at least 1 possible 3 work study students at semester. Q2: I reviewed expectations with the 3 returning student workers when they returned from break as well as held training for the 2 new student workers.
Measure 5:	All professional staff will set goals at the beginning of the fiscal year and be reviewed at least once during the year and complete at least 80% of the goal by the end of the year.
Measure 5 Results:	Q1: No professional staff at this time. Q2: No professional staff at this time.

Measure 6:	The Director of Library Services will survey library patrons once per year to determine satisfaction with library staff. Satisfaction will be at 80% or higher.
Measure 6 Results:	Q1: Survey will be done in April. Q2: Survey will be done in April.

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. (Board Goal or Strategic Plan Area: Academic Excellence)*

Strategies:

1. Maintain an appropriate room and storage conditions for archival materials including developing a needs list by December 2017
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
4. Create an Inge Collection Volunteer Committee who will assist with the scanning, recording, and organizing of the collection by December 2017

Measurement:

Measure 1:	Proper legal documents completed by December 2017 that would cover: <ul style="list-style-type: none"> • Usage of the collection by others • Copyright and performance clearance
Measure 1 Results:	Q1: Drafts are finished and ready for use. Final decisions on research and material fees are being researched. Q2: We have implemented the paperwork for new requests and are now working to streamline requests so that they come through the library rather than the Inge website.
Measure 2:	Working with the Inge Director and staff create a file of signed releases for our digital archives and for historical purposes and beginning obtaining releases for items in the back log to be completed by May 2018.
Measure 2 Results:	Q1: Drafts are finished and ready for use. Final decisions on research and material fees are being researched. Q2: Final drafts of usage papers are done and in place.
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"> • Volunteers are tracking time spent via a sign in/out sheet in the Inge Room. (Strategic Goal 2)
Measure 3 Results:	Q1: Volunteers met in August and were trained in documenting the archive material. There have been a few volunteers who have come to work but only 1-2 times. Q2: Volunteers have failed to show up in the second half of the first semester and the first part of the spring.
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:	Q1: Due to time constraints and budget DOL did not enroll in or attend a conference this semester. Q2: Due to time constraints and budget, DOL did not enroll in a course but may be able to attend some online webinars this semester or in the summer.
Measure 5:	Inge Collection Committee will meet at least 2 times per semester to assess the progress of projects.
Measure 5 Results:	Q1: Inge committee met in August for training on documenting the archive correspondence. Q2: Inge Collection Committee has not met yet this semester and I have not been informed of any Inge activities through the Inge Center.

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 or Strategic Plan Area: Enhance programs through innovation to improve the overall student experience)

Strategies:

1. Review all materials with programs scheduled for program review this year by December 2017 and obtain a list of desired materials from each program. Remove items which instructors find outdated or which will not be used. (Strategic Goal 1)
2. Make purchases of popular DVDs in November and March during which time requests will be solicited and compiled.
3. Provide a relevant collection popular fiction, young adult books, graphic novels, and popular magazines which are responsive to patron needs and requests
4. Provide a core collection of 15 game and other learning activities. Adding to the collection as funding or grants become available.

Measurement:

Measure 1:	NOEL-Levitz/CCSSE evaluation. <ul style="list-style-type: none"> • Noel-Levitz- decrease the performance gap by .05 for question #14 (Strategic Goal 3) • CCSSE increase number of non-assigned reading reported by 5% by creating and maintaining a fiction collection relevant to students (Strategic Goal 1)
Measure 1 Results:	Q1: Noel-Levitz/CCSSE measurement has not been done for this school year. Q2: Noel-Levitz/CCSSE measurement has not been done for this school year.
Measure 2:	Student/Faculty surveys. <ul style="list-style-type: none"> • Score at least 80% satisfactory on faculty/staff survey regarding library resources
Measure 2 Results:	Q1: Given in April. Q2: Given in April.
Measure 3:	Promote the new request feature available in the online catalog and receive at least 1 suggestion in the first 3 months of use.

Measure 3 Results:	Q1: No requests were made, however, our catalog screen was recently changed so we will need to retrain students to find and use the feature. Q2: No requests were made via catalog, but some were received via email and in person. Those are on hold due to budget.
Measure 4:	Publication of removed and added items during each program review within 90 days of the completed program review.
Measure 4 Results:	Q1: Lists of collection items and potential new material purchase items have been created for 2/8 of the programs up for comprehensive review this year. They will be distributed in January for purchase suggestions to be made in February. The collection has been weeded so current collection has an up to date inventory for faculty to assess. Q2: Lists of new material purchase items have been given to some of the Program reviews; the rest will be given as comprehensive programs reviews are complete. Due to budget constraints these purchases may be made during next fiscal year, so timeline has been adjusted.

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 or Strategic Plan Area: Service Excellence, Strategic Goal 2)*

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:	Q1: Of the 257 transcript requests received in Q1, 99% were fulfilled within two business days. Q2: In Q2, 547 transcript requests were received. 97% of those requests were filled within two business days.

Responsibilities: Records Specialist 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. (Board Goal or 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:	Q1: Review of manual has now evolved to include production of Process Manual. Processes are still being formulated to conform to new PowerCampus functions. Q2: Review of policy and procedures manuals remains ongoing.

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. (Board Goal or 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:	Q1: Expenditures for AY 2017-18 thus far are within given budget line amounts. Data collection will continue through AY. Q2: Q2: Expenditures for AY 2017-18 are 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. (Board Goal or 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:	Q1: Of 42 graduation applications reviewed, 38 degrees/certificates will be awarded in December. Q2: At this time, 61 applications have been received for Graduation Spring 2018.

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 or Strategic Plan Area: Service Excellence, Strategic Goal 2; 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:	Q1: Continued review with no adjustments; no VA compliance audit due. Registrar attended annual KACRAO conference in September, submitted catalog updates for VA approval in August. Q2: Continued review with no adjustments; no VA compliance audit due. VA representative toured ICC West on January 30 th and approved catalog updates.

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 or Strategic Plan Area: Service Excellence, Strategic Goal 1)*

Strategy:

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:	Q1: Registrar has attended 100% of Academic Council meetings. Numerous updates have been entered in KBOR system and training of new Registrar has begun. Q2: Registrar has attended 100% of Academic Council meetings. Updates are being entered in KBOR.

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 2016-17 grant year (Year 1 of the grant cycle) was the first year of the project, and students enrolled in College Success courses attended the panel discussions led by second-year students. A mentoring program was then developed, and group mentoring activities were held. In the 2017-18 grant year, panel discussions will again be offered in the Spring 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.

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:	Q1: 83%. Q2: 83% (Annual measurement).
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:	Q1: 87%. Q2: Data has been requested from IR for Q2 but has not been received.
Measure 3:	32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years.
Measure 3 Results:	Q1: 42%. Q2: 42% (Annual measurement).
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:	Q1: 87%. Q2: 30% (New method of calculation as per ED).

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: Academic Advising; Academic Affairs; Admissions; 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 2017-18 grant year, panel discussions will again be offered in the Spring 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:	Q1: 83%. Q2: 83% (Annual measurement).
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:	Q1: 87%. Q2: Data has been requested from IR for Q2 but has not been received.
Measure 3:	32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years.
Measure 3 Results:	Q1: 42%. Q2: 42% (Annual measurement).
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:	Q1: 87%. Q2: 30% (New method of calculation as per ED).

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 2017-18 grant year, panel discussions will again be offered in the Spring 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:	Q1: 83%. Q2: 83% (Annual measurement).
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:	Q1: 87%. Q2: Data has been requested from IR for Q2 but has not been received.
Measure 3:	32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years.
Measure 3 Results:	Q1: 42%. Q2: 42% (Annual measurement).
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:	Q1: 87%. Q2: 30% (New method of calculation as per ED).

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:	80% of SSS participants will complete CashCourse modules and score higher on post-tests assessment than on pre-test assessment.
Measure 1 Results:	Q1: 22% Note: Participants have until Feb. 28, 2018 to complete. Q2: 20% of active participants have completed CashCourse modules and scored higher on post-test than on pre-test.
Measure 2:	60% of SSS participants surveyed will report that their financial and economic literacy was improved by participation in targeted SSS activities.
Measure 2 Results:	Q1: N/A- Participants have not been surveyed on this yet. Q2: Students will be surveyed in April 2018.

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 student with disabilities.

Measurement:

Measure 1:	80% 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:	Q1: Students will be surveyed in April 2018. Q2: Students will be surveyed in April 2018.

Responsibilities:

SSS Program Director and key staff

Objective 6: SSS staff will develop and implement an effective social media strategy. (Board Goal or Strategic Plan Area: Excellence in Academics)

Strategies:

1. SSS staff will collaborate with other relevant departments on campus to design, develop and implement an engaging social media campaign that impacts stakeholders.
2. The social media campaign will be assessed each semester for effectiveness in reaching targeted audiences, and revisions resulting from stakeholder feedback will be incorporated.

Measurement:

Measure 1:	60% of identified stakeholders will report that SSS social media interactions are somewhat or very helpful to them.
Measure 1 Results:	Q1: Students will be surveyed in April 2018. Q2: Students will be surveyed in April 2018.

Responsibilities:

SSS Program Director and key staff.

Operational Plan for Admissions

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. Communicate with focused efforts to increase enrollment in the following areas:
 - Concurrent Enrollment (ICC NOW)
 - Increase Technical Program Enrollment
 - Culinary
 - Vet Tech
 - EMT
 - Cosmetology
2. International enrollment increased
3. Utilize current Ellucian software to measure reporting for enrollment and use to choose future recruiting software package.

Measurement:

Measure 1:	<p>Enrollments Increase</p> <ul style="list-style-type: none"> • Concurrent enrollment increased by 5% annually • Culinary enrollment increased by 5% annually after initial year benchmark • Vet Tech enrollment increase of 3 students by spring 2018 raising program total to 18 • Meet EMT enrollment capacity of 15 students • Meet Cosmetology enrollment capacity of 15 students
Measure 1 Results:	<p>Q1:</p> <ul style="list-style-type: none"> • Changes were made to vet tech for fall of 2018 cohort. Students will be completing the pre-requisites course in the fall semester and will take their core vet tech classes beginning the semester after completing pre-requisites. We are on track to have 30 students on track for vet tech in the fall. • We currently have 7 students enrolled for the EMT spring semester. We have 5 more students in the pipeline. We are on track for 12 students enrolled for EMT this spring. • Cosmetology has 5 returning students for spring and we have 5 in the pipeline to get enrolled. We are looking at 10 students in total for the spring. <p>Q2: ICC West is collaborating with the recruiting team to offer an “ICC West Tech Days” event this semester. Area high schools have all been contacted and we have received a great response. We have 3 large group tours that have been scheduled for ICC West. Cosmetology is also offering an Open House this semester for a recruiting event. We have 157 students in the pipeline for ICC West programs.</p>
Measure 2:	<p>International enrollment increased by 10 students to raise international student population to 30 students by fall of 2018.</p>

Measure 2 Results:	<p>Q1: We have approximately 10 new international students coming in for the Spring. This will put us at roughly 30 international students for the spring.</p> <p>Q2: We currently have 17 international students. Approximately five students transferred to other institutions at semester. We are still working on creating an MOA with ESU regarding a 2+2 Program for international students. This program should be active Fall 2018. We have 34 international student recruits in the pipeline for Fall 2018.</p>
Measure 3:	Ellucian enrollment reports are run and future recruiting software package is included for consideration during the budget-planning process
Measure 3 Results:	<p>Q1: We had a scoping meeting for Ellucian Recruit to add a CRM system to our recruiting plan. After the meeting we decided that this system was not going to be worth the money. We had a working meeting with IT. We will now be using the inquiry part of Power Campus and will be working with Eric to customize reports for tracking recruits.</p> <p>Q2: After researching many different recruiting systems, we have decided to go with a CRM called Fireworks by Fire Engine RED. We are on track to go live at the beginning of May. This system will help us track recruits more efficiently. We will be able to streamline our communication flow and increase touch points with these recruits. Every department on campus will have access to this system. We believe this system will help overall enrollment for every department.</p>

Responsibilities:

1. ICC NOW Coordinator – Jaicey Gillum
2. Rebekah Peitz – Recruiting and International Recruiting Coordinator
3. Director of Enrollment and Retention Management – Brittany Thornton

Objective 2: *Provide excellent customer service to potential students and community members who need help navigating our ICC processes. (Board Goal or Strategic Plan Area: Service Excellence)*

Strategy:

1. Guide customers through the proper channels for completion of individual tasks:
 - Provide a helpful registration experience while in Admissions
 - Continue Power Campus training for customer access to knowledgeable Admissions staff
 - Walk students through Pirate Portal setup

Measurement:

Measure 1:	Increase satisfaction rating for Noel Levitz item number 5 “The personnel involved in registration are helpful” from 0.08 – 0.10.
Measure 1 Results:	Q1: We will be looking at results after Noel Levitz is administered in the spring. Q2: Noel Levitz will be administered this semester.
Measure 2:	Decrease Gap score for Noel Levitz item number 41 “Admissions staff is knowledgeable” from 0.55 to 0.50 Using Power Campus to run enrollment reports.
Measure 2 Results:	Q1: We will be looking at results after Noel Levitz is administered in the spring. Q2: Noel Levitz will be administered this semester.
Measure 3:	Use Ellucian to measure the percentage of students that complete setup in Pirate Portal.
Measure 3 Results:	Q1: We are working with IT to set up a new process where students will automatically get sent a username and log on once their application is processed. Q2: The new Fireworks system will fix this process. The IT department has been on all calls for implementation and is working with us towards this goal.

Responsibilities:

Admissions staff

Objective 3: *Enhance involvement between ICC students and the community, through Community Pirate Partnership to increase student retention. (Board Goal or Strategic Plan Area: Improving the college’s relationship with the community/Support and Service Excellence)*

Strategy:

- Engage our students with the public through our Community Pirate Partnership Program (CP²) and events in the community
 - Dancing With the Indy Stars – Spring
 - Wichita Thunder College Fair - Spring
 - Love Independence Day – Spring
 - Neewollah – Clean up, Parade, Band Day
 - Implement student and community surveys to view student involvement

Measurement:

Measure 1:	Use CP2 to increase student satisfaction to support institutional retention rates.
Measure 1 Results:	Q1: We have completed our first full semester with CP2! We will be looking at Noel Levitz results in the spring. We are also working on an in-house survey to give to students participating in the CP2 program after they leave ICC. Q2: Noel Levitz will be administered this spring. The in-house survey is currently being developed. We plan to administer the survey after spring break.

Measure 2:	Use National Student Clearinghouse Research Student Tracker Service to see if implementing Community Pirate Partnership had impact on student retention numbers.
Measure 2 Results:	Q1: We will be looking at these numbers in the Spring of 2018. Q2: This research will be looked at this semester by the new Navigator program.

Responsibilities:

Director of Admissions will assign one staff person to dedicate time to setting up events and reaching out to the community. In addition, that staff person will coordinate the student ambassador program and post activities through social media.

Operational Plan for the Marketing Department

Objective 1: *The ICC Marketing Department will improve community relations by including community leaders as advisors to marketing strategies for special events happening throughout the academic calendar. (Board Goal or Strategic Plan Area: Improve the College's relationship with the community)*

Strategy:

The ICC Marketing Department will work with community leaders to create a community relations/marketing Advisory Board consisting of members from the community.

Measurement:

Measure 1:	The ICC Marketing Department will use qualitative and quantitative data gathered from the Board to make informed decisions and strategies in marketing the College.
Measure 1 Results:	Q1: In progress. Q2: The marketing/presidential Advisory Committee met in January, 2018. The feedback was all qualitative and focused primarily on the College's perception in the public with regards to the faculty vote of no confidence in the President. The group had specific questions about the vote and the media coverage. Dr. Barwick and the Director of Marketing provided answers to all questions.

Responsibilities:

The Director of Marketing and the College President will identify and invite members of the community to serve on the Advisory Board each academic year. The Board will meet quarterly, serving as a full Advisory Board for the academic school year. The Board will consist of the following ICC members: Director of Marketing, Communications Coordinator, College President, and Chair of the Events Committee. The community members will consist of six at large community positions. A community member will be asked to serve as the Chair of the ICC Community Relations Advisory Board.

Objective 2: *Improve community relations and improve the student experience (Board Goal or Strategic Plan Area: Improving the college's relationship with the community, service excellence)*

Strategy:

The ICC Marketing Department will develop and implement an inbound marketing plan for the Fall 2017/Spring 2018 academic school year. This plan will incorporate rich multi-media into existing channels and explore new and trending social media outlets for potential use. Content source will be organic to social media and the college's two primary websites (www.indycc.edu and www.indypirates.com) To accomplish this the marketing department will hire a Marketing Specialist position.

Measurement:

Measure 1:	The plan will focus on three primary areas: Enrollment, Retention, and Strategic Communications. The ICC Marketing Department will develop rich social media content across the platforms relevant to the college's students. This will include, but not be limited to, Facebook, Instagram, Twitter, and YouTube. The marketing department estimates that 50% of the content will originate on the College's websites.
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Measure 1 Results:	Q1: Reports on social media and website analytics are available at http://www.indycc.edu/about-us/marketing/reports Q2: Reports on social media and website analytics are available at http://www.indycc.edu/about-us/marketing/reports
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Responsibilities:

The Director of Marketing will develop the plan and work members of the President's Cabinet and the Community Relations Advisory Committee to effectively implement the plan for in August 2017. The Media Specialist will be responsible for maintaining the indypirates.com website, while the Media Coordinator will maintain indycc.edu.

Objective 3: *Improve community relations AND improve the student experience through innovation (Board Goal or Strategic Plan Area: Improving the college's relationship with the community, service excellence)*

Strategy:

The ICC Marketing Department will continuously make improvements to the College's websites that will include a mobile friendly versions, and serve as a source of content for inbound marketing materials.

Measurement:

Measure 1:	The ICC Marketing Department will co-host a focus group consisting of both traditional and nontraditional ICC students to determine strengths, weaknesses, opportunities, and challenges/threats to the existing digital marketing efforts used by the College's websites, including ongoing assessment of: ease of navigation, content relevancy, and aesthetics.
Measure 1 Results:	Q1: In progress. Q2: Content marketing continued with social media posts with video and blogs. All content-based social marketing continues to yield better results (views) and engagements (clicks) than non-content based materials. An issue of accessibility has been introduced and is currently being examined to determine if any additional changes in content marketing should occur.

Responsibilities:

The Director of Marketing, the Marketing Coordinator, and the Director of IT will collaborate and analyze all focus groups.

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: 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. First year to establish a baseline for user hits on Live Streaming Games and Webpage/Social Media interaction with our athletic programs.
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:	Q1: Online tracking shows the following views for Football: Webpage – June 2224, July 3030, August 6797, September 6941, October 6392, November 6596, as of December 6 7015 views Live Stream – Football Hype Video 5,835, Iowa Western 2,309, Garden City 1,889, Dodge City 1,358, Highland 1,717, Hutchinson 233, Butler 534, Coffeyville 257 Q2: Live Stream – Football Hype Video 7,900, NetFlix LCU Midwest Bowl Game 30,000, Rakeem Boyd NetFlix ICC 8,400, NetFlix LCU Season 3 6,600. You Tube Basketball Games – (W)Colby 293, (M)Dodge City 349, (M)Pratt 459, (W)Neosho 267. Waiting for data on Webpage hits.

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: Service Excellence)*

Strategies:

1. First year establishing a baseline to increase student athlete retention rates based on NJCAA Athletic Department Review Report.
2. Increasing women's salaries by 2% as a step in meeting gender equity guidelines based on Equity in Athletics Report.
1. Evaluate salaries based on the Equity in Athletics Report and KAACRO salary reports that are in the median range of our competing schools and bonus pay structure for coaches who are meeting ICC bench marks.
2. First year establishing a baseline to enhance and increase the level of faculty understanding of student athletes with unique and diverse life experiences.
3. Maintain the percentage of student athletes at 80% who are committed to continuing their educations at the for 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:	Q1: Compiling information from other KJCCC schools and their bonus/salary structures for their fall sports. Q2: Compiling data each quarter on sport by sport retention. Faculty and student athletes from each sport have been meeting monthly for open discussions on issues facing student athletes as well as creating activities for faculty and student athletes to interact in. Dodge Ball Tournament was the group's first activity.

Responsibilities:

Athletic Director and Coaches

Objective 3: <i>Interact and engage with the local community. (Board Goal or Strategic Plan Area: Improve College's relationship with community)</i>

Strategy:

1. Increase the number of Community Service hours performed by student athletes to 5 hours annually per athlete.
2. First year establishing a baseline to engage spectators and sponsors by Creating a 'Fan Experience' at home sporting contests.
3. Increase the number of dollars in Fundraising by individual teams:
 - Those teams in 2016-17 that raised under \$5000 increase by 20%
 - Those teams in 2016-17 that raised over \$5000 increase by 10%
4. Increase the number of donors by 8 and booster club members by 20.

Measurement:

Measure 1:	We will use and In house surveys/feedback and Community Service Report – by sport.
Measure 1 Results:	Q1: Increased the donor gifts by \$17,000.00. Q2: Increased donor gifts over the prior year by \$15,000.00. Compiling and tracking community service hours for all athletic programs. Created a Fan Experience Package for the Bowl Game in which 20+ people paid for a package that included hotel, bus transportation, meals, Bowl Party, and football tickets with tailgate.

Responsibilities:

The Athletic Director, Game Management Coordinator, SID and Head Coaches

Operational Plan for Student Life

Objective 1: *Encourage students to participate in Student Organizations and activities that enhance the student experience (Board Goal or 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.
 - Engage all campus organizations for input on calendars to provide students with more activities.
3. Increased Social Media presence
 - Utilizing text messaging, email and existing campus media outlets (tv's and computers).
4. Create monthly student Newsletter
 - Each month send out an email newsletter to faculty and students about what took place during the month and highlight some of the upcoming events for the next month.
5. Organization Fair
 - Set up an event during Welcome Back Week to introduce new students to our campus organizations and local vendors.

Measurement:

Measure 1:	We will use the Noel Levitz/CCSE surveys and in house student feedback.
Measure 1 Results:	Q1: N/A Surveys have not been issued yet. Q2: Updating surveys for 2018 will issue this Quarter.
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:	Q1: Still in the process of collecting data. Q2: Data collected was insufficient benchmark difficult to set.
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:	Q1: N/A Survey has not been issued yet. Q2: Updating in house surveys for 2018 will issue this Quarter.

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 or Strategic Plan Area: Service Excellence)*

Strategies:

1. Create a media suite to enhance innovation and creative experiences.
 - Create a suite where students can record music and create videos.
2. 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:	Q1: N/A Surveys have not been issued yet. Q2: Updating in house surveys for 2018 will issue this Quarter.
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 .42 in 2016 to .35 in 2018.
Measure 2 Results:	Q1: N/A Surveys have not been issued yet. Q2: Updating in house surveys for 2018 will issue this Quarter.
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 2017 from 80.5% to 85% in 2018.
Measure 3 Results:	Q1: N/A Surveys have not been issued yet. Q2: Updating in house surveys for 2018 will issue this Quarter.

Responsibilities

Director of student life- In charge of maintaining and ensuring proper use of Equipment
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 or 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
3. Resident Assistant Orientation
 - Include programming on how, where, when to report incidents that happen on campus
 - CARE Team
 - Concern log

Measurement: We will use the Noel Levitz/CCSE surveys and in house student feedback

Measure 1:	Using the in house Student Survey have 95% of students respond “yes” to the question “Did you learn about Bystander Intervention while at ICC?”
Measure 1 Results:	Q1: Student Activities Director has given presentations to all athletic teams and College Success Classes on Consent and Bystander Intervention. On campus programming has included a Title IX gameshow to help educate students further on Sexual Assault Issues. Q2: Student Activities Director has given presentations at January In-service to staff and faculty on Title IX and has given presentations to all students living in the dorms on the same topic.
Measure 2:	From the in house Student Survey question “Do you feel safe on Campus?” Raise the number of students who responded “yes” in 2017 from 78.8% to 85% in 2018.
Measure 2 Results:	Q1: N/A Surveys have not been issued yet. Q2: Updating in house surveys for 2018 will issue this Quarter.

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 Noel Levitz Student Satisfaction Inventory survey and use the data received back to identify strengths and areas for improvement for the college. (Board Goal or Strategic Plan Area: Support Excellence)*

Strategies:

1. IR will gain access to the college Noel Levitz account and order, administer, and return Student Satisfaction Inventory surveys.
2. Use online resources as well as collaboration with ICC departments to figure out what our Noel Levitz results mean for the college and how we can use those results going forward.

Measurements:

Measure 1:	The objective will be met if the Noel Levitz survey is properly administered and returned to the Noel Levitz office for scoring before April 30, 2018 and results are available for interested parties as soon as scoring is complete.
Measure 1 Results:	Q1: I have contacted Ruffalo Noel Levitz to gain access to the school's account and still plan to administer the survey in the Spring. Q2: I had a phone meeting with an RNL representative and learned more about our options for this survey. I also located, hidden among other things in my office, over 100 unused Student Satisfaction Inventory surveys that RNL says can be used this year to greatly reduce the purchasing cost for the survey.

Objective 2: *Institutional Research facilitates continuous quality improvement initiatives through improved inter-departmental communication. (Board Goal or Strategic Plan Area: Support Excellence; Strategic Goal 1)*

Strategy:

1. IR will produce reports appropriate to audience need within thirty (30) business days of receipt of information. Reports to include NCCBP, NCCPP, IPEDS Data Feedback Report, Student Reaction to Instruction, Transfer Survey, Graduate Exit Survey
2. IR will work with the Outcomes 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:	Q1: I'm working with the Assessment Committee to ensure that their data/reporting needs met. I also have worked with the Compliance Officer on the Student Athlete Outcomes report. Q2: I recently completed the IPEDS Winter collection and submitted it on time. I also continue to work with the Assessment Committee and this semester administered an assessment survey to employees to help close out the last assessment cycle and to look for possible areas of improvement for the next assessment plan.

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:	Q1: My knowledge and experience with KBOR and IPEDS data collections has grown immeasurably these last few months. I successfully submitted KBOR's AY collection, KHEER, Faculty & Staff Survey, Fall Census, and User Validation. I also submitted to IPEDS the 12-Month Enrollment Survey, Institutional Characteristics Survey, and Completions Survey. Q2: This Quarter, I've completed and submitted the KHEDS User Validation, KSPSD Follow Up report, IPEDS Grad rates survey, Outcomes Measures, and 200% Grad rates survey. In gathering the data to complete these reports, I had to learn how to use the NSC StudentTracker. Now that I'm more comfortable using this tool, I look forward to incorporating the data that can be gathered from it into future reports and projects.

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 awarding and disbursing of Federal Work Study aid. The OSFA has experienced a decrease in Federal Work Study spending due to the low number of applicants and as a result has continued to receive reduced awards each year. OSFA will increase awarding and disbursing of FWS by targeting needy applicants who also show an interest in borrowing because of their need for additional federal student aid.

Measurement:

Measure 1:	Spend 90% of the tentatively awarded \$59,586. The 90% goal allows for the 10% Carry-Over permitted by the Department of Education.
Measure 1 Results:	<p>Q1: The OSFA is currently exceeding the amount of FWS monies spent at the same time last year. Year-to-date, OSFA has expended \$17,601 while at the same time last year OSFA had expended \$16,805; an increase of 4.7%. However, the number of student employees has decreased. At the same time last year, OSFA was employing 34 work-study students while this year it employs 30. In order to continue increasing the number of students positively impacted by the FWS program, the OSFA will target spring students athletes who participate in the football program because these students have a less rigorous schedule in the spring and more availability to earn FWS monies.</p> <p>Q2: The OSFA has increased efforts to hire FWS employees by sending targeted emails to students and identifying eligible students. As a result, the OSFA has increased the total number of FWS recipients to 47 since the last report. At the same time last year, the OSFA had 43 FWS recipients. The OSFA has also converted three RA positions to FWS positions, which will increase the number of employees to 50.</p>

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>Q1: The OSFA presented at 7 college success classes; compared with 5 last year. OSFA also held a financial literacy workshop in the SSS lab, which OSFA did not do last fall semester. OSFA also hosted a "Price Is Right" financial literacy gameshow with 9 SSS-registered students attending and 36 students overall in attendance. The OSFA is also collaborating with</p>

	<p>Admissions, Upward Bound, and Independence High School to hold another “Price Is Right” financial literacy gameshow tailored to high school students.</p> <p>Q2: The OSFA has scheduled a Price Is Right financial literacy event for Independence High School for March. The Admissions/Recruiting office plans to also invite Cherryvale High School. The OSFA is also conducting a Lunch & Learn in conjunction with Student Support Services to provide students information on budgeting financial aid refunds.</p>
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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. Open up software capability to import and process student FAFSAs earlier.

Measurement:

Measure 1:	Increase the number of early FAFSAs completed by 10% by February 1, 2018. ICC had received 190 FAFSA submissions from admitted students by February 1, 2017.
Measure 1 Results:	<p>Q1: OSFA held FAFSA completion events at local high schools (Cherryvale, IHS, and Altoona-Midway) to assist students and parents in completing the 2018-19 FAFSA. The OSFA has already received 247 early FAFSAs, an increase of 30% over last year, and OSFA has received those 3 months earlier than last year.</p> <p>Q2: OSFA has continued to process FAFSAs for 2018-19 and has streamlined the process to require fewer documents for students not selected for verification by the Department of Education. Based on this decision, OSFA has been able to package and award students much earlier than previous years. Once our new verification partner, Inceptia, goes live on March 7th, OSFA will package and send award notices to 225 students who are ready to be packaged and awarded.</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.

Measurement:

Measure 1:	Reduce the annual 3-Year Cohort Default Rate (CDR) calculated by the Department of Education.
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Measure 1 Results:	<p>Q1: Year-to-date W.I.S.S. has removed 51 students from delinquency, compared with 47 students at the same time last year. An increase of 8.5% in the number of students no longer being reported as delinquent.</p> <p>Q2: To-date, W.I.S.S. has removed 64 students from delinquency. At the same time last year, only 59 students had been removed. An increase of 8.47% in the number of students no longer being reported as delinquent. However, this year, W.I.S.S. had to contact more students who entered into delinquency. To-date ICC has had 49 students enter delinquency, compared to 35 at the same time last year. So, we are removing students from the delinquency status more quickly, but that is likely attributed to the high number of students entering into delinquency. To address this, our office will focus on loan exit counseling for students in the spring; especially for those students we know are graduating or transferring.</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>Q1: The OSFA has formulated survey questions for students regarding their experience and satisfaction, but no survey has yet been conducted.</p> <p>Q2: OSFA has not yet conducted the student survey. OSFA intends to conduct the survey after the first disbursement of Spring financial aid.</p>

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), Rocky Mountain Association of Financial Aid Administrators (RMASFAA), 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>Q1: OSFA members are scheduled to attend the KASFAA 2-Year Institution Roundtable, state-wide KASFAA annual conference, the regional RMASFAA Summer Institute, as well as the PowerFAIDS User Training and Conference in the spring. OSFA Director has also already attended the Kansas National Guard Education Workshop as well as four online webinars</p>

	<p>hosted by PowerFAIDS and the National Student Clearinghouse without any cost to ICC.</p> <p>Q2: Due to budget constraints, only the Financial Aid Director was able to attend the KASFAA 2-Year Institution Roundtable. Both financial aid staff members will attend the KASFAA annual conference in April and intend to also attend the RMAFAA Summer Institute in June.</p>
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Responsibilities:

Financial Aid Director and Financial Aid Specialists

Objective 7: *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:	Surveys, Noel Levitz data, and Graduate Exit survey
Measure 1 Results:	<p>Q1: The Bookstore was present at all home football games. The Bookstore collaborated with BullDog Station to provide merchandise in preparation of the football game. BullDog Station donated the space at no cost to ICC and ICC retained all sale proceeds.</p> <p>Q2: Spring 2018 plans for game sales are to attend at least 6 softball/Baseball games.</p>

Responsibility:

Director of Bookstore Operations

Objective 8: *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

Advertise the Bookstore webpage

Add new shipping options

Measurement:

Measure 1:	<p>Surveys, Noel Levitz data, and Graduate Exit survey.</p> <p>Add 50% of new items to website.</p>
Measure 1 Results:	<p>Q1: Additional items have been added to the website, progress is being made towards the annual goal of 50% increase.</p> <p>Q2: Adding new items this Spring. Plan is to add at least 20 new items. We have had a 38% increase in web orders and a 73% increase in sales dollars.</p>

Responsibility:

Director of Bookstore Operations

Objective 9: *Improve the college's relationship with the stakeholders through targeted surveys. (Board Goal or Strategic Plan Area: Improve college relationship with community)*

Strategy:

Create survey for bookstore and solicit feedback once a year

Measurement:

Measure 1:	Surveys, Noel Levitz data, and Graduate Exit survey.
Measure 1 Results:	Q1: Survey document has been created. Q2: Will work with Institutional Research office to distribute the survey with a goal of students and staff taking before April 15 th .

Responsibility:

Director of Bookstore Operations

Objective 10: *Improve customer satisfaction and student experience with the Business Office. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:

Improve Communication with Students regarding billing and balances due.

Survey students about experiences and improvements with the Business Office

Provide ongoing feedback opportunities by placing survey links in emails, webpage, and other visible places

Measurement:

Measure 1:	Increase ratings on campus-wide and area specific surveys.
Measure 1 Results:	Q1: Survey has been created and will be provided at the end of Fall 2017, Spring 2018, and Summer 2018 semesters. Q2: Pending survey results.
Measure 2:	Surveys, Noel Levitz data, and Graduate Exit survey.
Measure 2 Results:	Q1: Pending survey results. Q2: Pending survey results.

Responsibility:

Chief Business Officer

Objective 11: *Reduce the amount of debt owed by students when leaving ICC. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:

Continue improved communication of amount owed to students

Staff receive Professional Development on Collection Strategies

Utilize EBill via Nelnet to send statements by Email

Mail paper statements by end of 1st week of classes and continue mailing by the 5th of each month

Promote Online Payment options

Promote Online Payment Plans

Increase availability during peak times such as Move-In Days

Measurement:

Measure 1:	Reduction of A/R Aging by 2%.
Measure 1 Results:	Q1: Data not available until end of Fall 2017 term. Q2: Fall 2017 A/R aging was captured at 8.68% which is a reduction over Fall 2016 of 3.79%.
Measure 2:	Baseline FY 2017 data for statements and A/R Aging.
Measure 2 Results:	Q1: A/R data for Fall 17 pending end of December numbers.

	Q2: Baseline data for Fall 2016, Spring 2017, Summer 2017, and Fall 2017 has been captured for term based A/R aging Fall 2016 (13.07%), Spring 2017 (12.47%), Summer 2017 (20.08%), Fall 2017 (8.68%).
Measure 3:	Surveys, Noel Levitz data, Graduate Exit survey.
Measure 3 Results:	Q1: Communications with students regarding balances is made via personal phone calls for outstanding balances, emails, collaborating with Coach's, statements are mailed on a regular basis and bills are available online to students 24/7 and charges are placed on student accounts at the time of enrollment. Q2: The processes in quarter 1 have continued into the Spring term. Statements have been mailed by the 5 th of each month to students and are published online 24/7 for viewing by students. Online Payment instructions have been created and are constantly pushed to students by fliers, social media, and email.

Responsibility:

Chief Business Officer

Objective 12: *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.
Measure 1 Results:	Q1: Current metrics of 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, we had 221 maintenance tickets, 212 tickets have been resolved and 9 are open tickets for preventative maintenance reminders and projects that require additional resources. Q2: Current metrics software system does not allow for detailed tracking. Have requested IT to assist in upgrading maintenance ticket system. Based on the data we can currently extrapolate, we had 204 maintenance tickets submitted, 203 have been resolved and 1 is open (Cosmetology floors).

Responsibilities:

Director of Maintenance

Objective 13: *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.

Measurement:

Measure 1:	Stay within budgeted dollars allotted for the Maintenance Department.
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Measure 1 Results:	Q1: Expensed and encumbered 48.1% of published budget. Expensed and encumbered 48.47% of new operating budget with budget cuts. Q2: Expensed and encumbered 76.7% of published budget. Expensed and encumbered 77.2 % of new operating budget.
Measure 2:	Maintenance will take on projects previously contracted (vehicle maintenance, large painting projects, landscaping, floor refinishing).
Measure 2 Results:	Q1: Fall painting projects completed in Academic Building by maintenance staff; fleet vehicle and equipment maintenance completed by maintenance staff; fall landscape projects for clock and fountain completed by maintenance staff; and, floor refinishing in Student Union cafeteria to be completed December 2017 by custodial staff. Q2: Monthly fire extinguisher inspections will be performed by maintenance staff beginning Mar. 1 st , 2018 (Estimated annual savings of \$12,000); Campus security and event security are now the responsibility of the Maintenance Department. Maintenance re-finished dining hall flooring Dec. 2017.

Responsibilities:

Director of Maintenance

Objective 14: <i>Service Excellence (Board Goal or Strategic Plan Area: Innovation and Service Excellence)</i>

Strategy:

The ICC Maintenance department will work to improve campus relations to identify needs and empower all ICC employees to have pride in facilities and campus grounds.

Measurement:

Measure 1:	Improve baseline campus satisfaction survey by 5 points.
Measure 1 Results:	Q1: Baseline campus survey to be conducted in January 2018; follow-up campus survey to be conducted in May 2018. Surveys will then be conducted on a semi-annual basis. Q2: Baseline campus survey not conducted in January, have set mid-March deadline. Collaborating with Business Office, Financial Aid, and Bookstore to issue one survey for all areas.
Measure 2:	100% of staff will be trained in CPR and AED.
Measure 2 Results:	Q1: CPR and AED trainings will be held in February 2018. Q2: Due to staffing cuts and absentees due to seasonal sickness in February, training delayed until March 7, 2018.
Measure 3:	50% of staff will receive First Responder Training.
Measure 3 Results:	Q1: First Responder Training will be held by May 2018. Q2: Working on combining First Responder & AED training with March CPR training.

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 100% of the KBOR and IPEDs collections.
Measure 1 Results:	Q1: The reporting foundation has been created for the staff and faculty portal. Currently the team is constructing the authentication system so users can have access to reports that are being created. Q2: Complete. Authentication system is complete and those who request access to the system will be given access to the reports that are needed to perform their job duties.
Measure 2:	Complete the integration of SQL Server Reporting Services with Ellucian and GP Dynamics to allow access to all 140 faculty and staff.
Measure 2 Results:	Q1: Currently the SSRS system has been integrated and we are working on linking the various reports within the Pirate Portal. Q2: Ongoing. We have received multiple report requests from the Billing Office, Admissions and Financial Aid. All reports have been implemented and uploaded to the SSRS server.
Measure 3:	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 3 Results:	Q1: During the design of the Pirate Portal an HR form for new employees was created, with an automated workflow, to help streamline the process. We will continue to work with HR during the implementation phase of the automated workflows. Q2: Ongoing. Due to staffing constraints, we are not able to make strides in projects outside of daily ticket activities.

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:	Allow for a minimum of two action projects resulting from the feedback of the focus groups.
Measure 1 Results:	Q1: On Hold. We will start looking at projects and setting up focus groups in the Spring of 2018. Q2: On Hold. Due to staffing constraints.
Measure 2:	Focus of at least one advancement in educational technology.
Measure 2 Results:	Q1: In process. We are implementing a virtualized desktop system for the Pre-Engineering curriculum to allow for the use of Solid Works, AutoCAD, and Adobe Creative Cloud. Using virtualized graphics acceleration technology. Q2: Complete. Desktop and graphics virtualization complete and being utilized by Fab Lab, Computer Science and eventually Fab Force.
Measure 3:	By implementing an automated account creation and password reset process 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 3 Results:	Q1: In process. We have completed the creation of the automated account creation process and are currently testing the software looking for anomalies. We are also vetting several software products, both "pay to use" and open source to allow students to reset their own passwords through the web. Q2: In Process. We have implemented a password reset site and still tuning the automated account creation system.

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:	Q1: In process. We are looking into the possibility of tuning the identification patterns of Power Campus in order to have a more accurate accounting of current students who reapply through admissions. Q2: Ongoing we are still having duplicates and double entries during the application process.
Measure 2:	Improve the technology replacement schedule to allow no greater than 33% of all platforms due for replacement.
Measure 2 Results:	Q1: Complete. To date we have replaced 110 student computers and have identified all upcoming replacements and migrations for the next 5 years.
Measure 3:	Implement physical security, within 30% of the campus, in conjunction with a campus wide altering.
Measure 3 Results:	Q1: On Hold. Due to budgetary constraints, we are putting this project on hold until 2018. Q2: On Hold. Due to budgetary constraints, we are putting this project on hold for Academic Year 2017-2018 due to budget constraints.

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:	Q1: In process. We have successfully rolled out the new Pirate Portal, with the help of Marketing, using email and social media. Q2: Complete. Pirate Portal is fully implemented and connected to Power Campus.

Objective 5: *Information Technology provides increased opportunities for departmental employee training. (Board Goal or Strategic Plan Area: Support Excellence)*

Strategy:

Implement a continuing training and education program within the Information Technology department.

Measurement:

Measure 1:	Have a one hundred percent participation in at least one training or continuing education program.
Measure 1 Results:	Q1: Complete. The department Computer/Network Technician has attended several online webinars regarding maintaining our current infrastructure. The System Administrator has attended several online training sessions regarding Active Directory migrations and current and upcoming Microsoft Software.

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 idea of "Being in Service to Others" 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.
9. Develop two Discussion Forums. One will be a Student/Faculty Forum. The second one will be Academic/Athletic Forum. The purpose of these forums is to create communication and appreciation for others' point of view/perspective and to drive positive change for all parties.

Measurement:

Measure 1:	Quarterly review of turnover statistics reflect that ICC is retaining both "at" and "above expectation" employees.
Measure 1 Results:	<p>Q1: Turnover for September through November is 4%. Of this turnover, none was turnover of employees who were "at" to "above" on their performance. Therefore, this turnover would be considered good turnover for ICC.</p> <p>Q2: Turnover for December through February is 3%. Of this turnover 2% was turnover of employees who were "at" to "above" on their performance. Therefore, 2% of the turnover would be considered bad for ICC and 1% would be considered good turnover for ICC.</p>
Measure 2:	<p>Organizational survey results will demonstrate a positive change in the ICC culture. Specifically we will strive to improve the ratings in the following areas.</p> <ul style="list-style-type: none"> • Our campus focuses on the positive rather than the negative. 2016 rating is 45% • Stakeholders are loyal because your organization consistently does what it says it will do. 2016 rating is 45%

	<ul style="list-style-type: none"> • Good performances from staff or management receive favorable public commendation. 2016 rating is 52%
Measure 2 Results:	<p>Q1: New survey results will not be available until the Spring 2018.</p> <p>Q2: Campus Culture Survey will be administered in March and results will be available for April Board Meeting.</p>
Measure 3:	Anecdotal stories from employees, community members, and students that describe “why they like ICC”.
Measure 3 Results:	<p>Q1: Supervisors conduct “Stay Interviews” with their newest employees and the feedback that we receive communicates the things that they enjoy about working at ICC. Employees cite that they enjoy the people that they work with and the work that they do.</p> <p>Q2: Have not had significant hiring so no new stay interviews have been conducted in this quarter. I will send a reminder to supervisors to please set down with their new employees hired this AY to make sure there are no major issues.</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>Q1: Soirees are planned by a committee of employees who are mostly one level down from the Senior Leaders on Cabinet. We also had a committee focused on Tailgating events for football and they were again planned by a committee that was one level down in the organization. The process is working well and employees enjoy being involved.</p> <p>Q2: We continue to have a good group of employees active with events and activities at ICC. We hosted a Holiday Lighting Ceremony, a dessert bake-off contest in December, and employee night at a recent Basketball Game.</p>
Measure 5:	Interview at least 1 candidate per month for the express purpose of looking at talent for future hiring needs.
Measure 5 Results:	<p>Q1: We have continued to interview candidates each month for open positions. We would like to really be interviewing for future needs vs. current needs. This is still a goal.</p> <p>Q2: Due to lower enrollment, we have not had many applicants for jobs as we have very few open positions.</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.
3. Put together a calendar of Webinars and discussion sessions for all employees for the Fall and Spring Semesters and publish this through FB and Staff Announcements.
4. Establish the Student/Faculty Forum and the Athletics/Academics Forum for the Fall 2017 Semester.

5. Start a process of interviewing for future needs. When we receive interesting resumes, bring candidates in to meet with a group of possible hiring managers. This would specifically be efficient to the hiring of Adjuncts.

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. Establish ongoing discussion forums for specific groups. An example is the Student/Faculty Forum and the Academics/Athletics Forum. The purpose of these forums is to create a greater appreciation for all points of view and to encourage open communication.
3. 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:	Campus Culture Survey will reflect improvement in the areas of communication. Specifically, we will strive to improve the ratings of the following three statements. <ul style="list-style-type: none"> • Our campus focuses on the positive rather than the negative. 2016 rating is 45% • Stakeholders are loyal because your organization consistently does what it says it will do. 2016 rating is 45% • Good performances from staff or management receive favorable public commendation. 2016 rating is 52%
Measure 1 Results:	Q1: HR has submitted articles in Staff Announcements to promote positivity. However, the new Campus Culture Survey will not be available until the Spring. Q2: We will be instituting a new award with a small award for employees who are nominated for "Going the Extra Mile." Employees can be nominated by their supervisors or colleagues and will receive a token of our appreciation and public recognition through Facebook.
Measure 2:	Notes will be kept of the two forums for the purpose to reflect on key discussions/findings and to determine if enough time and effort was put into the process to accomplish the objective.
Measure 2 Results:	Q1: Forums have not started yet. Q2: Academics has taken charge of the Forums and have hosted employees and faculty members.
Measure 3:	Number of HR communications will increase to be at least one each week.
Measure 3 Results:	Q1: HR does communicate through Staff Announce on a near weekly basis. We will continue to increase this in the Spring Semester. We communicate various payroll and benefit information, event information, and provide articles for review.

	Q2: We continue to meet this objective through the various items that we need to communicate to all employees. We have recently been working to communicate Policies and Procedures in an effort to re-educate and keep employees communicated with why these policies and procedures are needed.
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Responsibilities:

1. Meet with Michelle Kleiber and create a calendar for the 2017-2018 AY of the specific communications that will be sent out and by what means they will be delivered.
2. Setup first meetings of the two forums. These forums should be set up by the beginning of the Fall Semester. Setup a meeting by August 1, 2017 to discuss how these forums will operate and who will be involved.
3. Send out a note to all Cabinet members on a monthly basis asking them if there are people in their areas that should be recognized for achieving something significant that month. This could be anything from improving a process, to writing an article, to hitting a department goal, etc. The idea is to celebrate our successes as a college exponentially more than we currently do.

Operational Plan for Upward Bound

Objective 1: *Upward Bound increases participant success in high school through academic skills training. (Board Goal or 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 2017; a 3.5 hour workshop designed to increase ACT scores and testing skills.
3. Participants will log 20 hours a semester using NetTutor available through Canvas.

Measurement:

Measure 1:	85% 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:	Q1: 90% of participants have a GPA of 2.5 or higher, in progress until 05/18. Q2: Grade check - Feb. 1, 2018 - 4% (3 of 62 participants) below 2.5 GPA. Changed UB policy on tutoring/Academic Probation 02/02/2018. If a participant has a "D" or "F" still after a month of receiving tutoring services he/she will be placed on Academic Probation until grade improves. A stipend deduction of \$8 will occur if participants are not receiving tutoring. Added tutoring sheet to Canvas for easy accessibility. Academic Coordinator emailing students on tutoring list weekly.
Measure 2:	50% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.
Measure 2 Results:	Q1: 78% reported for 2016-2017 Annual Performance Report; 30 participants out of 50 attended November ACT Bootcamp (13 seniors were excused from participating); in progress for 2017-2018 academic year. Q2: In progress, 02/03/2018 32 of 49 (9 th -11 th graders) participants took the Accuplacer - an average of scores would result course placement in Composition Prep and Elementary Algebra - 100% of participants who took the Accuplacer in 2017 increased their scores - added ACT Math and ACT Science to Summer program curriculum.

Responsibility:

Director, Academic Coordinator, Tutor

Objective 2: *Upward Bound ensures participants graduate from high school with an academic skill set to prepare them for college. (Board Goal or Strategic Plan Area: Academic and Support Excellence)*

Strategy:

1. 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.
2. Participants will be exposed to campus cultures via campus visits (three offered per semester).
3. Participants will participate in the UB summer component "Summerfest".
4. Participants will be placed in classes preparing them for the next grade levels curriculum.
5. Participants will follow the UB rigorous curriculum.

6. UB will encourage participants enroll in the Kansas Scholars curriculum.

Measurement:

Measure 1:	<u>94%</u> 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:	Q1: In progress until 05/18; currently on track for 100% progressing into spring semester; 21 participants attended fall campus visits. Q2: In progress until 05/18; 14 out of 15 seniors on track for May graduation; working with Senior and target school administration/counselor to ensure participant graduation; 3 of 62 participants did not pass a core class in Fall of 2017; changed Academic Probation policy; changed tutoring policy; working with Talent Search to offer tutoring services; created Plans of Action with all participants who did not pass core class (included their parent/guardian and counselor).
Measure 2:	<u>75%</u> 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 2 Results:	Q1: In progress. Q2: In progress; 14 of 15 seniors on track to graduate high school that will complete a rigorous secondary school program of study; working with Senior and Counselor/Credit Recovery to ensure completion and graduation.

Responsibility:

Academic Coordinator, Director, Program Specialist, Summer Instructors, school counselors

Objective 3: Upward Bound ensures participants enroll in college after high school graduation.
(Board Goal or 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 12th graders will enroll and complete Junior Seminar during the summer component prior to their 12th grade year. In this class, seniors will apply (if available) to at least one college.
3. Senior participants will complete the FAFSA during the November 2017 Saturday Seminar; parents will be encouraged to come.
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:	<u>85%</u> of all 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
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	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.
Measure 1 Results:	Q1: 9 out of 15 already completed FAFSA; 12 out of 15 participants have been accepted to postsecondary institutions for Fall 2018; 100% have applied to postsecondary institutions for Fall 2018. Q2: 13 of 15 seniors have completed the FAFSA; 2 have been pulled for errors - IP of completing; 13 of 15 participants have been accepted to postsecondary institutions.

Responsibility:

Director, Academic Coordinator

Objective 4: *Upward Bound increases the likelihood that a student will graduate from college. (Board Goal or 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 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:	Q1: In progress; 14 out of 14 juniors qualify for 2018 Junior Scholarship Program; 15 (juniors and seniors) participating in ICC NOW classes. Q2: In progress; working with ICC Now to enroll Juniors for ICC Summer courses; added Sophomore scholarship to enroll and complete Public Speaking during Summer 2018; all Seniors participating in Bridge must have enrolled or scheduled to enroll in their Fall institution of choice prior to Upward Bound paying for their Bridge courses (6 credits during Summer 2018).

Responsibility:

Director, Academic Coordinator, Program Specialist

Operational Plan for Compliance

Objective 1: *Oversee the implementation of ICC's revised 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 implement the newly purchased Maxient software, 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 newly established 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:	Q1: The Student Satisfaction and Complaints Review Committee met in October 2017 and is scheduled to meet again in December 2017 to discuss complaints submitted to the College through its concern log system. In addition, employee training for the new Maxient program, which is scheduled to rollout campus-wide in Spring 2018, has been scheduled to occur during January in-service. Q2: The Student Satisfaction and Complaints Review Committee met in December 2017 to discuss campus and community marketing for the new Maxient program. Maxient training was provided to all employees during January 2018 in-service with intensive training provided to those assigned to handle cases within the system.
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>Q1: The President's Cabinet received a report of aggregate data and trends identified through the complaints submitted to the ICC concern log for 2016 and 2017. Cabinet will receive a similar report for the second quarter in December 2017.</p> <p>Q2: The President's Cabinet received a report of aggregate data and trends identified through complaints submitted to the ICC concern log for Fall 2017 in January 2018 and will receive its first data report from the Maxient program following the Student Satisfaction and Complaints Review Committee meeting in April 2018.</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 compile and review all College policy and procedure handbooks and manuals and will approve the revision of at least one-third of the College's policy, procedure and compliance related documents.
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Measure 1 Results:	<p>Q1: The Compliance Department has undertaken a project to audit and revise all of its federally required <i>Clery Act</i> and Title IX policies to ensure that they satisfy federal and state requirements. In addition, the Compliance Department has begun focusing its energies on drafting and/or revising policy and procedure documents in the following areas of special interest to the HLC: IT security, deferred maintenance policies that specifically prioritize student learning and safety, decision-making processes that clearly identify leadership positions with final decision-making responsibility, and systematic campus data collection, planning and review processes.</p> <p>Q2: Efforts to review and update <i>Clery Act</i>, Title IX and HLC priorities processes continue. An Ad Hoc Security Committee has been created to review, update and implement <i>Clery Act</i> policies. Updated Title IX policies, procedures and federally required notification and reporting forms will be created, approved and incorporated into the Maxient program during the third quarter.</p>
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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 LawRoom webinars.
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Measure 1 Results:	Q1: Faculty and staff will receive Title IX and Campus Security Authority (<i>Clery Act</i>) training during January 2018 In-service. All faculty and staff have been assigned LawRoom compliance related webinars for completion. Q2: Title IX training was provided during January 2018 in-service for all employees. Campus Security Authority training was provided for academic and security CSA personnel. Special CSA and Title IX training will be provided for athletic coaches during the third quarter.
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 2017-2018 school year.
Measure 2 Results:	Q1: College Success students have received both online and live Title IX training. Over 90% of student athletes have received live compliance training on sexual harassment, sexual assault and consent, hazing and the Student Code of Conduct. Over 90% of students living in resident housing have received compliance training on dorm rules, bystander intervention and consent. Finally, the general student population had the opportunity to participate in Title IX training in the form of a game show contest open to all members of the campus community. Q2: College Success students have received both online and live Title IX training. Residence assistants also received compliance related in-service training in January 2018.
Measure 3:	The Compliance Officer will attend monthly compliance training webinars and/or conferences.
Measure 3 Results:	Q1: The Compliance Officer has attended at least one compliance training webinar or conference per month on various compliance related topics including <i>Clery Act</i> and Title IX compliance and reporting requirements, Perkins reporting, disability academic, facilities and web accessibility accommodations and OCR audit standards and procedures. Q2: The Compliance Officer has attended at least one compliance training webinar or conference per month on various compliance related topics including: <i>Clery Act</i> , Title IX, financial aid standards, cybersecurity, minors on campus and more.

Responsibilities:

Compliance Officer in conjunction with Vice President of Student Affairs, Associate Dean of Student Affairs, 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:	Q1: The Higher Learning Commission placed ICC on notice in November 2017; plans are underway to develop an action plan to address each of the Higher Learning Commission's concerns in a timely and systemic manner. Q2: The Compliance Department has actively assisted the College in responding to HLC concerns as part of the weekly Cabinet accreditation process and will continue to assist in this effort through the development of Student Complaints, Title IX and Clery policies and processes, oversight of the Maxient program, and creation of detailed process flowcharts for the essential functions of select departments on campus during the third quarter.
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:	Q1: The Compliance Department has assisted departments across campus in completing federal, state and local legal and regulatory reporting requirements in a timely manner. Q2: The Compliance Department has assisted departments across campus in completing federal, state and local legal and regulatory reporting requirements in a timely manner.

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 Accessibility in the Campus Community. (Board Goal or Strategic Plan Area: Service Excellence)*

Strategy: Create

Measurement:

Measure 1:	Complete ADA checklists for every building and program at ICC.
Measure 1 Results:	This process will be completed Q3.
Measure 2:	Complete Web Content Accessibility Guide (WCAG) checklist.
Measure 2 Results:	This process will be completed Q3.
Measure 3:	Disseminate information to students with disabilities regarding available campus and community resources through an information packet.
Measure 3 Results:	Creation of information packet will occur in Q3.
Measure 4:	Develop Accessibility webpage by June 1 st 2018.
Measure 4 Results:	Received training to create webpage content in Q2.

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:

Measurement:

Measure 1:	Move student accommodations process to Maxient.
Measure 1 Results:	Began using Maxient for all processing in January 2018.
Measure 2:	Create online form for students to submit accommodation requests.
Measure 2 Results:	This measure will be completed during Q3.
Measure 3:	Review and Revise Accommodations Handbook as necessary.
Measure 3 Results:	Handbook revisions will be completed by end of spring semester.

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 2018

Measurement:

Measure 1:	Complete Departmental Review at end of Spring Semester.
Measure 1 Results:	Will be measured in Q3.

Responsibility: Associate Dean for Tutoring and Accessibility

Personnel Report March, 2018

Employment New Hires:

Chris Clevenger

Start Date: February 19, 2018

Role: Assistant Football Coach

Previous Experience: Volunteer Coach

Rate of pay: \$1,417/month (\$17,000 annually)

Employment Separations:

Forest Dowell

Role: IT Technician

Dates of employment: July 1, 2017 thru January 31, 2018

Ending rate of pay: \$10.00/hour (\$20,800 annually)

Manoa Latu

Role: Assistant Football Coach

Dates of employment: January 3, 2017 thru February 9, 2018

Ending rate of pay: \$1,417/month (\$17,000 annually)

Michelle Pereira

Role: Financial Aid Specialist

Dates of employment: September 3, 2015 thru February 28, 2018

Ending rate of pay: \$13.00/hour (\$27,040 annually)

Lynn Reddy

Role: SSS Administrative Assistant

Dates of employment: April 1, 2013 thru February 9, 2018

Ending rate of pay: \$13.46/hour (\$27,997 annually)

Retirements:

Janelle Null

Role: Art Professor

Dates of employment: June 11, 1985 thru June 30, 2018

Ending rate of pay: \$5,150/month (\$61,800 annually)

Brian Foreman

Role: Biology Professor

Dates of employment: August 23, 2005 thru June 30, 2018

Ending rate of pay: \$4,467/month (\$53,600 annually)

Employment Searches:

- Associate Professor of Biology
- Veterinary Technology Director
- Administrative Assistant Student Support Services

Total Full Time Employees	115
Full Time Staff Positions	50
Grant Funded TRIO Programs	8
Full Time Faculty Positions	36
Full Time Coaching Positions	21

Grants Report, March 1, 2018

Ref. No.	Grant Name	Description	Potential Funding	Comments
Activity Since Last Report				
1	Kansas Historical Society Historic Trust Fund	Reimbursement to the Inge Festival Foundation for historic building improvements.	\$72,214.00	Declined 2.12.18
2	Kansas Creative Arts Industries Commission Strategic Investment Grant	Theater Equipment	\$2,448.00	Declined 2.18.18
3	Kansas Creative Arts Industries Commission Organizational Development grant	Professional Development: Inge staff to Theater Communications Group conference.	\$2,806.00	Granted on 2.18.18
Status of Submitted Proposals Still Under Review				
4	Independence Chamber of Commerce grant	Inge Festival marketing	\$14,800.00	Decision anticipated end of March.
5	Kansas Creative Arts Industries Commission Innovative Arts Integration Grant	Visiting guest artists	\$1,313.00 1:1 match can be in-kind.	Submitted Nov. 6 . Notification expected in spring.
6	Kansas Department of Commerce tourism grant.	Inge Festival marketing	\$2,515.00 covers 40 percent of costs.	Submitted 12.20.17 for March 2018 notification.
7	National Automobile Dealers Association	Allied Health--medical mannequins	\$500.00	Submitted 10.20.17. Feb. 2018 notification.

Proposals In Progress				
8	Kansas Historical Society Historic Tax Credits	Inge House renovation	approx. \$20,000 in tax credits for Inge Foundation for renovation	Application is being revised. Revisions to be submitted March for anticipated April/May decision.
9	Title III designation	Department of Education	Approx. \$15,000 in exemption from having to match certain federal funds	Eligibility application due March 16.
Prospective Proposals				
10	Kresge Foundation Place-Based Initiatives	For rehab and manager to renovate a downtown building as arts center.	\$750,000, no match	Submission any time. Propose to submit summer/fall in lieu of National Creative Placemaking grant.
11	Small Business Innovation Research and Small Business Technology Transfer	Up to \$150,000, with 30 percent indirect costs to ICC	Partnerships with private businesses	Requires qualified business partner. Fab Lab scouting for possible partners.
Submitted Proposals, Under Current Review				
Totals		\$19,128.00		Proposals in Progress
				\$35,000.00
FY 2017-2018 Awards Granted				
Ref. No.	Grant Name	Description	Funding	Comments
1	EDA Public Works	Capital for public works projects- -Fab Lab	\$350,000.00	Fabrication Lab Building
2	National Endowment for the Arts--Art Works, FY 17	Guest Artists/instructors. No cash match	\$15,000.00	Inge House Guest Artists

3	Kansas Creative Arts Industries Association Commission	Partnership Program	\$20,000.00	Inge Festival Play Lab
4	Kansas Creative Arts Industries Commission Organizational Development grant	Staff Development	\$2,806.00	Conference Attendance
Total			\$387,806.00	

Memo

To: Board of Trustees

From: Wendy Isle

Date: March, 8th, 2018

Re: Collections/Administrative Fee

I would like to request the Board of Trustee's approval to charge student accounts a 19% collections fee and 2% administrative fee. These fees would be assessed prior to sending to collection agencies to help recuperate the collection fee costs incurred by ICC.

Students have already signed an agreement on the Admissions application to pay these fees if their accounts are turned over to collections, but I would like the official approval of the Board of Trustees to assess the fees.

During the current fiscal year, ICC has incurred approximately \$7,000 in collection expenses.

Memo

To: Board of Trustees

From: Wendy Isle

Date: March, 8th, 2018

Re: Fire Safety Updates

I would like the Board of Trustees approval to allow D&A Electrical to complete the Year 2 of 5 fire safety updates required by the Fire Marshall. The Student Union is scheduled under Year 2. The Year 2 updates must be completed by June 2018. The project cost is \$11,830.00

These repairs were included in the Repair and Renovations budget for 2017-18.



January 22, 2018

Independence Community College
1057 West College Ave
Independence, KS 67301

Attn: Christina McDiarmid
620-331-0815
cmcdiarmid@indycc.edu

Project: Campus Fire Alarm Upgrade Budget Numbers Rev. 1

Scope:

D & A Electrical Systems appreciates the opportunity to work with your facility on your Fire Alarm Upgrades. D & A Electrical has priced the following equipment to be added to your existing systems per plans dated 3-21-16 by Architectural Collaboration. The following are budget numbers for your four existing facilities, engineering fees and cad drawings as required. Please see the following:

Budget A: Academic Bldg.

D & A will tie into your existing system with the following devices:

- Addressable smoke detectors with 6" bases (22)
- Addressable dual action pull stations (9)
- Batteries sized for panel
- Notification Devices
 - (44) Horn/Strobes Assemblies
 - (19) Strobe lights
- Silent Knight remote annunciator
- Door hold open (6)
- Addressable Duct Detectors (8) each includes the following:
 - Duct Detector
 - Remote test switch
 - Sampling tube
 - Addressable relay
- Plenum rated wires
- Misc. conduit, boxes and supports
- Programing, Testing and Training

Total Budget Numbers for above Budget A is \$20,737.00

Budget B: Fine Arts Bldg.

1. All parts and labor are covered by a ONE YEAR WARRANTY or Manufacture Warranty.
2. This proposal is valid for 30 days from date above.

D & A will tie into your existing system with the following devices:

- Addressable smoke detectors with 6" bases (14)
- Addressable dual action pull stations (7)
- Batteries sized for panel
- Notification Devices
 - (19) Horn/Strobes Assemblies
 - (13) Strobe lights
- Silent Knight remote annunciator
- Addressable Duct Detectors (5) each includes the following:
 - Duct Detector
 - Remote test switch
 - Sampling tube
 - Addressable relay
- Addressable Heat Detectors (4)
- Plenum rated wires
- Misc. conduit, boxes and supports
- Programing, Testing and Training

Total Budget Numbers for above Budget B is \$13,990.00

Budget C: Student Union Bldg.

D & A will tie into your existing system with the following devices:

- Addressable smoke detectors with 6" bases (12)
- Addressable dual action pull stations (6)
- Batteries sized for panel
- Notification Devices
 - (17) Horn/Strobes Assemblies
 - (22) Strobe lights
- Silent Knight remote annunciator
- Door hold open (1)
- Addressable Duct Detectors (2) each includes the following:
 - Duct Detector
 - Remote test switch
 - Sampling tube
 - Addressable relay
- Plenum rated wires
- Misc. conduit, boxes and supports
- Programing, Testing and Training

Total Budget Numbers for above Budget C is \$11,830.00

Budget D: Field House Bldg.

D & A will tie into your existing system with the following devices:

- Add a Speaker Driver with 50watt of power
- Add a Remote mic at main entrance
- Upgrade the existing panel
- Addressable smoke detectors with 6" bases (26)
- Addressable dual action pull stations (6)

1. All parts and labor are covered by a ONE YEAR WARRANTY or Manufacture Warranty.
2. This proposal is valid for 30 days from date above.

- Batteries sized for panel
- Notification Devices
 - (40) Speakers/Strobe Assemblies
 - (1) Speaker
 - (3) Strobe Lights
- Silent Knight remote annunciator
- Addressable Duct Detectors (9) each includes the following:
 - Duct Detector
 - Remote test switch
 - Sampling tube
 - Addressable relay
- Addressable Heat Detector (3)
- Supply a Scissor Lift from Wood's as needed (note will be on gym floor)
- Plenum rated wires
- Misc. conduit, boxes and supports
- Programing, Testing and Training

Total Budget Numbers for above Budget D is \$27,250.00

Budget E: Shop Drawings

D & A Electrical Systems will supply an approved set of shop drawings from the state which will included the following:

- Engineered Stamped
- Cad drawings
- Lay out of all equipment, battery calculations, one line drawing, system matrix

Total Budget Numbers for above Budget E is \$2,750.00

General Notes:

- The above budget numbers were figured for one building at a time. If you choose to go with all 5 options above you can deduct \$4,000.00 from the total amount.
- If any paint or sheet rock repair is needed will be supplied by owner
- Sales tax is not included in this proposal. If no tax exemption certificate is supplied there will be sales tax added.
- Customer to supply phone line if remote monitoring is needed
- Your new system can expand very easily at a later time if required
- Terms:
 - 35% Release of PO
 - 35% Equipment on Site
 - 30% Completion of Job Per Building

Prepared By: Danny Johnston

1. All parts and labor are covered by a ONE YEAR WARRANTY or Manufacture Warranty.
2. This proposal is valid for 30 days from date above.

Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
President

Date: March 8, 2018

Re: Resolution of Non-renewal

An example of the Board of Trustees Resolution of Non-renewal is enclosed for your reference. The Resolution form will be appropriately completed prior to Board consideration of said Resolution(s).

RESOLUTION IN REGARD TO NON-RENEWAL
OF A NON-TENURED TEACHER'S CONTRACT

RESOLUTION

WHEREAS, (Name) is currently employed at Independence Community College, Independence, Kansas; and

WHEREAS, the Board of Trustees of said Independence Community College, Independence, Kansas, finds that the contract of (Name) for the 2018-2019 school year should not be renewed, and that (Name) should be given written notice on or before March 15, 2018, of the intent of the Board of Trustees to not renew (his/her) contract for the 2018-2019 school year;

NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF INDEPENDENCE COMMUNITY COLLEGE, INDEPENDENCE, KANSAS, AS FOLLOWS:

It is hereby declared to be the intent of the Board of Trustees of Independence Community College, Independence, Kansas, that the employment contract of (Name) as a teacher not be renewed for the 2018-2019 school year; and

The Clerk of the Board of Trustees is directed to give written notice in person or by restricted United States mail to (Name) on or before March 15, 2018, of the Board's intent not to renew (his/her) contract for the 2018-2019 school year.

ADOPTED by the Board of Trustees at Independence Community College, Independence, Kansas, the 8th day of March, 2018.

By: _____
Board Member

Board Member

Board Member

Board Member

NOTICE OF INTENT TO NON-RENEW CONTRACT OF EMPLOYMENT
OF NON-TENURED TEACHER

NOTICE

TO: (Name)

You are hereby notified that the Board of Trustees of Independence Community College, Independence, Kansas, at a meeting held on the 8th day of March, 2018, adopted a resolution directing that you be given written notice of the Board's intent not to renew your contract for the 2018-2019 school year.

By order of the Board of Trustees of Independence Community College, Independence, Kansas, this 9th day of March, 2018.

Beverly Harris
Clerk, Board of Trustees

FINAL ACTION OF THE BOARD OF TRUSTEES:

NON-RENEWAL OF A NON-TENURED TEACHER'S CONTRACT

WHEREAS, on the 8th day of March, 2018, the Board of Trustees of Independence Community College, Independence, Kansas, notified (Name) of the Board's intent to non-renew (his/her) contract as a teacher for the 2018-2019 school year; and

WHEREAS, the Clerk of the Board of Trustees gave written notice to (Name) on the 9th day of March, 2018, that it was the intent of the Board of Trustees not to renew (his/her) contract for the 2018-2019 school year; and

WHEREAS, after extensive consideration and thorough discussion, the Board has determined that the matter should be resolved as follows:

NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF INDEPENDENCE COMMUNITY COLLEGE, INDEPENDENCE, KANSAS:

Section 1: That the contract of (Name) not be renewed for the 2018-2019 school year;

Section 2: That the Clerk of the Board of Trustees give, personally or by restricted mail, (Name) a signed copy of this resolution.

ADOPTED by the Board of Trustees of Independence Community College, Independence, Kansas, the 12th day of April, 2018.

By: _____
Board Member

Board Member

Board Member

Board Member