

BOARD OF TRUSTEES REGULAR MEETING
CLC 104 (West Classroom of Cessna Learning Center) 6:00 p.m.
June 14, 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 May 24, 2018 Minutes Action Section 1
- II. INSTITUTIONAL OPERATIONS
- A. Accept Comprehensive Program Review Recommendation
 - Associate of Science (AS) in Secondary Education Action Section 2
Kara Wheeler Will Answer Questions
 - Associate of General Studies (AGS) in General Studies Action Section 3
Kara Wheeler Will Answer Questions
 - B. KACCT/COP Report – Jana Shaver and Dan Barwick Report Section 4
 - C. Allow Payables Action Section 5
 - D. President’s Report – Dan Barwick Report Section 6
 - Quarterly Operational Plan
 - Strategic Plan Review
- III. CONSENT AGENDA Action
- A. Financial Report (acknowledge receipt)
 - B. Personnel Report (acknowledge receipt) Section 7
 - C. Grant Progress Report Section 8
 - D. Toyota Camry Lease Section 9
 - E. Instructure/Canvas Annual Payment Section 10
 - F. Accreditation Progress Spreadsheet Section 11
- IV. 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*).
- V. 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*).
- VI. 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*).
- 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
Cessna Learning Center CLC 104 West Classroom/6:00 p.m.
May 24, 2018

MINUTES

Members Present

Val DeFever
Mike Wood
Norman Chambers
Terry Clark
Jana Shaver joined the meeting at 6:05 p.m.

Others Present

Daniel Barwick, President
Kara Wheeler, Vice-President of Academic Services
Tammie Geldenhuys, Vice-President of Athletics/Student Affairs
Beverly Harris, Executive Assistant/Board Clerk
Eric Montgomery, Chief Information Officer
Eric Rutherford,
Taylor Crawshaw,
Brad Henderson, Marketing/Communications Director
Kris Kippenberger, Director of Maintenance
Dan Fossoy, Director of ABE/GED
Raechal Martin, Athletic Trainer

Guests

Steve McBride, Reporter

I. ROUTINE

- A. Call to Order – Val DeFever called the meeting to order at 6:00 p.m.
- B. Approval of Agenda – Terry Clark moved to approve the agenda. Norman Chambers seconded the motion and the motion carried 4-0.
- C. Welcome Guests – Val DeFever welcomed the guests and provided an overview of options for public comment on items pertaining to the agenda.
- D. Pledge of Allegiance – Steve McBride led the group in recitation of the Pledge of Allegiance.
- E. Mission Statement – Mike Wood read the College Mission Statement.
- F. Vision Statement – Terry Clark read the College Vision Statement.
- G. Approval of May 14, 2018 Minutes – Mike Wood moved to approve the minutes of the May 14, 2018 Board meeting. Norman Chambers seconded the motion and the motion carried 4-0.

II. INSTITUTIONAL OPERATIONS

- A. Shulthis Stadium Agreement – Dan Barwick provided an overview of the proposed Agreement and noted that USD #446 is one of the most valuable partners of the College through concurrent enrollment, ICC NOW, and other initiatives. Although Dr. Barwick noted that the College has the option to back out of the Agreement and alternative options are being explored, he recommended approval of the proposed Agreement with Unified School District #446 for usage of Shulthis Stadium. Terry Clark moved to accept the proposal as presented. Jana Shaver seconded the motion and the motion carried 5-0.
- B. Accept Comprehensive Program Review Recommendation
 - Eric Rutherford provided an overview of the Associate of Arts in Music Program Review and informed the group that the Music Program has grown, but will not drive enrollment due to budget constraints which limit further growth. Val DeFever commended Professor Rutherford for his exceptional oversight of the William Inge Theatre Festival. Jana Shaver moved to accept the Associate of Arts in Music Program Review recommendation. Mike Wood seconded the motion and the motion carried 5-0.
 - Although Mallory Byrd was available via conference call, Kara Wheeler provided an overview of the Certificate in Long Term Care Program Review and answered questions. Mike Wood moved to accept

the Certificate in Long Term Care Program Review recommendation. Terry Clark seconded the motion and the motion carried 5-0.

- Raechal Martin provided an overview of the Associate of Science in Athletic Training Program Review and answered questions. Norman Chambers moved to accept the Associate of Science in Athletic Training Program Review recommendation. Terry Clark seconded the motion and the motion carried 5-0.
- C. Approve Annual Program Reviews – Kara Wheeler provided an overview of the Annual Program Reviews for: Associate of Arts in Theatre – Acting; Associate of Arts in Theatre – Directing/Stage Management; Associate of Arts in Theatre – Technical/Production; and, Certificate in Advanced EMS. Kara Wheeler informed the group that Erick Wolfe, Associate Professor Theatre, has reduced the Program offerings to Associate of Arts in Theatre and Certificate in Theatre. Norman Chambers moved to accept the Annual Program Review recommendations. Mike Wood seconded the motion and the motion carried 5-0.

Val DeFever thanked everyone involved in conducting the Program Reviews and expressed appreciation for the information shared throughout the process.

III. CONSENT AGENDA

- A. President's Cabinet Standing Committee By-Laws Revision – Jana Shaver moved to approve the Consent Agenda which included a revision to the President's Cabinet By-Laws for inclusion of the Faculty Senate President as a Cabinet member. Mike Wood seconded the motion and the motion carried 5-0.

IV. EXECUTIVE SESSION – Employer-Employee Negotiations. Jana Shaver moved 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 7:10 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick and Kara Wheeler were invited to attend. Mike Wood seconded the motion and the motion carried 5-0. The Board entered Executive Session at 7:00 p.m. The Board returned to Open Session at 7:10 p.m. Norman Chambers moved the Board recess an additional five minutes for 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 7:15 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick and Kara Wheeler were invited to attend. Terry Clark seconded the motion and the motion carried 5-0. The Board entered Executive Session at 7:10 p.m. The Board returned to Open Session at 7:15 p.m.

V. EXECUTIVE SESSION – Non-elected Personnel. This Executive Session was not required.

VI. EXECUTIVE SESSION – Attorney/Client Privilege. This Executive Session was not required.

VII. ADJOURN – Norman Chambers moved that the meeting adjourn. Mike Wood seconded the motion and the motion carried 5-0. The meeting adjourned at 7:15 p.m.

Beverly Harris
Board Clerk

Independence Community College is committed to a policy of nondiscrimination on the basis of race, sex, national origin, religion, age, and 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: June 14, 2018

Re: Comprehensive Review of Associate of Science in Secondary Education

Comprehensive reviews cover a three-year time span; Annual reviews cover one year. The Comprehensive Review of the Associate of Science in Secondary Education 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 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:

Catalog Description: Secondary Education students will find the ICC education program is closely aligned with four-year college and university courses of study. The catalog of the four-year institution transfer choice should be consulted to verify that ICC courses will transfer to that specific college. Elective course choices should be compatible with the desired teaching field of each individual secondary major.

This program is meant to provide the first two years of coursework for any student wanting to become a secondary education teacher.

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:

See data on the following pages.

Evidence:

- [EDU Sections AY16](#)
- [EDU Sections AY17](#)
- [EDU Assessment Data AY 2017](#)

ADEMIC_YR	ADEMIC_TRM	ADEMIC_SEM	EVENT_ID	SECTION	EVENT_MED_NAME	CREDITS	ADDS	PERSON_CODE_ID	Completed	Passed
2015	FALL	FULL	03EDU1003	1005	INTRO EDU	3	9	E. Harkness	8	7
2015	FALL	FULL	03EDU1011	1006	SUPERVISION	1	9	E. Harkness	8	7
2015	FALL	FULL	03EDU1013	1007	MUSIC EL SCH	3	9	R. Craig	9	9
2016	SPRING	FULL	03EDU2023	1050	ART ELE SCH	3	10	J. Null	9	8
							37		34	31

	A	B	C	D	E	F	G	H	I	J
1	DEMIC_	ACADEMIC_TERM	ACADEMIC_SESSION	EVENT_ID	SECTION	EVENT_MED_NAME	CREDITS	ADDS	PERSON_CODE_ID	
2	2016	FALL	FULL	03EDU1003	0998	INTRO EDU	3	9	M. Torkelson	
3	2016	FALL	FULL	03EDU1011	0999	SUPERVISION	1	9	M. Torkelson	

EDU Assessment Data AY 2017

Number of Faculty:

0 full time

1 part time (M. Torkelson)

Enrollment & Student credit hours by Faculty type:

Full time: 0 total credit hours taught, with 0 total students enrolled

Part time: 4 credit hours taught, 18 total students enrolled

Average Class size:

9 students in Face-to-Face classes

0 students in online classes

4 students across all EDU courses

Completion rates:

77.78% face-to-face

0% online

77.78% all EDU courses

Pass ('D' or better) rates:

71.43% face-to-face

0% online

71.43% all EDU courses

Number of Majors: 13 EDU (1 returned in Fall 2017), 8 EDS (0 returned in Fall 2017)

Degrees Awarded: 3 EDU, 2 EDS

EDU Assessment Data AY 2016

Number of Faculty:

1 full time (E. Harkness)

2 part time (R. Craig, J. Null)

Enrollment & Student credit hours by Faculty type:

Full time: 4 total credit hours taught, with 18 total students enrolled

Part time: 6 credit hours taught, 19 total students enrolled

Average Class size:

9.25 students in Face-to-Face classes

0 students in online classes

9.25 students across all EDU courses

Completion rates:

91.89% face-to-face

0% online

91.89% all EDU courses

Pass ('D' or better) rates:

91.18% face-to-face

0% online

91.18% all EDU courses

Number of Majors: 18 EDU (2 returned in Fall 2016), 8 EDS (4 returned in Fall 2016)

Degrees Awarded: 5 EDU, 1 EDS

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:

For Secondary Education majors, success in the program is defined as completing all required coursework with at least a "C" or better to prepare them to take the entry-level exams to get into Education programs at the four-year colleges and universities. Students must also meet cumulative GPA requirements of 2.5 or better in order to be accepted into Education programs.

2.2: ACHIEVE/PROMOTE STUDENT SUCCESS

Describe how the program achieves and promotes student success.

Narrative:

The secondary education program achieves and promotes success by having students within the major transfer successfully into education programs across the state. Our students will also find that they are completely ready to start their Junior level of college, and depending on the school will have some Junior-level courses completed before transferring and beginning in those programs.

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:

The Secondary Education program did have a full-time teacher for 2015-16, but after that no one had been assigned to oversee this program. Because of this, no mapping of student learning outcomes at the program level has occurred. While the teacher was here in 2015-16, one course had learning outcomes mapped, but no data was input into Tk20. For continuation of the program, both program and course level mapping need to happen.

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:

No assessment data was gathered for the past two years. This will need to occur moving forward in order to assess program viability and academic excellence.

3.3: ONGOING ASSESSMENT PLANS

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

Narrative:

At this time it is the job of the VPAA, who has her degree in Elementary Education, to complete the assessment for this program. By August of 2018, course outcomes will be mapped to program outcomes in order for the correct data to be gathered. Adjuncts who teach for this program will be responsible for turning in needed assessment data each semester.

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:

This is not applicable to transfer programs.

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 for Secondary Education.

4.3: OTHER

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

Narrative:

HLC criteria have been addressed in 7.3. Please refer to that section.

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 year we ran out of time to update this program of study through Academic Council, but conversations with the Division Chairs occurred regarding this specific program of study. Since Secondary Education majors take more content specific courses than Elementary Education majors, I suggested we move to create just an Education major, with an emphasis in Elementary or Secondary. This would allow for better tracking of students as a whole who intend to teach. We will move to make these changes in August when Academic Council begins again.

Evidence:

Secondary Education (EDS)
Degree: Associate of Science

Suggested Four-Semester Plan

First Semester:

Course Title	Credit Hours
English Composition I (ENG 1003)	3
College Algebra (MAT 1023)	3
Introduction to Education (EDU 1003)	3
Supervised Classroom Experience (EDU 1011)	1
Program Elective**	3
Computer Concepts & Applications (CIT 1003)	3
Term Total:	16

Second Semester:

Course Title	Credit Hours
English Composition II (ENG 1013)	3
Child Psychology (BEH 1013)	3
Program Elective**	3
Introduction to Literature (ENG 1073)	3
General Psychology (BEH 1003)	3
Term Total:	15

Third Semester:

Course Title	Credit Hours
Public Speaking (COM 1203)	3
Teaching Children with Special Needs (ECE 1073)	3
Arts/Humanities Elective*	3
General Biology (BIO 1005)	5
Term Total:	14

Fourth Semester:

Course Title	Credit Hours
Arts/Humanities Elective*	3
American Government (POL 1023)	3
Introduction to Sociology (SOC 1003)	3
Physical Science (PHS 1005)	5
Program Elective **	3
Term Total:	17

Total: 62

*See Courses that meet General Education Graduation Requirements for a list of courses meeting the math/science, arts/ humanities, and social/behavioral science requirements.

**See Program Advisor

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:

Through this program students have the major "Associate of Science in Secondary Education." This program is very generalized in order to allow students to choose their content area of choice that they want to focus upon.

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 noteworthy accomplishments to report.

6.2: FACULTY ACCOMPLISHMENTS

Highlight noteworthy accomplishments of individual faculty.

Narrative:

Currently we do not have a full-time Secondary Education teacher at ICC, so no noteworthy accomplishments have been made.

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:

Since this program does not have a full-time instructor, it is difficult to measure innovative research, teaching, and community service. The regular general education faculty that are helping these students complete their first two years of coursework have been working this spring semester on innovative teaching methods to engage the new generation of students. Technology is a big piece of this puzzle, but faculty are also looking at the impact of relationships, project-based work, etc. in their courses to improve student outcomes.

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:

First I think that the data shows that a full-time secondary education teacher at this time is not necessary. When we had the full-time teacher before, she only taught one course for this program that had the same enrollment as that of the part-time teacher the following year. We have adjuncts in the area, along with our qualified teachers in other disciplines that are able to meet our load requirements for this program.

I am not too concerned with the pass rates, except that we probably should change our goal for continuation to be "C" or better since a 2.5 GPA overall will be required for the student to move on in most cases. That is more of an advising issue than a curricular one though.

I am concerned with our retention rate for this degree program though. We only had 8 major, with 4 returning the next year, but 0 for the following year. Of the four that returned, 2 did graduate, but we lost 2 as well. More research needs to be done on whether those students went ahead and moved on to their four-year colleges, or just quit going to school. Having a Navigator assigned to this program now should help us to do more follow up on students' reasons for leaving and what ICC can do to get them to stay.

I also noticed that we do not offer our single "Intro to Education" course online. In working with the Associate Dean of Online and Continuing Ed, we have hired an adjunct to develop this course online for us to start being offered in the Fall of 2018. This could catch those non-traditional students who are looking to complete most of their requirements online while working a full-time job, or those highly motivated traditional students who like the flexibility of the schedule.

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:

Based off of the information I have gathered for this review, I believe this program falls at Category 3: Revitalization Opportunities or Needs. I believe it falls under this level because we have no assessment data for the program, we have a small amount of majors, and the program is out of date.

Short-term goals for the program:

1. Update the program of study to reflect current trends in Secondary Ed around the state.
2. Create curriculum maps for both the Program level and course level for assessment of student learning.

Long-term goals for the program:

1. Increase the retention rate of the program to 40% with help from the assigned Navigator.
2. Increase the number of students within this major to be a consistent 10-12 each year.

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 following HLC goals are being addressed in this review:

3.A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded: This program meets this component by offering the first two years completion of a 4-year degree. By updating the program this year, we have ensured that the program is current.

This program also meets the ICC Core Values of Excellence, Responsiveness, and Diversity/Enrichment through the following:

Excellence: We have worked to ensure academic excellence of this program through completing this review and working to improve the courses offered.

Responsiveness: We have addressed the changing fields of elementary education training by updating this program to meet the changing program requirements of the four year schools around us.

Diversity/Enrichment: Students in the new program of study are now required to take one Cultural Diversity course within their program of study, as well as completing observation time at local schools to allow students the opportunity to make decisions regarding their future more tangible.

Key Performance Indicator goal:

By updating this program, we should be able to help with the KPI goal of "Increase the number of certificates and degrees awarded to ICC students."

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:

At this time, the only budget requests needed would be the cost of hiring adjuncts to teach the specific education classes within the program. That will be around \$6,050.00 per year.

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:

Since there are no full-time faculty within this program, the review was completed by the VPAA, Kara Wheeler.

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 this review. Given the accessibility of qualified adjuncts, I do not believe a full-time instructor is needed (especially since we are so restricted in the number of EDU courses we can offer at the two-year level.

Program Review Committee: We agree with the findings presented in this program review. Currently only three EDU courses are transferring for majors at the four-year level so adjuncts will be able to cover this workload. The bigger challenge is going to be the assurance that course- and program-level data will begin being mapped and collected in August 2018.

VPAA: I agree with the findings and with the Program Review Committee. Moving forward I think it will be important to assign a full-time faculty member instead of the VPAA to complete this program review and review assessment data. I also believe there is opportunity for enrollment growth in this area once we update the curriculum for the program.

Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
President

Date: June 14, 2018

Re: Comprehensive Review of Associate of General Studies in General Studies

Comprehensive reviews cover a three-year time span; Annual reviews cover one year. The Comprehensive Review of the Associate of General Studies in General Studies 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 answer questions.

Comprehensive Program Review Sections

1.0 Program Data and Resource Repository

1.1 Program Summary – The Associate of General Studies in General Studies is intended to enable students to develop knowledge, skills, attitudes, and a greater philosophical appreciation for life-long learning. These courses may or may not satisfy equivalent lower division college credit requirements to transfer into a comparable Bachelor degree program at Kansas Regents Universities.

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.

There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired. (See attachment 1.2a)

2.0 Student Success

2.1 Define Student Success

The purpose of general education at ICC is to shape the development of students according to these values. Students fulfill general education requirements at Independence Community College by demonstrating competency in the following:

- **Arts and Humanities:** The student will be able to appreciate and understand the arts and the humanities.
- **Civic Responsibility:** The student will be able to develop a civic identity that promotes the quality of life in a community.
- **Communication:** The student will be able to communicate effectively.
- **Computer Literacy:** the student will be able to demonstrate proficiency in a variety of digital technologies.
- **Information Literacy:** The student will be able to locate, evaluate, and use information.
- **Quantitative and Scientific Reasoning:** The student will be able to use processes, procedures, data, or evidence to solve problems.
- **Social and Behavioral Sciences:** The student will be able to apply knowledge about people to solve problems.

General Education outcomes assessment identifies student learning outcomes that need to be improved across the institution and identify courses that could be modified to improve student learning outcomes performance. ICC Faculty determine outcomes of courses offered and map them to the appropriate General Education Outcomes.

LBR Assessment Data AY 2017**Number of Faculty:**

32 full time

93 part time

Enrollment & Student credit hours by Faculty type:

Full time: 1046 total credit hours taught, 4250 total student enrollments

Part time: 634 credit hours taught, 3090 total student enrollments

Average Class size:

10.78 students in Face-to-Face classes

14.79 students in online classes

11.41 students across all LBR courses

Completion rates:

96.60% face-to-face

92.18% online

95.69% all LBR courses

Pass ('D' or better) rates:

90.87% face-to-face

76.92% online

88.11% all LBR courses

Number of Majors: 87 AA LBR, 474 AS LBR, 28 AGS

Degrees Awarded: 8 AA LBR, 62 AS LBR, 23 AGS

LBR Assessment Data AY 2016

Number of Faculty:

28 full time

69 part time

Enrollment & Student credit hours by Faculty type:

Full time: 1026 total credit hours taught, with 4114 total student enrollments

Part time: 450 credit hours taught, 2088 total student enrollments

Average Class size:

11.62 students in Face-to-Face classes

11.52 students in online classes

11.61 students across all LBR courses

Completion rates:

96.25% face-to-face

88.07% online

95.65% all LBR courses

Pass ('D' or better) rates:

90.64% face-to-face

80.54% online

89.95% all LBR courses

Number of Majors: 76 AA LBR, 358 AS LBR, 15 AGS

Degrees Awarded: 14 AA LBR, 32 AS LBR, 11 AGS

ACADEMIC_YEAR	ACADEMIC_TERM	ACADEMIC_SESSION	EVENT_ID	CREDITS	SECTION	EVENT_MED_NAME	ADDS	PERSON_CODE_ID	Completed	Passed
2015	SUMMER	FULL	01CIT1003	3	6258	CONCEPTS/APPS	7	T. Blaes	5	5
2015	SUMMER	FULL	01CIT2003	3	6270	COMP INFORM SYS	5	M. Ashford	2	2
2015	SUMMER	FULL	01CSE2103	3	0178	C++ PROGRAM	4	E. Montgomery	3	3
2015	SUMMER	FULL	02BIO1005	5	0501	GEN BIOLOGY	8	A. Lal	7	6
2015	SUMMER	FULL	02BIO2053	3	6257	NUTRITION	5	A. Lal	3	3
2015	SUMMER	FULL	02MAT1023	3	0676	COLL ALGEBRA	12	B. Southworth	12	9
2015	SUMMER	FULL	03BEH1003	3	1383	GEN PSYCH	10	B. Gilchrist	10	7
2015	SUMMER	FULL	03BEH1003	3	6260	GEN PSYCH	11	B. Campus	8	8
2015	SUMMER	FULL	03COM1203	3	1098	PUBLIC SPEAKING	16	K. Ori	16	16
2015	SUMMER	FULL	03ENG1003	3	1104	ENG COMP I	11	J. Yates	11	10
2015	SUMMER	FULL	03ENG1003	3	6262	ENG COMP I	10	B. Sanchez	10	9
2015	SUMMER	FULL	03HIS1023	3	1724	U.S.HIST/1877	8	I. McCaffery	8	8
2015	SUMMER	FULL	03POL1023	3	6251	AM GOVERN'T	10	B. Seel	9	5
2015	SUMMER	FULL	03SOC1003	3	6255	INTRO SOCIOLOGY	13	M. Harris	10	10
2015	SUMMER	FULL	03SOC1073	3	6252	ETHICS	16	B. Seel	16	10
2015	SUMMER	FULL	03SOC2013	3	6254	GEOGRAPHY	8	I. McCaffery	7	6
2015	SUMMER	FULL	04HPR1012	2	2342	THEORY/PRACTICE	5	T. Turner	5	5
2015	SUMMER	FULL	04HPR1061	1	2344	BASKETBALL III	1	T. Turner	1	1
2015	SUMMER	FULL	04HPR1391	1	2340	WEIGHT TRAINING	4	T. Turner	4	4
2015	SUMMER	FULL	04HPR1401	1	6268	WELLNESS	5	B. Gilchrist	5	5
2015	SUMMER	FULL	06MUE1303	3	6265	MUSIC APPREC	10	J. Rutherford	10	8
2015	SUMMER	FULL	06THR1013	3	6266	THEATRE APPREC	6	L. Erbe	6	5
2015	FALL	FULL	01ACC1003	3	0016	ACCOUNTING I	18	J. Eubanks	17	17
2015	FALL	FULL	01ACC1003	3	0017	ACCOUNTING I	13	J. Eubanks	12	10
2015	FALL	FULL	01ACC1023	3	0019	ACCOUNTING II	2	J. Eubanks	2	2
2015	FALL	FULL	01ACC1033	3	0020	COMP. ACCOUNT	3	J. Eubanks	3	3
2015	FALL	FULL	01ACC2033	3	0018	MAN ACCNGT	14	J. Eubanks	14	14
2015	FALL	FULL	01ARC1003	3	0341	RES DRAFTING	8	K. O'Neil	8	8
2015	FALL	FULL	01BUS1003	3	0126	PER FINANCE	7	J. Eubanks	6	6
2015	FALL	FULL	01BUS2023	3	0129	MICROECONOMICS	13	J. Lowrance	10	9
2015	FALL	FULL	01BUS2023	3	0130	MICROECONOMICS	12	J. Lowrance	7	6
2015	FALL	FULL	01BUS2023	3	0131	MICROECONOMICS	9	J. Lowrance	8	8
2015	FALL	FULL	01BUS2033	3	0132	MACROECONOMICS	8	J. Lowrance	8	8
2015	FALL	FULL	01CIT1003	3	0196	CONCEPTS/APPS	21	T. Blaes	21	18

2015	FALL	FULL	01CIT1003	3 0197	CONCEPTS/APPS	24 M. Ashford	24	23
2015	FALL	FULL	01CIT1003	3 0198	CONCEPTS/APPS	24 M. Ashford	24	23
2015	FALL	FULL	01CIT1003	3 0199	CONCEPTS/APPS	24 T. Blaes	23	16
2015	FALL	FULL	01CIT1003	3 0200	CONCEPTS/APPS	24 T. Blaes	24	22
2015	FALL	FULL	01CIT1003	3 0201	CONCEPTS/APPS	21 M. Ashford	18	10
2015	FALL	FULL	01CIT1003	3 6515	CONCEPTS/APPS	16 T. Blaes	11	7
2015	FALL	FULL	01CIT1202	2 0208	EXCEL/WINDOWS	9 T. Vestal	9	9
2015	FALL	FULL	01CIT1652	2 0213	WORD/WINDOWS	5 T. Vestal	5	5
2015	FALL	FULL	01CIT2003	3 0219	COMP INFORM SYS	1 M. Ashford	1	1
2015	FALL	FULL	01CIT2013	3 0203	WEB DESIGN	12 T. Blaes	12	9
2015	FALL	FULL	01CIT2076	6 0209	REPAIR/MAINT	8 M. Ashford	7	7
2015	FALL	FULL	01CIT2103	3 0218	NETWORK SECURIT	5 M. Ashford	5	3
2015	FALL	FULL	01CIV1053	3 0347	TECHNOLOGY SYS	7 K. O'Neil	6	6
2015	FALL	FULL	01CSE1063	3 0204	HTML	8 T. Blaes	8	7
2015	FALL	FULL	01DDT2023	3 0343	INTRO TO CAD	12 K. O'Neil	12	11
2015	FALL	FULL	01DDT2043	3 0344	CAD2D	6 K. O'Neil	6	6
2015	FALL	FULL	01DDT2053	3 0345	CAD 3D	8 K. O'Neil	8	8
2015	FALL	FULL	01DDT2073	3 0346	CAD PROBLEMS	4 K. O'Neil	4	4
2015	FALL	FULL	01GME1003	3 0135	GAME DESIGN	5 T. Blaes	5	5
2015	FALL	FULL	01IND1003	3 0454	WOODWORK I	6 A. Speicher	6	6
2015	FALL	FULL	01IND1013	3 0455	WOODWORK II	2 A. Speicher	2	2
2015	FALL	FULL	01MDM1002	2 0136	FAB LAB I	10 T. Haynes	10	10
2015	FALL	FULL	01MDM1033	3 0128	HUM/RELA/BUS	8 M. Ashford	8	7
2015	FALL	FULL	01MDM1613	3 0133	ENTREPRENEURIAL	6 J. Correll	5	3
2015	FALL	FULL	02BIO1005	5 0576	GEN BIOLOGY	22 B. Foreman	20	19
2015	FALL	FULL	02BIO1005	5 0577	GEN BIOLOGY	19 M. Basket	19	19
2015	FALL	FULL	02BIO1005	5 0579	GEN BIOLOGY	15 B. Foreman	15	15
2015	FALL	FULL	02BIO1115	5 0582	BIOLOGY I	16 A. Lal	16	12
2015	FALL	FULL	02BIO1115	5 0583	BIOLOGY I	7 A. Lal	6	6
2015	FALL	FULL	02BIO2045	5 0580	ANATOMY/PHYS	19 B. Foreman	18	16
2015	FALL	FULL	02BIO2045	5 0581	ANATOMY/PHYS	12 E. Haynes	12	8
2015	FALL	FULL	02BIO2053	3 0593	NUTRITION	6 C. Kiser	6	5
2015	FALL	FULL	02BIO2053	3 6510	NUTRITION	9 A. Lal	8	7
2015	FALL	FULL	02MAT1023	3 0697	COLL ALGEBRA	15 M. Ramoni	13	13
2015	FALL	FULL	02MAT1023	3 0698	COLL ALGEBRA	17 D. Jones	17	13

2015	FALL	FULL	02MAT1023	3 0703	COLL ALGEBRA	8 L. Kill	8	8
2015	FALL	FULL	02MAT1023	3 8008	COLL ALGEBRA	24 M. Deweese	24	23
2015	FALL	FULL	02MAT1023	3 8014	COLL ALGEBRA	18 J. Stover	18	17
2015	FALL	FULL	02MAT1023	3 8015	COLL ALGEBRA	14 J. Stover	14	14
2015	FALL	FULL	02MAT1023	3 8024	COLL ALGEBRA	19 D. Jones	19	19
2015	FALL	FULL	02MAT1023	3 8026	COLL ALGEBRA	17 K. Longpine	17	17
2015	FALL	FULL	02MAT1025	5 0699	COLL ALGEBRA	12 L. Bale	12	11
2015	FALL	FULL	02MAT1025	5 0700	COLL ALGEBRA	24 B. Southworth	24	16
2015	FALL	FULL	02MAT1025	5 0701	COLL ALGEBRA	23 L. Bale	21	17
2015	FALL	FULL	02MAT1055	5 0702	CALCULUS 1	14 B. Southworth	13	10
2015	FALL	FULL	02PHS1005	5 0584	PHYS SCIENCE	17 M. Saleh	15	15
2015	FALL	FULL	02PHS1005	5 0585	PHYS SCIENCE	14 M. Saleh	14	11
2015	FALL	FULL	02PHS1015	5 0586	G/CHEMISTRY	23 B. Mamiya	22	21
2015	FALL	FULL	02PHS1015	5 0587	G/CHEMISTRY	3 B. Mamiya	3	2
2015	FALL	FULL	02PHS1015	5 0588	G/CHEMISTRY	8 B. Mamiya	7	7
2015	FALL	FULL	02PHS1015	5 8041	G/CHEMISTRY	7 R. Pearce	7	7
2015	FALL	FULL	02PHS1025	5 0594	COLL CHEM 1	6 B. Mamiya	4	3
2015	FALL	FULL	02PHS1085	5 0589	ASTRONOMY	10 M. Saleh	9	8
2015	FALL	FULL	02PHS2055	5 0591	ENG PHYSIC 1	4 M. Saleh	3	3
2015	FALL	FULL	03BEH1003	3 1434	GEN PSYCH	23 B. Gilcrist	21	16
2015	FALL	FULL	03BEH1003	3 1435	GEN PSYCH	27 J. Schaid	25	22
2015	FALL	FULL	03BEH1003	3 1436	GEN PSYCH	19 B. Gilcrist	15	14
2015	FALL	FULL	03BEH1003	3 1437	GEN PSYCH	24 B. Gilcrist	23	22
2015	FALL	FULL	03BEH1003	3 1438	GEN PSYCH	23 B. Gilcrist	21	18
2015	FALL	FULL	03BEH1003	3 1439	GEN PSYCH	24 J. Schaid	24	23
2015	FALL	FULL	03BEH1003	3 1470	GEN PSYCH	26 B. Murrison	26	26
2015	FALL	FULL	03BEH1003	3 1471	GEN PSYCH	4 B. Koehn	4	4
2015	FALL	FULL	03BEH1003	3 6506	GEN PSYCH	15 B. Campus	14	8
2015	FALL	FULL	03BEH1003	3 8019	GEN PSYCH	13 J. Schaid	13	13
2015	FALL	FULL	03BEH1003	3 8032	GEN PSYCH	8 B. Koehn	8	8
2015	FALL	FULL	03BEH1021	1 1445	COLLEGE SUCCESS	24 D. Smith	24	24
2015	FALL	FULL	03BEH1021	1 1446	COLLEGE SUCCESS	23 K. Barrera	23	21
2015	FALL	FULL	03BEH1021	1 1447	COLLEGE SUCCESS	25 J. Confer	25	25
2015	FALL	FULL	03BEH1021	1 1448	COLLEGE SUCCESS	21 A. Lal	20	18
2015	FALL	FULL	03BEH1021	1 1449	COLLEGE SUCCESS	25 B. Carson	25	23

2015	FALL	FULL	03BEH1021	1 1450	COLLEGE SUCCESS	12 J. Yates	12	11
2015	FALL	FULL	03BEH1021	1 1451	COLLEGE SUCCESS	11 C. Jadic	11	10
2015	FALL	FULL	03BEH1021	1 1452	COLLEGE SUCCESS	28 D. Smith	28	27
2015	FALL	FULL	03BEH1021	1 1453	COLLEGE SUCCESS	19 T. Crawshaw	19	19
2015	FALL	FULL	03BEH1021	1 1454	COLLEGE SUCCESS	16 B. Gilcrist	16	10
2015	FALL	FULL	03BEH1021	1 1459	COLLEGE SUCCESS	28 A. Connors	28	26
2015	FALL	FULL	03BEH2003	3 1441	DEVEL PSYCH	24 B. Gilcrist	18	16
2015	FALL	FULL	03BEH2003	3 1442	DEVEL PSYCH	15 B. Gilcrist	14	14
2015	FALL	FULL	03BEH2043	3 1444	DRUGS/BEHAVIOR	12 B. Gilcrist	11	9
2015	FALL	FULL	03CFL1003	3 4151	PEACEBUILD	15 T. Haynes	13	12
2015	FALL	FULL	03CFL1013	3 4153	CULTURE	10 H. Mydosh	10	9
2015	FALL	FULL	03CFL1023	3 4152	RESOLUTION	18 K. Ori	18	15
2015	FALL	FULL	03COM1203	3 1149	PUBLIC SPEAKING	19 K. Ori	19	19
2015	FALL	FULL	03COM1203	3 1150	PUBLIC SPEAKING	20 K. Ori	18	16
2015	FALL	FULL	03COM1203	3 1151	PUBLIC SPEAKING	21 K. Ori	21	21
2015	FALL	FULL	03COM1203	3 1152	PUBLIC SPEAKING	19 K. Ori	18	18
2015	FALL	FULL	03COM1203	3 1153	PUBLIC SPEAKING	20 K. Ori	19	18
2015	FALL	FULL	03COM1203	3 1164	PUBLIC SPEAKING	17 S. Kennedy	16	16
2015	FALL	FULL	03COM1203	3 8003	PUBLIC SPEAKING	17 T. Leach	17	17
2015	FALL	FULL	03COM1233	3 1154	INTERPERSON COM	21 K. Ori	21	18
2015	FALL	FULL	03COM1233	3 1155	INTERPERSON COM	21 K. Ori	21	16
2015	FALL	FULL	03COM1233	3 6516	INTERPERSON COM	12 S. Thomas	11	4
2015	FALL	FULL	03ECE1063	3 0999	CHILD MUSIC	2 E. Harkness	2	1
2015	FALL	FULL	03ECE1073	3 1000	CHILD/SPECIAL	11 E. Harkness	11	8
2015	FALL	FULL	03ECE1143	3 1003	CHILDHOOD ED	5 E. Harkness	5	4
2015	FALL	FULL	03ECE2013	3 6523	HEALTH SAFETY	8 E. Harkness	8	6
2015	FALL	FULL	03ECE2023	3 1008	PARENTING	2 E. Harkness	2	1
2015	FALL	FULL	03ECE2101	1 1009	PRACTICUM I	1 E. Harkness	1	0
2015	FALL	FULL	03ECE2102	2 1010	PRACTICUM II	1 E. Harkness	1	1
2015	FALL	FULL	03EDU1003	3 1005	INTRO EDU	9 E. Harkness	8	7
2015	FALL	FULL	03EDU1011	1 1006	SUPERVISION	9 E. Harkness	8	7
2015	FALL	FULL	03EDU1013	3 1007	MUSIC EL SCH	9 R. Craig	9	9
2015	FALL	FULL	03ENG1003	3 1129	ENG COMP I	20 L. Pinkard	18	17
2015	FALL	FULL	03ENG1003	3 1130	ENG COMP I	21 L. Pinkard	15	13
2015	FALL	FULL	03ENG1003	3 1131	ENG COMP I	17 H. Mydosh	16	15

2015	FALL	FULL	03ENG1003	3 1132	ENG COMP I	21 J. Yates	21	14
2015	FALL	FULL	03ENG1003	3 1133	ENG COMP I	24 J. Yates	23	16
2015	FALL	FULL	03ENG1003	3 1134	ENG COMP I	4 B. Sanchez	3	1
2015	FALL	FULL	03ENG1003	3 1135	ENG COMP I	15 B. Sanchez	11	10
2015	FALL	FULL	03ENG1003	3 1136	ENG COMP I	11 J. Yates	11	7
2015	FALL	FULL	03ENG1003	3 6504	ENG COMP I	9 B. Sanchez	4	3
2015	FALL	FULL	03ENG1003	3 6526	ENG COMP I	12 M. Menefee	12	12
2015	FALL	FULL	03ENG1003	3 8001	ENG COMP I	11 E. Smith	11	11
2015	FALL	FULL	03ENG1003	3 8005	ENG COMP I	21 K. Gudde	21	21
2015	FALL	FULL	03ENG1003	3 8006	ENG COMP I	19 K. Gudde	19	18
2015	FALL	FULL	03ENG1003	3 8010	ENG COMP I	15 A. Botts	15	15
2015	FALL	FULL	03ENG1003	3 8017	ENG COMP I	22 R. Stanley	22	22
2015	FALL	FULL	03ENG1003	3 8029	ENG COMP I	23 J. Presley	23	22
2015	FALL	FULL	03ENG1003	3 8037	ENG COMP I	14 L. Kill	14	13
2015	FALL	FULL	03ENG1003	3 8039	ENG COMP I	5 K. Faythe	5	5
2015	FALL	FULL	03ENG1005	5 1137	ENGLISH COMP I	19 L. Pinkard	17	17
2015	FALL	FULL	03ENG1005	5 1138	ENGLISH COMP I	19 L. Pinkard	12	8
2015	FALL	FULL	03ENG1013	3 1139	ENG COMP II	7 H. Mydosh	7	7
2015	FALL	FULL	03ENG1013	3 1140	ENG COMP II	14 H. Mydosh	14	14
2015	FALL	FULL	03ENG1013	3 1141	ENG COMP II	20 J. Yates	17	13
2015	FALL	FULL	03ENG1013	3 1142	ENG COMP II	17 H. Mydosh	17	16
2015	FALL	FULL	03ENG1013	3 1143	ENG COMP II	10 B. Sanchez	8	7
2015	FALL	FULL	03ENG1013	3 8002	ENG COMP II	15 E. Smith	15	15
2015	FALL	FULL	03ENG1073	3 1144	INTRO TO LIT	19 J. Yates	19	17
2015	FALL	FULL	03ENG1073	3 1145	INTRO TO LIT	13 B. Sanchez	7	7
2015	FALL	FULL	03ENG1073	3 8007	INTRO TO LIT	30 K. Gudde	30	30
2015	FALL	FULL	03ENG1073	3 8023	INTRO TO LIT	8 R. Stanley	8	7
2015	FALL	FULL	03ENG1143	3 1146	MEDICAL TERM	9 S. Manning	9	8
2015	FALL	FULL	03ENG1143	3 1162	MEDICAL TERM	8 S. Manning	8	7
2015	FALL	FULL	03ENG2043	3 1165	INTRO/DRAMA	3 H. Mydosh	2	2
2015	FALL	FULL	03ENG2123	3 1159	BRIT LIT I	12 H. Mydosh	12	7
2015	FALL	FULL	03ENG2143	3 1147	AA LIT	9 L. Pinkard	8	7
2015	FALL	FULL	03FRL1025	5 1292	SPANISH I	12 C. Jadic	12	12
2015	FALL	FULL	03FRL1025	5 1293	SPANISH I	11 C. Jadic	11	11
2015	FALL	FULL	03FRL1035	5 1294	SPANISH II	7 C. Jadic	7	6

2015	FALL	FULL	03HIS1003	3 1785	HIST EARLY CIVI	7 I. McCaffery	7	6
2015	FALL	FULL	03HIS1023	3 1786	U.S.HIST/1877	18 I. McCaffery	18	15
2015	FALL	FULL	03HIS1023	3 1787	U.S.HIST/1877	24 I. McCaffery	23	22
2015	FALL	FULL	03HIS1023	3 8020	U.S.HIST/1877	4 J. Dunham	4	4
2015	FALL	FULL	03HIS1023	3 8021	U.S.HIST/1877	19 J. Dunham	19	18
2015	FALL	FULL	03HIS1063	3 1788	U.S. HISTORY II	19 I. McCaffery	19	18
2015	FALL	FULL	03HIS1063	3 1789	U.S. HISTORY II	14 I. McCaffery	12	10
2015	FALL	FULL	03POL1023	3 2064	AM GOVERN'T	10 B. Seel	10	6
2015	FALL	FULL	03POL1023	3 2065	AM GOVERN'T	24 B. Seel	23	13
2015	FALL	FULL	03POL1023	3 6502	AM GOVERN'T	13 B. Seel	11	9
2015	FALL	FULL	03SOC1003	3 1460	INTRO SOCIOLOGY	25 M. Harris	24	22
2015	FALL	FULL	03SOC1003	3 1461	INTRO SOCIOLOGY	25 M. Harris	25	22
2015	FALL	FULL	03SOC1003	3 1462	INTRO SOCIOLOGY	22 M. Harris	20	19
2015	FALL	FULL	03SOC1003	3 6525	INTRO SOCIOLOGY	10 M. Harris	9	7
2015	FALL	FULL	03SOC1003	3 8009	INTRO SOCIOLOGY	13 V. Heit	13	13
2015	FALL	FULL	03SOC1013	3 1463	MARRIAGE FAMILY	12 M. Harris	11	9
2015	FALL	FULL	03SOC1073	3 1464	ETHICS	11 B. Seel	9	5
2015	FALL	FULL	03SOC1073	3 1465	ETHICS	19 B. Seel	18	10
2015	FALL	FULL	03SOC1073	3 6519	ETHICS	9 B. Seel	9	8
2015	FALL	FULL	03SOC1133	3 1467	CRIMINAL BEHAV	18 T. Goodspeed	18	18
2015	FALL	FULL	03SOC2003	3 1468	PHILOSOPHY	25 B. Seel	23	16
2015	FALL	FULL	03SOC2003	3 1472	PHILOSOPHY	10 D. Barwick	9	7
2015	FALL	FULL	03SOC2013	3 1469	GEOGRAPHY	15 I. McCaffery	13	13
2015	FALL	FULL	03SOC2013	3 6514	GEOGRAPHY	11 I. McCaffery	8	7
2015	FALL	FULL	04ATH1002	2 2246	PRACTICUM I	12 J. Newton	11	9
2015	FALL	FULL	04ATH1003	3 2247	INTRO ATH TRAIN	23 S. Plowman	21	18
2015	FALL	FULL	04ATH1013	3 2248	RESP EMERGENC	11 S. Manning	11	10
2015	FALL	FULL	04ATH2002	2 2249	PRACTICUM II	9 S. Plowman	8	8
2015	FALL	FULL	04HPR1001	1 2433	BASEBALL I	30 B. Schultz	29	28
2015	FALL	FULL	04HPR1003	3 2456	DRUGS/SPORTS	17 D. Smith	17	17
2015	FALL	FULL	04HPR1011	1 2466	BASEBALL II	3 B. Schultz	3	3
2015	FALL	FULL	04HPR1021	1 2467	BASEBALL III	1 B. Schultz	1	1
2015	FALL	FULL	04HPR1023	3 2450	INTRO/PE	22 D. Smith	22	21
2015	FALL	FULL	04HPR1033	3 2449	RULES&OFFICIATI	25 S. Day	25	25
2015	FALL	FULL	04HPR1041	1 2445	BASKETBALL I	16 T. Turner	16	16

2015	FALL	FULL	04HPR1041	1 2446	BASKETBALL I	8 L. Crane	8	8
2015	FALL	FULL	04HPR1043	3 2459	INTRO/SPORTS	21 D. Smith	21	18
2015	FALL	FULL	04HPR1081	1 2458	CHEER I	23 L. Kent	23	22
2015	FALL	FULL	04HPR1121	1 2439	FOOTBALL I	50 S. Carson	49	49
2015	FALL	FULL	04HPR1131	1 2460	FOOTBALL II	17 S. Carson	17	17
2015	FALL	FULL	04HPR1141	1 2461	FOOTBALL III	4 S. Carson	4	4
2015	FALL	FULL	04HPR1211	1 2442	SOFTBALL I	13 M. Hudson	13	13
2015	FALL	FULL	04HPR1251	1 2448	VOLLEYBALL I	3 T. Floyd	3	3
2015	FALL	FULL	04HPR1391	1 2440	WEIGHT TRAINING	7 S. Carson	7	7
2015	FALL	FULL	04HPR1391	1 2463	WEIGHT TRAINING	10 B. Schultz	10	10
2015	FALL	FULL	04HPR1401	1 2429	WELLNESS	22 B. Schultz	22	22
2015	FALL	FULL	04HPR1411	1 2451	TAI CHI/BEGIN	13 B. Carson	13	12
2015	FALL	FULL	06AED1003	3 2723	DESIGN I	5 J. Null	4	3
2015	FALL	FULL	06AED1023	3 2731	DRAWING COMPOS	7 J. Null	6	6
2015	FALL	FULL	06AED1043	3 2725	ART APPRECIA	17 J. Null	17	16
2015	FALL	FULL	06AED1043	3 2726	ART APPRECIA	17 J. Null	16	14
2015	FALL	FULL	06AED1043	3 2727	ART APPRECIA	14 J. Null	14	13
2015	FALL	FULL	06AED1043	3 2728	ART APPRECIA	16 J. Null	15	13
2015	FALL	FULL	06AED1201	1 2729	I.S. ART	1 J. Null	15	14
2015	FALL	FULL	06AED2023	3 2722	CERAMICS I	8 J. Null	7	5
2015	FALL	FULL	06AED2043	3 2730	CERAMICS II	2 J. Null	2	2
2015	FALL	FULL	06MUE1001	1 2925	BAND 1	17 M. Rutherford	16	15
2015	FALL	FULL	06MUE1011	1 2926	BAND 2	1 M. Rutherford	1	1
2015	FALL	FULL	06MUE1021	1 2929	CHORALE I	31 J. Rutherford	30	29
2015	FALL	FULL	06MUE1031	1 2930	CHORALE II	3 J. Rutherford	3	3
2015	FALL	FULL	06MUE1093	3 2941	MUSIC THEORY I	2 M. Rutherford	2	2
2015	FALL	FULL	06MUE1101	1 2980	INSTRUMENT 1	2 R. Craig	2	1
2015	FALL	FULL	06MUE1101	1 2983	INSTRUMENT 1	1 M. Rutherford	1	1
2015	FALL	FULL	06MUE1121	1 2944	VOICE I	6 J. Rutherford	6	4
2015	FALL	FULL	06MUE1121	1 2987	VOICE I	10 M. Rutherford	10	9
2015	FALL	FULL	06MUE1141	1 2947	ENSEMBLE 1	17 J. Rutherford	15	15
2015	FALL	FULL	06MUE1142	2 2951	SIGHTSING I	2 M. Rutherford	2	2
2015	FALL	FULL	06MUE1151	1 2948	ENSEMBLE 2	3 J. Rutherford	3	3
2015	FALL	FULL	06MUE1211	1 2970	PEP BAND I	19 M. Rutherford	18	16
2015	FALL	FULL	06MUE1241	1 2974	CLASS PIANO I	3 M. Rutherford	3	3

2015	FALL	FULL	06MUE1241	1 2975	CLASS PIANO I	3 M. Rutherford	3	3
2015	FALL	FULL	06MUE1271	1 2977	CLASS PIANO 2	2 M. Rutherford	2	2
2015	FALL	FULL	06MUE1281	1 2988	GUITAR II	1 J. Hamlin	1	1
2015	FALL	FULL	06MUE1291	1 2960	GUITAR III	2 J. Hamlin	2	2
2015	FALL	FULL	06MUE1303	3 2954	MUSIC APPREC	21 M. Torkelson	21	19
2015	FALL	FULL	06MUE1303	3 2955	MUSIC APPREC	17 M. Rutherford	17	16
2015	FALL	FULL	06MUE1303	3 2956	MUSIC APPREC	11 M. Torkelson	11	9
2015	FALL	FULL	06MUE1303	3 6509	MUSIC APPREC	19 J. Rutherford	19	14
2015	FALL	FULL	06MUE1303	3 8004	MUSIC APPREC	16 M. Congdon	16	16
2015	FALL	FULL	06MUE1303	3 8022	MUSIC APPREC	8 L. Annable	8	8
2015	FALL	FULL	06MUE1303	3 8030	MUSIC APPREC	7 R. Sweaney	7	7
2015	FALL	FULL	06MUE1311	1 2971	PEP BAND II	1 M. Rutherford	1	1
2015	FALL	FULL	06MUE1321	1 2989	MUSICAL REHEARS	11 M. Rutherford	11	10
2015	FALL	FULL	06MUE2001	1 2927	BAND III	2 M. Rutherford	2	2
2015	FALL	FULL	06MUE2021	1 2931	CHORALE III	1 J. Rutherford	1	1
2015	FALL	FULL	06MUE2031	1 2932	CHORALE IV	1 J. Rutherford	1	1
2015	FALL	FULL	06MUE2093	3 2942	MUSIC THEORYIII	3 M. Rutherford	3	3
2015	FALL	FULL	06MUE2121	1 2943	VOICE 3	2 J. Rutherford	2	2
2015	FALL	FULL	06MUE2141	1 2949	ENSEMBLE 3	3 J. Rutherford	3	3
2015	FALL	FULL	06MUE2142	2 2952	SIGHTSING III	3 M. Rutherford	3	3
2015	FALL	FULL	06MUE2211	1 2972	PEP BAND III	4 M. Rutherford	4	4
2015	FALL	FULL	06THR1013	3 3203	THEATRE APPREC	22 B.C. Smith	22	20
2015	FALL	FULL	06THR1013	3 3204	THEATRE APPREC	17 B.C. Smith	16	15
2015	FALL	FULL	06THR1023	3 3205	INTRO/ACTING	12 B.C. Smith	10	6
2015	FALL	FULL	06THR1033	3 3206	STAGECRAFT I	5 H. Blackert	5	5
2015	FALL	FULL	06THR1061	1 3211	TECH THEATRE I	7 H. Blackert	7	7
2015	FALL	FULL	06THR1083	3 3215	VOICE/DICTION	7 B.C. Smith	6	5
2015	FALL	FULL	06THR2021	1 3213	TECH LAB III	1 H. Blackert	1	1
2015	FALL	FULL	06THR2041	1 3218	TECH LAB IV	1 H. Blackert	1	1
2015	FALL	FULL	06THR2083	3 3217	THEATRIC DESGN	3 H. Blackert	3	3
2015	FALL	FULL	06THR2313	3 3216	AUDITION TECH	3 B.C. Smith	3	3
2015	FALL	FULL	01ACC1003	3 0041	ACCOUNTING I	18 J. Eubanks	18	17
2016	SPRING	FULL	01ACC1023	3 0042	ACCOUNTING II	9 J. Eubanks	8	8
2016	SPRING	FULL	01ACC1023	3 0044	ACCOUNTING II	6 J. Eubanks	6	5
2016	SPRING	FULL	01ACC1033	3 0045	COMP. ACCOUNT	6 J. Eubanks	6	4

2016	SPRING	FULL	01ACC2013	3 0043	INTER ACCOUNT	3 J. Eubanks	3	3
2016	SPRING	FULL	01ARC2003	3 0384	ARCH DETAIL	4 K. O'Neil	4	4
2016	SPRING	FULL	01BUS1003	3 0151	PER FINANCE	11 J. Eubanks	8	5
2016	SPRING	FULL	01BUS2013	3 0150	BUS COMMUNIC	9 M. Ashford	8	6
2016	SPRING	FULL	01BUS2023	3 0147	MICROECONOMICS	21 J. Lowrance	15	14
2016	SPRING	FULL	01BUS2033	3 0148	MACROECONOMICS	9 J. Lowrance	9	9
2016	SPRING	FULL	01BUS2033	3 6766	MACROECONOMICS	17 M. Ashford	16	14
2016	SPRING	FULL	01BUS2113	3 0157	BUISNESS ETHICS	11 M. Ashford	10	10
2016	SPRING	FULL	01CIT1003	3 0252	CONCEPTS/APPS	13 M. Ashford	13	11
2016	SPRING	FULL	01CIT1003	3 0253	CONCEPTS/APPS	23 M. Ashford	23	18
2016	SPRING	FULL	01CIT1003	3 0254	CONCEPTS/APPS	24 T. Blaes	24	21
2016	SPRING	FULL	01CIT1003	3 0255	CONCEPTS/APPS	19 T. Blaes	16	15
2016	SPRING	FULL	01CIT1003	3 6752	CONCEPTS/APPS	15 T. Blaes	12	10
2016	SPRING	FULL	01CIT1012	2 0259	EXPLOR INTERNET	5 T. Blaes	5	5
2016	SPRING	FULL	01CIT1042	2 0268	ADOBE FLASH	7 T. Blaes	6	4
2016	SPRING	FULL	01CIT1052	2 0274	INDESIGN	4 T. Blaes	4	3
2016	SPRING	FULL	01CIT1422	2 0261	ADOBE PHOTOSHOP	10 T. Blaes	8	7
2016	SPRING	FULL	01CIT2003	3 0258	COMP INFORM SYS	5 M. Ashford	5	5
2016	SPRING	FULL	01CIT2063	3 0256	ANALYSIS/DESIGN	8 M. Ashford	7	6
2016	SPRING	FULL	01CIT2066	6 0273	NETWORKING	6 E. Montgomery	6	5
2016	SPRING	FULL	01CSE1003	3 0270	VISUAL BASIC	4 E. Montgomery	4	4
2016	SPRING	FULL	01CSE1063	3 0267	HTML	6 T. Blaes	6	6
2016	SPRING	FULL	01CSE2043	3 0271	ADV WEB DES	3 T. Blaes	3	3
2016	SPRING	FULL	01CSE2113	3 0269	JAVA PROGRAM	6 E. Montgomery	6	6
2016	SPRING	FULL	01DDT1003	3 0378	ENG GRAPH 1	12 K. O'Neil	12	12
2016	SPRING	FULL	01DDT1023	3 0379	PROCES MAT'L	7 K. O'Neil	7	7
2016	SPRING	FULL	01DDT2023	3 0380	INTRO TO CAD	10 K. O'Neil	10	10
2016	SPRING	FULL	01DDT2043	3 0381	CAD2D	3 K. O'Neil	3	3
2016	SPRING	FULL	01DDT2053	3 0385	CAD 3D	2 K. O'Neil	2	2
2016	SPRING	FULL	01DDT2073	3 0382	CAD PROBLEMS	9 K. O'Neil	9	8
2016	SPRING	FULL	01DDT2913	3 0377	BLUEPRINT RD	3 K. O'Neil	3	3
2016	SPRING	FULL	01IND1003	3 0476	WOODWORK I	4 A. Speicher	4	4
2016	SPRING	FULL	01IND1013	3 0477	WOODWORK II	1 A. Speicher	1	1
2016	SPRING	FULL	01IND1023	3 0478	POWER TOOLS	1 A. Speicher	1	1
2016	SPRING	FULL	01MDM1002	2 0159	FAB LAB I	2 T. Haynes	2	1

2016	SPRING	FULL	01MDM1613	3 0158	ENTREPRENEURIAL	3 J. Correll	2	1
2016	SPRING	FULL	02BIO1005	5 0603	GEN BIOLOGY	19 A. Lal	19	18
2016	SPRING	FULL	02BIO1005	5 0604	GEN BIOLOGY	20 A. Lal	18	15
2016	SPRING	FULL	02BIO1005	5 0605	GEN BIOLOGY	23 M. Basket	23	22
2016	SPRING	FULL	02BIO2045	5 0606	ANATOMY/PHYS	21 B. Foreman	21	17
2016	SPRING	FULL	02BIO2045	5 0607	ANATOMY/PHYS	14 N. Sharma	14	14
2016	SPRING	FULL	02BIO2045	5 8341	ANATOMY/PHYS	4 J. Weilert	4	4
2016	SPRING	FULL	02BIO2053	3 0608	NUTRITION	5 C. Kiser	4	4
2016	SPRING	FULL	02BIO2053	3 6760	NUTRITION	13 A. Lal	12	12
2016	SPRING	FULL	02BIO2055	5 0609	MICROBIOLOGY	7 A. Lal	7	7
2016	SPRING	FULL	02BIO2115	5 0610	BIOLOGY II	5 B. Foreman	5	5
2016	SPRING	FULL	02BIO2115	5 0611	BIOLOGY II	10 B. Foreman	10	10
2016	SPRING	FULL	02MAT1023	3 0781	COLL ALGEBRA	6 M. Ramoni	4	4
2016	SPRING	FULL	02MAT1023	3 0782	COLL ALGEBRA	11 M. Ramoni	10	10
2016	SPRING	FULL	02MAT1023	3 8314	COLL ALGEBRA	15 A. Bentley	15	15
2016	SPRING	FULL	02MAT1023	3 8323	COLL ALGEBRA	10 J. Seidel	10	10
2016	SPRING	FULL	02MAT1023	3 8324	COLL ALGEBRA	4 L. Kill	4	4
2016	SPRING	FULL	02MAT1023	3 8329	COLL ALGEBRA	11 D. Jones	11	11
2016	SPRING	FULL	02MAT1025	5 0785	COLL ALGEBRA	16 M. Saleh	16	11
2016	SPRING	FULL	02MAT1025	5 0786	COLL ALGEBRA	4 M. Ramoni	4	4
2016	SPRING	FULL	02MAT1025	5 0787	COLL ALGEBRA	22 B. Southworth	22	18
2016	SPRING	FULL	02MAT1055	5 8322	CALCULUS 1	6 J. Seidel	6	6
2016	SPRING	FULL	02MAT1055	5 8331	CALCULUS 1	6 K. Longpine	6	6
2016	SPRING	FULL	02MAT1093	3 8339	PLANE TRIG	8 K. Longpine	8	8
2016	SPRING	FULL	02MAT1103	3 0790	ELEM STATISTICS	20 J. Lowrance	18	17
2016	SPRING	FULL	02MAT2025	5 0784	CALCULUS II	4 B. Southworth	4	4
2016	SPRING	FULL	02MAT2033	3 0792	CALCULUS 3	4 B. Southworth	4	4
2016	SPRING	FULL	02PHS1005	5 0618	PHYS SCIENCE	21 M. Saleh	20	17
2016	SPRING	FULL	02PHS1005	5 0619	PHYS SCIENCE	11 M. Saleh	11	8
2016	SPRING	FULL	02PHS1015	5 0616	G/CHEMISTRY	6 B. Mamiya	6	5
2016	SPRING	FULL	02PHS1015	5 0617	G/CHEMISTRY	22 B. Mamiya	22	20
2016	SPRING	FULL	02PHS1025	5 0624	COLL CHEM 1	1 B. Mamiya	1	1
2016	SPRING	FULL	02PHS1035	5 0613	COLL CHEM II	2 B. Mamiya	2	2
2016	SPRING	FULL	02PHS1085	5 0614	ASTRONOMY	22 M. Saleh	17	12
2016	SPRING	FULL	03BEH1003	3 1536	GEN PSYCH	23 B. Gilchrist	22	21

2016	SPRING	FULL	03ECE2103	3 1055	PRACTICUM III	1 E. Harkness	1	1
2016	SPRING	FULL	03ECE2113	3 1056	CREATIVE EXP	1 E. Harkness	1	0
2016	SPRING	FULL	03EDU2023	3 1050	ART ELE SCH	10 J. Null	9	8
2016	SPRING	FULL	03ENG1003	3 1211	ENG COMP I	22 L. Pinkard	19	19
2016	SPRING	FULL	03ENG1003	3 1212	ENG COMP I	14 L. Pinkard	13	11
2016	SPRING	FULL	03ENG1003	3 1213	ENG COMP I	19 J. Yates	19	11
2016	SPRING	FULL	03ENG1003	3 1214	ENG COMP I	21 J. Yates	20	17
2016	SPRING	FULL	03ENG1003	3 1215	ENG COMP I	13 B. Sanchez	13	8
2016	SPRING	FULL	03ENG1003	3 6754	ENG COMP I	18 B. Sanchez	17	13
2016	SPRING	FULL	03ENG1005	5 1216	ENGLISH COMP I	4 L. Pinkard	4	3
2016	SPRING	FULL	03ENG1005	5 1228	ENGLISH COMP I	7 L. Pinkard	6	6
2016	SPRING	FULL	03ENG1013	3 1217	ENG COMP II	4 L. Pinkard	4	4
2016	SPRING	FULL	03ENG1013	3 1218	ENG COMP II	24 J. Yates	24	22
2016	SPRING	FULL	03ENG1013	3 1219	ENG COMP II	17 H. Mydosh	16	12
2016	SPRING	FULL	03ENG1013	3 1220	ENG COMP II	8 H. Mydosh	8	8
2016	SPRING	FULL	03ENG1013	3 1221	ENG COMP II	23 H. Mydosh	23	20
2016	SPRING	FULL	03ENG1013	3 1222	ENG COMP II	24 J. Yates	24	23
2016	SPRING	FULL	03ENG1013	3 1239	ENG COMP II	12 M. Menefee	12	12
2016	SPRING	FULL	03ENG1013	3 8301	ENG COMP II	17 K. Gudde	17	17
2016	SPRING	FULL	03ENG1013	3 8302	ENG COMP II	15 K. Gudde	15	15
2016	SPRING	FULL	03ENG1013	3 8306	ENG COMP II	22 R. Stanley	22	22
2016	SPRING	FULL	03ENG1013	3 8313	ENG COMP II	10 J. Presley	10	10
2016	SPRING	FULL	03ENG1013	3 8315	ENG COMP II	10 J. Presley	10	10
2016	SPRING	FULL	03ENG1013	3 8317	ENG COMP II	13 L. Kill	13	13
2016	SPRING	FULL	03ENG1013	3 8333	ENG COMP II	6 K. Fayette	6	6
2016	SPRING	FULL	03ENG1013	3 8337	ENG COMP II	15 A. Botts	15	15
2016	SPRING	FULL	03ENG1073	3 1223	INTRO TO LIT	13 J. Yates	13	10
2016	SPRING	FULL	03ENG1073	3 1224	INTRO TO LIT	10 B. Sanchez	9	7
2016	SPRING	FULL	03ENG1073	3 6769	INTRO TO LIT	8 B. Sanchez	8	8
2016	SPRING	FULL	03ENG1073	3 8321	INTRO TO LIT	17 E. Smith	17	17
2016	SPRING	FULL	03ENG1143	3 1210	MEDICAL TERM	6 S. Manning	6	5
2016	SPRING	FULL	03ENG1143	3 1226	MEDICAL TERM	9 S. Manning	9	9
2016	SPRING	FULL	03ENG2023	3 1227	CREATE WRITING	11 H. Mydosh	11	11
2016	SPRING	FULL	03ENG2083	3 1237	DRAMATIC LIT	7 H. Mydosh	7	2
2016	SPRING	FULL	03ENG2123	3 8307	BRIT LIT I	6 R. Stanley	6	6

2016	SPRING	FULL	03FRL1025	5 1337	SPANISH I	17 C. Jadic	17	16
2016	SPRING	FULL	03FRL1025	5 1338	SPANISH I	17 C. Jadic	17	15
2016	SPRING	FULL	03FRL1035	5 1340	SPANISH II	10 C. Jadic	8	8
2016	SPRING	FULL	03HIS1013	3 1887	HIST MODERN CIV	30 I. McCaffery	28	26
2016	SPRING	FULL	03HIS1023	3 1890	U.S.HIST/1877	27 I. McCaffery	26	22
2016	SPRING	FULL	03HIS1023	3 1891	U.S.HIST/1877	28 I. McCaffery	26	23
2016	SPRING	FULL	03HIS1063	3 1888	U.S. HISTORY II	22 I. McCaffery	22	21
2016	SPRING	FULL	03HIS1063	3 1889	U.S. HISTORY II	29 I. McCaffery	28	21
2016	SPRING	FULL	03HIS1063	3 8310	U.S. HISTORY II	5 J. Dunham	5	5
2016	SPRING	FULL	03HIS1063	3 8311	U.S. HISTORY II	16 J. Dunham	16	16
2016	SPRING	FULL	03POL1013	3 2141	POLITICAL SC	11 B. Seel	11	8
2016	SPRING	FULL	03POL1023	3 2139	AM GOVERN'T	7 B. Seel	7	6
2016	SPRING	FULL	03POL1023	3 2140	AM GOVERN'T	26 B. Seel	24	23
2016	SPRING	FULL	03POL1023	3 6750	AM GOVERN'T	13 B. Seel	12	10
2016	SPRING	FULL	03REL1013	3 1693	NEW TEST HISTOR	6 I. McCaffery	5	4
2016	SPRING	FULL	03SOC1003	3 1544	INTRO SOCIOLOGY	25 M. Harris	25	25
2016	SPRING	FULL	03SOC1003	3 1545	INTRO SOCIOLOGY	25 M. Harris	25	23
2016	SPRING	FULL	03SOC1003	3 1546	INTRO SOCIOLOGY	6 S. Debo	6	5
2016	SPRING	FULL	03SOC1003	3 1554	INTRO SOCIOLOGY	4 B. Koehn	4	4
2016	SPRING	FULL	03SOC1003	3 6758	INTRO SOCIOLOGY	15 M. Harris	14	13
2016	SPRING	FULL	03SOC1003	3 8325	INTRO SOCIOLOGY	8 B. Koehn	8	8
2016	SPRING	FULL	03SOC1003	3 8338	INTRO SOCIOLOGY	20 B. Murrison	20	20
2016	SPRING	FULL	03SOC1013	3 6762	SOCIOLOGYFAMILY	11 M. Harris	10	9
2016	SPRING	FULL	03SOC1073	3 1548	ETHICS	19 B. Seel	19	11
2016	SPRING	FULL	03SOC1073	3 1555	ETHICS	14 B. Seel	13	10
2016	SPRING	FULL	03SOC1073	3 6755	ETHICS	15 B. Seel	13	10
2016	SPRING	FULL	03SOC1073	3 8320	ETHICS	15 T. Leach	15	15
2016	SPRING	FULL	03SOC1113	3 1553	CRIMINAL JUSTIC	3 L. Allison	3	3
2016	SPRING	FULL	03SOC2003	3 1549	PHILOSOPHY	22 B. Seel	20	16
2016	SPRING	FULL	03SOC2003	3 8319	PHILOSOPHY	11 T. Leach	11	10
2016	SPRING	FULL	03SOC2013	3 1550	GEOGRAPHY	30 I. McCaffery	29	28
2016	SPRING	FULL	03SOC2013	3 6764	GEOGRAPHY	9 I. McCaffery	6	6
2016	SPRING	FULL	03SOC2013	3 8305	GEOGRAPHY	6 V. Heit	6	5
2016	SPRING	FULL	03SOC2023	3 1552	SOCIAL PROBLEMS	25 M. Harris	25	25
2016	SPRING	FULL	04ATH1002	2 2289	PRACTICUM I	5 J. Newton	5	4

2016	SPRING	FULL	04ATH1063	3 2288	KINESIOLOGY	10 S. Plowman	7	5
2016	SPRING	FULL	04ATH2002	2 2290	PRACTICUM II	10 S. Plowman	9	8
2016	SPRING	FULL	04HEA1053	3 9519	P/C HEALTH	27 B. Gilchrist	27	22
2016	SPRING	FULL	04HEA1063	3 9518	ATHLETIC INJURY	12 S. Plowman	12	11
2016	SPRING	FULL	04HPR1001	1 2557	BASEBALL I	5 B. Schultz	5	5
2016	SPRING	FULL	04HPR1011	1 2560	BASEBALL II	12 B. Schultz	12	12
2016	SPRING	FULL	04HPR1013	3 2572	FUND/COACHING	28 D. Smith	28	26
2016	SPRING	FULL	04HPR1041	1 2575	BASKETBALL I	3 T. Turner	3	3
2016	SPRING	FULL	04HPR1041	1 2576	BASKETBALL I	1 L. Crane	1	1
2016	SPRING	FULL	04HPR1051	1 2577	BASKETBALL II	8 T. Turner	8	8
2016	SPRING	FULL	04HPR1051	1 2578	BASKETBALL II	4 L. Crane	4	4
2016	SPRING	FULL	04HPR1071	1 2596	BASKETBALL IV	1 L. Crane	1	1
2016	SPRING	FULL	04HPR1081	1 2590	CHEER I	5 L. Kent	5	5
2016	SPRING	FULL	04HPR1091	1 2591	CHEER&DANCE II	12 L. Kent	12	12
2016	SPRING	FULL	04HPR1121	1 2256	FOOTBALL I	22 D. Ellington	21	20
2016	SPRING	FULL	04HPR1131	1 2568	FOOTBALL II	16 D. Ellington	16	15
2016	SPRING	FULL	04HPR1141	1 2595	FOOTBALL III	3 D. Ellington	3	3
2016	SPRING	FULL	04HPR1211	1 2570	SOFTBALL I	3 M. Hudson	3	3
2016	SPRING	FULL	04HPR1221	1 2571	SOFTBALL II	13 M. Hudson	13	13
2016	SPRING	FULL	04HPR1251	1 2579	VOLLEYBALL I	1 D. Pena	1	1
2016	SPRING	FULL	04HPR1261	1 2581	VOLLEYBALL II	2 D. Pena	2	2
2016	SPRING	FULL	04HPR1391	1 2566	WEIGHT TRAINING	8 B. Schultz	8	8
2016	SPRING	FULL	04HPR1391	1 2567	WEIGHT TRAINING	6 T. Floyd	6	6
2016	SPRING	FULL	06AED1033	3 2798	PAINTING 1	5 J. Null	5	4
2016	SPRING	FULL	06AED1043	3 2799	ART APPRECIA	16 J. Null	15	14
2016	SPRING	FULL	06AED1043	3 2800	ART APPRECIA	15 J. Null	14	14
2016	SPRING	FULL	06AED1043	3 2801	ART APPRECIA	17 J. Null	16	16
2016	SPRING	FULL	06AED1043	3 2802	ART APPRECIA	14 J. Null	14	12
2016	SPRING	FULL	06AED1043	3 8318	ART APPRECIA	11 M. Henry	11	11
2016	SPRING	FULL	06AED1053	3 2806	PAINTING 2	2 J. Null	2	2
2016	SPRING	FULL	06AED1203	3 2808	I.S. ART	1 J. Null	1	1
2016	SPRING	FULL	06AED2022	2 2807	CERAMICS I	8 J. Null	7	7
2016	SPRING	FULL	06AED2053	3 2804	ILLUSTRATION	1 J. Null	1	1
2016	SPRING	FULL	06AED2093	3 2805	COMMER ART I	7 J. Null	6	6
2016	SPRING	FULL	06MUE1001	1 3026	BAND 1	5 M. Rutherford	5	4

2016	SPRING	FULL	06MUE1011	1 3027	BAND 2	8 M. Rutherford	7	7
2016	SPRING	FULL	06MUE1021	1 3030	CHORALE I	5 J. Rutherford	5	5
2016	SPRING	FULL	06MUE1031	1 3031	CHORALE II	17 J. Rutherford	17	15
2016	SPRING	FULL	06MUE1081	1 3073	PIANO 1	1 M. Rutherford	1	1
2016	SPRING	FULL	06MUE1113	3 3038	MUSIC THEORY II	2 M. Rutherford	2	1
2016	SPRING	FULL	06MUE1121	1 3068	VOICE I	2 J. Rutherford	1	1
2016	SPRING	FULL	06MUE1131	1 3045	VOICE II	2 M. Rutherford	2	2
2016	SPRING	FULL	06MUE1131	1 3069	VOICE II	4 J. Rutherford	4	3
2016	SPRING	FULL	06MUE1141	1 3034	ENSEMBLE 1	4 J. Rutherford	4	4
2016	SPRING	FULL	06MUE1151	1 3035	ENSEMBLE 2	15 J. Rutherford	15	13
2016	SPRING	FULL	06MUE1152	2 3061	SIGHTSING II	2 M. Rutherford	2	1
2016	SPRING	FULL	06MUE1241	1 3040	CLASS PIANO I	5 M. Rutherford	4	3
2016	SPRING	FULL	06MUE1241	1 3041	CLASS PIANO I	3 M. Rutherford	3	3
2016	SPRING	FULL	06MUE1271	1 3066	CLASS PIANO 2	2 M. Rutherford	2	1
2016	SPRING	FULL	06MUE1271	1 3067	CLASS PIANO 2	2 M. Rutherford	2	1
2016	SPRING	FULL	06MUE1291	1 3050	GUJAR III	1 J. Hamlin	1	1
2016	SPRING	FULL	06MUE1303	3 3052	MUSIC APPREC	21 M. Rutherford	21	19
2016	SPRING	FULL	06MUE1303	3 3053	MUSIC APPREC	20 M. Torkelson	20	19
2016	SPRING	FULL	06MUE1303	3 3054	MUSIC APPREC	4 M. Torkelson	4	2
2016	SPRING	FULL	06MUE1303	3 6759	MUSIC APPREC	17 J. Rutherford	16	12
2016	SPRING	FULL	06MUE1303	3 8312	MUSIC APPREC	2 L. Annable	2	2
2016	SPRING	FULL	06MUE1321	1 3075	MUSICAL REHEARS	9 J. Rutherford	9	9
2016	SPRING	FULL	06MUE1331	1 3076	MUSICAL REHEARS	6 J. Rutherford	6	6
2016	SPRING	FULL	06MUE1401	1 3072	JAZZ BAND I	13 M. Rutherford	11	11
2016	SPRING	FULL	06MUE1501	1 3048	GUJAR I	2 J. Hamlin	2	2
2016	SPRING	FULL	06MUE1511	1 3051	GUJAR IV	1 J. Hamlin	1	1
2016	SPRING	FULL	06MUE2011	1 3029	BAND IV	1 M. Rutherford	1	1
2016	SPRING	FULL	06MUE2021	1 3032	CHORALE III	2 J. Rutherford	2	2
2016	SPRING	FULL	06MUE2031	1 3033	CHORALE IV	4 J. Rutherford	3	3
2016	SPRING	FULL	06MUE2103	3 3039	MUSIC THEORY IV	2 M. Rutherford	2	2
2016	SPRING	FULL	06MUE2131	1 3071	VOICE 4	2 J. Rutherford	2	2
2016	SPRING	FULL	06MUE2141	1 3036	ENSEMBLE 3	2 J. Rutherford	2	2
2016	SPRING	FULL	06MUE2151	1 3037	ENSEMBLE 4	3 J. Rutherford	2	2
2016	SPRING	FULL	06MUE2152	2 3060	SIGHTSING IV	2 M. Rutherford	2	2
2016	SPRING	FULL	06THR1013	3 3316	THEATRE APPREC	21 B.C. Smith	17	14

2016	SPRING	FULL	06THR1013	3 3317	THEATRE APPREC	17 B.C. Smith	16	16
2016	SPRING	FULL	06THR1071	1 3329	TECH LAB II	7 H. Blackert	7	7
2016	SPRING	FULL	06THR1093	3 3323	INTRO PLAYWRITE	5 L. Silver	5	4
2016	SPRING	FULL	06THR1101	1 3320	THEATRE ENSEMBL	5 K. Carpenter	5	4
2016	SPRING	FULL	06THR2022	2 3321	STAGE MAKEUP	9 H. Blackert	9	9
2016	SPRING	FULL	06THR2041	1 3330	TECH LAB IV	2 H. Blackert	2	2
2016	SPRING	FULL	06THR2073	3 3318	STAGE/THTR MGMT	4 K. Carpenter	4	4
2016	SPRING	FULL	06THR2083	3 3326	THEATRIC DESGN	3 H. Blackert	3	3
2016	SPRING	FULL	06THR2103	3 3315	SCRIPT ANALYSIS	5 K. Carpenter	4	4
2016	SPRING	FULL	06THR2173	3 3325	VOICE II	4 B.C. Smith	4	2

ACADEMIC_YEAR	ACADEMIC_TERM	ACADEMIC_SESSION	EVENT_ID	SECTION	EVENT_MED_NAME	CREDITS	ADDS	PERSON_CODE_ID	Completed	Passed
2016	SUMMER	FULL	01BUS2033	6256	MACROECONOMICS	3	3	9 M. Ashford	7	3
2016	SUMMER	FULL	01CIT2003	6257	COMP INFORM SYS	3	3	2 M. Ashford	2	1
2016	SUMMER	FULL	01CSE2103	6258	C++ PROGRAM	3	3	2 E. Montgomery	1	1
2016	SUMMER	FULL	02BIO1005	0501	GEN BIOLOGY	5	5	12 A. Lal	11	10
2016	SUMMER	FULL	02BIO1005	6251	GEN BIOLOGY	5	5	11 A. Lal	9	8
2016	SUMMER	FULL	02MAT1023	0676	COLL ALGEBRA	3	3	8 B. Southworth	8	7
2016	SUMMER	FULL	02MAT1023	6269	COLL ALGEBRA	3	3	9 B. Southworth	6	3
2016	SUMMER	FULL	02MAT1023	6281	COLL ALGEBRA	3	3	21 T. Denson	21	21
2016	SUMMER	FULL	02PHS1005	0502	PHYS SCIENCE	5	5	7 M. Saleh	7	7
2016	SUMMER	FULL	02PHS1015	0503	G/CHEMISTRY	5	5	14 B. Mamiya	13	10
2016	SUMMER	FULL	03BEH1003	1383	GEN PSYCH	3	3	25 B. Gilcrist	25	23
2016	SUMMER	FULL	03BEH1003	1386	GEN PSYCH	3	3	18 B. Gilcrist	18	18
2016	SUMMER	FULL	03BEH1003	6252	GEN PSYCH	3	3	23 B. Campus	23	15
2016	SUMMER	FULL	03BEH1003	6280	GEN PSYCH	3	3	8 B. Campus	8	5
2016	SUMMER	FULL	03BEH1021	1387	COLLEGE SUCCESS	1	1	21 B. Carson	21	21
2016	SUMMER	FULL	03BEH1021	1388	COLLEGE SUCCESS	1	1	27 K. O'Donnell	27	26
2016	SUMMER	FULL	03BEH1021	1389	COLLEGE SUCCESS	1	1	27 K. Donerson	27	27
2016	SUMMER	FULL	03BEH2003	6253	DEVEL PSYCH	3	3	21 B. Gilcrist	19	15
2016	SUMMER	FULL	03COM1203	1102	PUBLIC SPEAKING	3	3	18 S. Garris	18	18
2016	SUMMER	FULL	03COM1203	6270	PUBLIC SPEAKING	3	3	17 B. Henderson	15	15
2016	SUMMER	FULL	03ENG1003	1098	ENG COMP I	3	3	11 H. Mydosh	11	9
2016	SUMMER	FULL	03ENG1003	1100	ENG COMP I	3	3	18 H. Mydosh	18	16
2016	SUMMER	FULL	03ENG1003	6265	ENG COMP I	3	3	18 B. Sanchez	16	10
2016	SUMMER	FULL	03ENG1013	6267	ENG COMP II	3	3	15 H. Mydosh	15	12
2016	SUMMER	FULL	03HIS1023	6274	U.S.HIST/1877	3	3	10 I. McCaffery	9	7
2016	SUMMER	FULL	03HIS1023	6279	U.S.HIST/1877	3	3	21 C. Calderon	21	18
2016	SUMMER	FULL	03HIS1063	6277	U.S. HISTORY II	3	3	28 C. Calderon	28	24
2016	SUMMER	FULL	03HIS1063	6278	U.S. HISTORY II	3	3	25 C. Calderon	25	19
2016	SUMMER	FULL	03POL1023	6259	AM GOVERN'T	3	3	13 B. Seel	11	8
2016	SUMMER	FULL	03SOC1003	6261	INTRO SOCIOLOGY	3	3	16 M. Harris	16	15
2016	SUMMER	FULL	03SOC1073	6260	ETHICS	3	3	7 B. Seel	6	3
2016	SUMMER	FULL	03SOC2013	6255	GEOGRAPHY	3	3	5 I. McCaffery	2	1
2016	SUMMER	FULL	03SOC2023	6263	SOCIAL PROBLEMS	3	3	8 M. Harris	7	7
2016	SUMMER	FULL	04HPR1022	2340	FBALL THEORY	2	2	4 K. Donerson	4	4

2016	SUMMER	FULL	04HPR1121	2328	FOOTBALL I	1	79 D. Ellington	79	77
2016	SUMMER	FULL	04HPR1131	2329	FOOTBALL II	1	6 D. Ellington	6	6
2016	SUMMER	FULL	04HPR1141	2330	FOOTBALL III	1	2 D. Ellington	2	2
2016	SUMMER	FULL	04HPR1151	2331	FOOTBALL IV	1	2 D. Ellington	2	2
2016	SUMMER	FULL	04HPR1391	2341	WEIGHT TRAINING	1	2 J. Ornelas	2	2
2016	SUMMER	FULL	04HPR1401	6254	WELLNESS	1	21 B. Gilchrist	20	5
2016	SUMMER	FULL	06AED1043	2681	ART APPRECIA	3	15 J. Null	14	14
2016	SUMMER	FULL	06AED1043	2682	ART APPRECIA	3	15 J. Null	15	14
2016	SUMMER	FULL	06MUE1303	2874	MUSIC APPREC	3	20 M. Torkelson	20	20
2016	SUMMER	FULL	06MUE1303	6272	MUSIC APPREC	3	17 J. Rutherford	16	10
2016	SUMMER	SECOND	02MAT1023	0677	COLL ALGEBRA	3	4 J. Lowrance	4	3
2016	SUMMER	SECOND	03BEH1003	1385	GEN PSYCH	3	22 J. Schaid	22	22
2016	SUMMER	SECOND	03ENG1003	1101	ENG COMP I	3	8 L. Pinkard	8	7
2016	SUMMER	SECOND	03ENG1013	1099	ENG COMP II	3	4 L. Pinkard	4	3
2016	SUMMER	SECOND	03HIS1063	1724	U.S. HISTORY II	3	11 J. Dunham	11	11
2016	SUMMER	SECOND	04HEA1053	9004	P/C HEALTH	3	5 B. Gilchrist	5	5
2016	SUMMER	SECOND	04HPR1012	2338	THEORY/PRACTICE	2	15 T. Turner	15	15
2016	SUMMER	SECOND	04HPR1041	2342	BASKETBALL I	1	10 T. Turner	10	10
2016	SUMMER	SECOND	04HPR1042	2339	VOLLEY THEORY	2	12 D. Pena	12	12
2016	SUMMER	SECOND	04HPR1051	2343	BASKETBALL II	1	2 T. Turner	2	2
2016	SUMMER	SECOND	04HPR1251	2332	VOLLEYBALL I	1	12 D. Pena	12	12
2016	SUMMER	SECOND	04HPR1261	2333	VOLLEYBALL II	1	2 D. Pena	2	2
2016	SUMMER	SECOND	04HPR1271	2334	VOLLEYBALL III	1	1 D. Pena	1	1
2016	SUMMER	SECOND	06MUE1303	2875	MUSIC APPREC	3	20 M. Torkelson	20	19
2016	FALL	FULL	01ACC1003	0016	INTRO TO ACCT	3	8 J. Eubanks	8	6
2016	FALL	FULL	01ACC1023	0021	ACCOUNTING II	3	8 J. Eubanks	7	6
2016	FALL	FULL	01ACC1044	0017	FINANCIAL ACCT	4	9 J. Eubanks	9	9
2016	FALL	FULL	01ACC2033	0018	MAN ACCNGT	3	8 J. Eubanks	7	7
2016	FALL	FULL	01ARC1003	0341	RES DRAFTING	3	3 M. Ramoni	3	3
2016	FALL	FULL	01BUS1003	0076	PER FINANCE	3	19 J. Eubanks	19	18
2016	FALL	FULL	01BUS1003	HS01	PER FINANCE	3	3 E. Cochran	3	3
2016	FALL	FULL	01BUS1003	HS02	PER FINANCE	3	16 E. Cochran	15	15
2016	FALL	FULL	01BUS1013	0127	BUS MATH	3	5 M. Ashford	5	3
2016	FALL	FULL	01BUS2013	HS01	BUS COMMUNIC	3	1 E. Cochran	1	1
2016	FALL	FULL	01BUS2023	0077	MICROECONOMICS	3	9 J. Lowrance	9	7

2016	FALL	FULL	01BUS2023	0078	MICROECONOMICS	3	6 J. Lowrance	6	5
2016	FALL	FULL	01BUS2023	6526	MICROECONOMICS	3	9 R. Ren	9	9
2016	FALL	FULL	01BUS2033	0079	MACROECONOMICS	3	8 J. Lowrance	8	8
2016	FALL	FULL	01CIT1003	0198	CONCEPTS/APPS	3	21 M. Ashford	21	19
2016	FALL	FULL	01CIT1003	0199	CONCEPTS/APPS	3	21 M. Ashford	21	19
2016	FALL	FULL	01CIT1003	0204	CONCEPTS/APPS	3	19 T. Blaes	19	17
2016	FALL	FULL	01CIT1003	0206	CONCEPTS/APPS	3	23 T. Blaes	23	22
2016	FALL	FULL	01CIT1003	0208	CONCEPTS/APPS	3	21 T. Blaes	21	19
2016	FALL	FULL	01CIT1003	0220	CONCEPTS/APPS	3	20 M. Ashford	20	16
2016	FALL	FULL	01CIT1003	6507	CONCEPTS/APPS	3	19 T. Blaes	19	16
2016	FALL	FULL	01CIT1033	0205	WEB DESIGN	3	6 T. Blaes	6	6
2016	FALL	FULL	01CIT1202	0202	EXCEL/WINDOWS	2	6 M. Ashford	6	6
2016	FALL	FULL	01CIT1552	0200	COMP I: ACCESS	2	3 M. Ashford	3	3
2016	FALL	FULL	01CIT2003	6546	COMP INFORM SYS	3	3 E. Montgomery	3	3
2016	FALL	FULL	01CIT2023	0215	COMP INFO TECH	3	2 T. Blaes	2	2
2016	FALL	FULL	01CIT2076	0211	REPAIR/MAINT	6	2 B. Bertie	2	2
2016	FALL	FULL	01CSE1003	0213	VISUAL BASIC	3	3 E. Montgomery	3	3
2016	FALL	FULL	01CSE1063	0210	HTML	3	4 T. Blaes	4	4
2016	FALL	FULL	01DDT1003	0001	ENG GRAPH 1	3	2 M. Ramoni	2	2
2016	FALL	FULL	01DDT2023	0343	INTRO TO CAD	3	9 M. Ramoni	9	9
2016	FALL	FULL	01EGT1002	0347	ENGINEERING/DES	2	10 M. Ramoni	10	9
2016	FALL	FULL	01EGT1013	0349	CAM	3	7 M. Ramoni	7	7
2016	FALL	FULL	01MDM1002	0079	FAB LAB I	2	7 J. Correll & T. Hay	7	6
2016	FALL	FULL	01MDM1033	0126	HUM/RELA/BUS	3	8 M. Ashford	8	6
2016	FALL	FULL	01MDM1613	0080	ENTREPRENEURIAL	3	5 J. Correll	5	3
2016	FALL	FULL	02BIO1005	0576	GEN BIOLOGY	5	21 B. Foreman	20	20
2016	FALL	FULL	02BIO1005	0577	GEN BIOLOGY	5	19 B. Foreman	19	19
2016	FALL	FULL	02BIO1005	0590	GEN BIOLOGY	5	15 D. Reynolds	14	12
2016	FALL	FULL	02BIO1005	6501	GEN BIOLOGY	5	14 A. Lal	10	5
2016	FALL	FULL	02BIO1115	0578	BIOLOGY I	5	6 A. Lal	5	5
2016	FALL	FULL	02BIO1115	0579	BIOLOGY I	5	18 A. Lal	17	12
2016	FALL	FULL	02BIO2045	0580	ANATOMY/PHYS	5	15 B. Foreman	14	13
2016	FALL	FULL	02BIO2045	0581	ANATOMY/PHYS	5	21 M. Byrd & R. Mar	18	15
2016	FALL	FULL	02BIO2053	0591	NUTRITION	3	6 C. Kiser	6	6
2016	FALL	FULL	02BIO2053	6500	NUTRITION	3	7 A. Lal	6	6

2016	FALL	FULL	02MAT1012	0703	ALGEBRA SUPP	2	13 J. Gross	13	11
2016	FALL	FULL	02MAT1012	0704	ALGEBRA SUPP	2	16 B. Southworth	16	13
2016	FALL	FULL	02MAT1012	0705	ALGEBRA SUPP	2	6 J. Gross	6	4
2016	FALL	FULL	02MAT1023	0699	COLL ALGEBRA	3	25 J. Gross	24	22
2016	FALL	FULL	02MAT1023	0700	COLL ALGEBRA	3	19 J. Gross	19	16
2016	FALL	FULL	02MAT1023	0701	COLL ALGEBRA	3	17 B. Southworth	17	13
2016	FALL	FULL	02MAT1023	0702	COLL ALGEBRA	3	9 J. Gross	9	6
2016	FALL	FULL	02MAT1023	8004	COLL ALGEBRA	3	27 M. Deweese	27	27
2016	FALL	FULL	02MAT1023	HS01	COLL ALGEBRA	3	13 J. Stover	13	12
2016	FALL	FULL	02MAT1023	HS02	COLL ALGEBRA	3	12 J. Stover	12	12
2016	FALL	FULL	02MAT1023	HS03	COLL ALGEBRA	3	10 J. Stover	10	9
2016	FALL	FULL	02MAT1023	HS05	COLL ALGEBRA	3	13 A. Roussele	13	12
2016	FALL	FULL	02MAT1023	HS06	COLL ALGEBRA	3	7 C. Bab	6	6
2016	FALL	FULL	02MAT1023	HS07	COLL ALGEBRA	3	8 L. Kill	7	7
2016	FALL	FULL	02MAT1023	HS08	COLL ALGEBRA	3	19 K. Longpine	17	15
2016	FALL	FULL	02MAT1023	ON01	COLL ALGEBRA	3	35 T. Denson	33	30
2016	FALL	FULL	02MAT1055	0696	CALCULUS 1	5	15 B. Southworth	12	11
2016	FALL	FULL	02MAT1055	HS01	CALCULUS 1	5	5 K. Longpine	5	5
2016	FALL	FULL	02PHS1005	0588	PHYS SCIENCE	5	21 M. Saleh	19	17
2016	FALL	FULL	02PHS1015	0582	G/CHEMISTRY	5	7 S. Rutherford	6	6
2016	FALL	FULL	02PHS1015	0583	G/CHEMISTRY	5	17 S. Rutherford	17	16
2016	FALL	FULL	02PHS1015	HS01	G/CHEMISTRY	5	6 R. Pearce	6	6
2016	FALL	FULL	02PHS1025	0584	COLL CHEM 1	5	7 S. Rutherford	7	7
2016	FALL	FULL	02PHS1085	0585	ASTRONOMY	5	19 M. Saleh	16	10
2016	FALL	FULL	02PHS2055	0586	ENG PHYSIC 1	5	6 M. Saleh	5	5
2016	FALL	FULL	03BEH1003	1434	GEN PSYCH	3	29 B. Gilcrist	27	23
2016	FALL	FULL	03BEH1003	1435	GEN PSYCH	3	27 B. Gilcrist	27	24
2016	FALL	FULL	03BEH1003	1437	GEN PSYCH	3	23 J. Schaid	23	20
2016	FALL	FULL	03BEH1003	6502	GEN PSYCH	3	20 B. Campus	20	18
2016	FALL	FULL	03BEH1003	HS01	GEN PSYCH	3	15 J. Schaid	15	15
2016	FALL	FULL	03BEH1003	HS02	GEN PSYCH	3	16 J. Schaid	16	14
2016	FALL	FULL	03BEH1003	HS03	GEN PSYCH	3	6 B. Koehn	6	6
2016	FALL	FULL	03BEH1003	HS04	GEN PSYCH	3	6 B. Koehn	6	6
2016	FALL	FULL	03BEH1003	HS05	GEN PSYCH	3	14 L. Schweda	14	14
2016	FALL	FULL	03BEH1003	ON01	GEN PSYCH	3	12 B. Gilcrist	10	9

2016	FALL	FULL	03BEH1003	ON02	GEN PSYCH	3	18 B. Gilcrist	13	12
2016	FALL	FULL	03BEH1021	1445	COLLEGE SUCCESS	1	16 D. Smith	16	16
2016	FALL	FULL	03BEH1021	1446	COLLEGE SUCCESS	1	15 B. Schultz	15	14
2016	FALL	FULL	03BEH1021	1447	COLLEGE SUCCESS	1	19 B. Jones	19	16
2016	FALL	FULL	03BEH1021	1448	COLLEGE SUCCESS	1	17 K. Barrera	17	17
2016	FALL	FULL	03BEH1021	1449	COLLEGE SUCCESS	1	16 C. Westerhold	16	15
2016	FALL	FULL	03BEH1021	1450	COLLEGE SUCCESS	1	16 B. Carson	16	16
2016	FALL	FULL	03BEH1021	1452	COLLEGE SUCCESS	1	16 B. Carson	16	12
2016	FALL	FULL	03BEH1021	1453	COLLEGE SUCCESS	1	10 J. Confer	10	9
2016	FALL	FULL	03BEH1021	1454	COLLEGE SUCCESS	1	15 J. Confer	15	15
2016	FALL	FULL	03BEH1021	1455	COLLEGE SUCCESS	1	14 R. Murrow	14	12
2016	FALL	FULL	03BEH1021	1456	COLLEGE SUCCESS	1	12 T. Crawshaw	12	8
2016	FALL	FULL	03BEH1021	1459	COLLEGE SUCCESS	1	10 R. Peitz	10	10
2016	FALL	FULL	03BEH2003	1439	DEVEL PSYCH	3	31 B. Gilcrist	30	25
2016	FALL	FULL	03BEH2003	6503	DEVEL PSYCH	3	18 B. Gilcrist	17	11
2016	FALL	FULL	03BEH2043	1438	DRUGS/BEHAVIOR	3	5 B. Gilcrist	5	4
2016	FALL	FULL	03COM1203	1151	PUBLIC SPEAKING	3	9 R. Carpenter	9	7
2016	FALL	FULL	03COM1203	1152	PUBLIC SPEAKING	3	18 S. Garris	18	15
2016	FALL	FULL	03COM1203	1158	PUBLIC SPEAKING	3	20 S. Garris	19	15
2016	FALL	FULL	03COM1203	6508	PUBLIC SPEAKING	3	13 K. Ori	10	8
2016	FALL	FULL	03COM1203	6510	PUBLIC SPEAKING	3	11 K. Ori	11	8
2016	FALL	FULL	03COM1203	HS01	PUBLIC SPEAKING	3	14 R. Carpenter	14	14
2016	FALL	FULL	03COM1203	HS02	PUBLIC SPEAKING	3	10 S. Kennedy	10	10
2016	FALL	FULL	03COM1233	6511	INTERPERSON COM	3	10 K. Ori	10	7
2016	FALL	FULL	03ECE1063	0100	CHILD MUSIC	3	2 R. Craig	2	2
2016	FALL	FULL	03ECE1073	0996	CHILD/SPECIAL	3	7 C. Lopez	7	7
2016	FALL	FULL	03ECE1143	6528	CHILDHOOD ED	3	8 J. Bernd	8	8
2016	FALL	FULL	03ECE2101	6529	PRACTICUM I	1	1 J. Bernd	1	1
2016	FALL	FULL	03EDU1003	0998	INTRO EDU	3	9 M. Torkelson	7	5
2016	FALL	FULL	03EDU1011	0999	SUPERVISION	1	9 M. Torkelson	7	5
2016	FALL	FULL	03ENG1003	1129	ENG COMP I	3	13 L. Pinkard	13	7
2016	FALL	FULL	03ENG1003	1130	ENG COMP I	3	19 L. Pinkard	17	12
2016	FALL	FULL	03ENG1003	1131	ENG COMP I	3	14 B. Sanchez	14	10
2016	FALL	FULL	03ENG1003	1132	ENG COMP I	3	19 L. Pinkard	13	8
2016	FALL	FULL	03ENG1003	1133	ENG COMP I	3	22 J. Pete	22	18

2016	FALL	FULL	03ENG1003	1134	ENG COMP I	3	20 J. Pete	19	14
2016	FALL	FULL	03ENG1003	1135	ENG COMP I	3	19 L. Pinkard	17	16
2016	FALL	FULL	03ENG1003	1136	ENG COMP I	3	19 J. Pete	16	16
2016	FALL	FULL	03ENG1003	1155	ENG COMP I	3	3 H. Mydosh	3	3
2016	FALL	FULL	03ENG1003	6522	ENG COMP I	3	22 B. Sanchez	21	15
2016	FALL	FULL	03ENG1003	8000	ENG COMP I	3	17 K. Gudde	17	17
2016	FALL	FULL	03ENG1003	8001	ENG COMP I	3	12 K. Gudde	12	12
2016	FALL	FULL	03ENG1003	8006	ENG COMP I	3	18 E. Smith	18	18
2016	FALL	FULL	03ENG1003	HS01	ENG COMP I	3	12 A. Botts	12	12
2016	FALL	FULL	03ENG1003	HS02	ENG COMP I	3	23 R. Stanley	23	23
2016	FALL	FULL	03ENG1003	HS03	ENG COMP I	3	9 R. Stanley	9	8
2016	FALL	FULL	03ENG1003	HS04	ENG COMP I	3	13 R. Stanley	13	13
2016	FALL	FULL	03ENG1003	HS06	ENG COMP I	3	5 K. Fayette	5	5
2016	FALL	FULL	03ENG1003	HS07	ENG COMP I	3	9 J. Presley	9	9
2016	FALL	FULL	03ENG1003	HS08	ENG COMP I	3	15 J. Presley	15	15
2016	FALL	FULL	03ENG1003	HS09	ENG COMP I	3	10 L. Kill	10	10
2016	FALL	FULL	03ENG1003	HS10	ENG COMP I	3	20 M. Menefee	19	16
2016	FALL	FULL	03ENG1003	HS11	ENG COMP I	3	24 R. Stanley	24	24
2016	FALL	FULL	03ENG1003	OG01	ENG COMP I	3	18 L. Pinkard	13	8
2016	FALL	FULL	03ENG1012	1156	ENG SUPPLEMENT	2	12 L. Pinkard	12	7
2016	FALL	FULL	03ENG1012	1157	ENG SUPPLEMENT	2	5 L. Pinkard	4	3
2016	FALL	FULL	03ENG1013	1137	ENG COMP II	3	10 L. Pinkard	7	6
2016	FALL	FULL	03ENG1013	1138	ENG COMP II	3	18 H. Mydosh	17	13
2016	FALL	FULL	03ENG1013	1139	ENG COMP II	3	12 H. Mydosh	12	11
2016	FALL	FULL	03ENG1013	1140	ENG COMP II	3	13 B. Sanchez	12	10
2016	FALL	FULL	03ENG1013	1141	ENG COMP II	3	4 L. Pinkard	4	2
2016	FALL	FULL	03ENG1013	1142	ENG COMP II	3	5 J. Pete	5	4
2016	FALL	FULL	03ENG1013	1143	ENG COMP II	3	3 J. Pete	3	3
2016	FALL	FULL	03ENG1013	6523	ENG COMP II	3	16 H. Mydosh	15	10
2016	FALL	FULL	03ENG1013	8007	ENG COMP II	3	9 E. Smith	9	9
2016	FALL	FULL	03ENG1073	1144	INTRO TO LIT	3	15 J. Pete	14	12
2016	FALL	FULL	03ENG1073	6525	INTRO TO LIT	3	7 B. Sanchez	6	4
2016	FALL	FULL	03ENG1073	8002	INTRO TO LIT	3	20 K. Gudde	20	20
2016	FALL	FULL	03ENG1073	HS01	INTRO TO LIT	3	4 R. Stanley	4	4
2016	FALL	FULL	03ENG1073	HS02	INTRO TO LIT	3	19 R. Stanley	19	19

2016	FALL	FULL	03ENG2043	1148	INTRO/DRAMA	3	9 H. Mydosh	8	6
2016	FALL	FULL	03ENG2123	1146	BRIT LIT I	3	8 H. Mydosh	8	6
2016	FALL	FULL	03FRL1025	1291	SPANISH I	5	9 C. Jadic	9	9
2016	FALL	FULL	03FRL1025	1292	SPANISH I	5	13 C. Jadic	13	12
2016	FALL	FULL	03FRL1035	1294	SPANISH II	5	8 C. Jadic	7	5
2016	FALL	FULL	03HIS1003	1785	HIST EARLY CIVI	3	21 I. McCaffery	21	18
2016	FALL	FULL	03HIS1003	6545	HIST EARLY CIVI	3	11 J. Dunham	10	8
2016	FALL	FULL	03HIS1003	HS01	HIST EARLY CIVI	3	14 J. Dunham	9	9
2016	FALL	FULL	03HIS1023	1786	U.S.HIST/1877	3	21 I. McCaffery	19	16
2016	FALL	FULL	03HIS1023	1787	U.S.HIST/1877	3	22 I. McCaffery	21	17
2016	FALL	FULL	03HIS1023	6544	U.S.HIST/1877	3	26 C. Calderon	26	24
2016	FALL	FULL	03HIS1023	HS01	U.S.HIST/1877	3	17 J. Dunham	17	17
2016	FALL	FULL	03HIS1063	1789	U.S. HISTORY II	3	18 I. McCaffery	17	13
2016	FALL	FULL	03HIS1063	1790	U.S. HISTORY II	3	11 I. McCaffery	10	9
2016	FALL	FULL	03HIS1063	6539	U.S. HISTORY II	3	27 C. Calderon	27	25
2016	FALL	FULL	03POL1023	2063	AM GOVERN'T	3	17 B. Seel	17	14
2016	FALL	FULL	03POL1023	2064	AM GOVERN'T	3	10 B. Seel	10	9
2016	FALL	FULL	03POL1023	2065	AM GOVERN'T	3	15 B. Seel	15	10
2016	FALL	FULL	03POL1023	8005	AM GOVERN'T	3	17 H. Hester	17	17
2016	FALL	FULL	03POL1023	ON01	AM GOVERN'T	3	6 B. Seel	6	3
2016	FALL	FULL	03SOC1003	1440	INTRO SOCIOLOGY	3	20 M. Harris	20	19
2016	FALL	FULL	03SOC1003	1441	INTRO SOCIOLOGY	3	23 M. Harris	23	23
2016	FALL	FULL	03SOC1003	1460	INTRO SOCIOLOGY	3	22 M. Harris	19	17
2016	FALL	FULL	03SOC1003	6515	INTRO SOCIOLOGY	3	16 B. Murrison	14	10
2016	FALL	FULL	03SOC1003	8003	INTRO SOCIOLOGY	3	27 V. Heit	27	27
2016	FALL	FULL	03SOC1013	1442	SOCIOLOGYFAMILY	3	7 M. Harris	7	7
2016	FALL	FULL	03SOC1073	1443	ETHICS	3	22 B. Seel	21	14
2016	FALL	FULL	03SOC1073	1444	ETHICS	3	14 B. Seel	13	8
2016	FALL	FULL	03SOC1073	6519	ETHICS	3	11 B. Seel	9	6
2016	FALL	FULL	03SOC1133	1457	CRIMINAL BEHAV	3	17 S. Debo	17	14
2016	FALL	FULL	03SOC2003	1445	PHILOSOPHY	3	24 B. Seel	22	18
2016	FALL	FULL	03SOC2013	1458	GEOGRAPHY	3	24 I. McCaffery	23	18
2016	FALL	FULL	03SOC2013	6506	GEOGRAPHY	3	14 I. McCaffery	14	9
2016	FALL	FULL	03SOC2023	1461	SOCIAL PROBLEMS	3	13 M. Harris	13	11
2016	FALL	FULL	04ATH1002	2246	PRACTICUM I	2	15 R. Martin	15	10

2016	FALL	FULL	04ATH1003	2247	INTRO ATH TRAIN	3	20 J. Jones	20	20
2016	FALL	FULL	04ATH1013	2248	RESP EMERGENC	3	5 S. Manning	5	5
2016	FALL	FULL	04ATH1103	2250	PREV. ATH. INJ	3	14 J. Jones	14	14
2016	FALL	FULL	04ATH2002	2249	PRACTICUM II	2	2 R. Martin	2	2
2016	FALL	FULL	04HPR1001	2429	BASEBALL I	1	35 B. Schultz	35	35
2016	FALL	FULL	04HPR1003	2457	DRUGS/SPORTS	3	20 D. Smith	20	19
2016	FALL	FULL	04HPR1011	2430	BASEBALL II	1	1 B. Schultz	1	1
2016	FALL	FULL	04HPR1021	2431	BASEBALL III	1	3 B. Schultz	3	3
2016	FALL	FULL	04HPR1033	2459	RULES&OFFICIATI	3	37 K. Donerson	37	37
2016	FALL	FULL	04HPR1041	2433	BASKETBALL I	1	14 T. Turner	14	14
2016	FALL	FULL	04HPR1041	2437	BASKETBALL I	1	7 L. Crane	7	7
2016	FALL	FULL	04HPR1043	2460	INTRO/SPORTS	3	22 D. Smith	21	17
2016	FALL	FULL	04HPR1051	2434	BASKETBALL II	1	8 T. Turner	8	8
2016	FALL	FULL	04HPR1051	2438	BASKETBALL II	1	1 L. Crane	1	1
2016	FALL	FULL	04HPR1061	2435	BASKETBALL III	1	5 T. Turner	5	5
2016	FALL	FULL	04HPR1081	2453	CHEER I	1	18 L. Kent	18	18
2016	FALL	FULL	04HPR1091	2454	CHEER&DANCE II	1	2 L. Kent	2	2
2016	FALL	FULL	04HPR1101	2455	CHEER/DANCE III	1	5 L. Kent	5	5
2016	FALL	FULL	04HPR1121	2441	FOOTBALL I	1	15 D. Ellington	15	15
2016	FALL	FULL	04HPR1131	2442	FOOTBALL II	1	34 D. Ellington	34	34
2016	FALL	FULL	04HPR1141	2443	FOOTBALL III	1	12 D. Ellington	12	12
2016	FALL	FULL	04HPR1151	2444	FOOTBALL IV	1	1 D. Ellington	1	1
2016	FALL	FULL	04HPR1211	2445	SOFTBALL I	1	12 M. Hudson	12	12
2016	FALL	FULL	04HPR1221	2446	SOFTBALL II	1	1 M. Hudson	1	1
2016	FALL	FULL	04HPR1231	2447	SOFTBALL III	1	5 M. Hudson	5	5
2016	FALL	FULL	04HPR1251	2449	VOLLEYBALL I	1	1 D. Pena	1	1
2016	FALL	FULL	04HPR1261	2450	VOLLEYBALL II	1	7 D. Pena	7	7
2016	FALL	FULL	04HPR1271	2451	VOLLEYBALL III	1	1 D. Pena	1	1
2016	FALL	FULL	04HPR1381	2466	GOLF	1	1 T. Tyler	1	1
2016	FALL	FULL	04HPR1391	2461	WEIGHT TRAINING	1	20 D. Ellington	20	20
2016	FALL	FULL	04HPR1391	2462	WEIGHT TRAINING	1	11 B. Schultz	11	11
2016	FALL	FULL	06AED1003	2727	DESIGN I	3	13 J. Null	12	11
2016	FALL	FULL	06AED1023	2726	DRAWING COMPOS	3	7 J. Null	6	4
2016	FALL	FULL	06AED1043	2722	ART APPRECIA	3	13 J. Null	13	13
2016	FALL	FULL	06AED1043	2723	ART APPRECIA	3	15 J. Null	15	13

2016	FALL	FULL	06AED1043	2724	ART APPRECIA	3	15 J. Null	15	13
2016	FALL	FULL	06AED1043	2725	ART APPRECIA	3	14 J. Null	14	11
2016	FALL	FULL	06AED2023	2728	CERAMICS I	3	3 J. Null	2	1
2016	FALL	FULL	06AED2043	2729	CERAMICS II	3	3 J. Null	3	3
2016	FALL	FULL	06MUE1001	2941	BAND 1	1	15 M. Carter	15	12
2016	FALL	FULL	06MUE1011	2942	BAND 2	1	4 M. Carter	4	4
2016	FALL	FULL	06MUE1013	2969	MUSIC ELEMENTAR	3	2 R. Craig	2	2
2016	FALL	FULL	06MUE1021	2933	CHORALE I	1	16 J. Rutherford	16	15
2016	FALL	FULL	06MUE1041	CO01	ORCHESTRA 1	1	6 J. Kleinert	6	5
2016	FALL	FULL	06MUE1081	2956	PIANO 1	1	7 M. Rutherford	7	7
2016	FALL	FULL	06MUE1093	2929	MUSIC THEORY I	3	12 J. Rutherford	12	10
2016	FALL	FULL	06MUE1101	0001	INSTRUMENT 1	1	1 D. Farthing	1	1
2016	FALL	FULL	06MUE1101	0002	INSTRUMENT 1	1	1 J. Kleinert	1	1
2016	FALL	FULL	06MUE1101	2975	INSTRUMENT 1	1	4 M. Carter	4	2
2016	FALL	FULL	06MUE1101	2979	INSTRUMENT 1	1	4 R. Craig	4	4
2016	FALL	FULL	06MUE1101	2983	INSTRUMENT 1	1	1 M. Rutherford	1	1
2016	FALL	FULL	06MUE1121	2952	VOICE I	1	11 J. Rutherford	11	11
2016	FALL	FULL	06MUE1121	2971	VOICE I	1	8 M. Rutherford	8	7
2016	FALL	FULL	06MUE1131	2953	VOICE II	1	1 J. Rutherford	1	1
2016	FALL	FULL	06MUE1141	2945	ENSEMBLE 1	1	16 J. Rutherford	16	16
2016	FALL	FULL	06MUE1142	2931	SIGHTSING I	2	13 M. Rutherford	13	11
2016	FALL	FULL	06MUE1211	2937	PEP BAND I	1	20 M. Carter	20	17
2016	FALL	FULL	06MUE1241	2949	CLASS PIANO I	1	5 M. Rutherford	5	5
2016	FALL	FULL	06MUE1291	2962	GUITAR III	1	1 J. Hamlin	1	1
2016	FALL	FULL	06MUE1303	2925	MUSIC APPREC	3	19 M. Rutherford	19	16
2016	FALL	FULL	06MUE1303	2926	MUSIC APPREC	3	17 M. Carter	17	15
2016	FALL	FULL	06MUE1303	2927	MUSIC APPREC	3	18 J. Rutherford	18	14
2016	FALL	FULL	06MUE1303	2928	MUSIC APPREC	3	16 M. Carter	16	14
2016	FALL	FULL	06MUE1303	6532	MUSIC APPREC	3	15 J. Rutherford	15	9
2016	FALL	FULL	06MUE1303	8008	MUSIC APPREC	3	10 M. Congdon	10	10
2016	FALL	FULL	06MUE1303	HS01	MUSIC APPREC	3	7 L. Annable	7	7
2016	FALL	FULL	06MUE1303	HS03	MUSIC APPREC	3	16 R. Sweaney	16	16
2016	FALL	FULL	06MUE1311	2938	PEP BAND II	1	6 M. Carter	6	6
2016	FALL	FULL	06MUE1341	2970	ST:WOMENS CHORU	1	9 M. Rutherford	9	8
2016	FALL	FULL	06MUE1401	2987	JAZZ BAND I	1	8 M. Carter	8	6

2016	FALL	FULL	06MUE1501	2960	GUITAR I	1	2 J. Hamlin	2	2
2016	FALL	FULL	06MUE2001	2943	BAND III	1	7 M. Carter	7	6
2016	FALL	FULL	06MUE2021	2935	CHORALE III	1	10 J. Rutherford	10	9
2016	FALL	FULL	06MUE2031	2936	CHORALE IV	1	1 J. Rutherford	1	1
2016	FALL	FULL	06MUE2081	2958	PIANO 3	1	1 M. Rutherford	1	1
2016	FALL	FULL	06MUE2093	2930	MUSIC THEORY III	3	1 M. Rutherford	1	1
2016	FALL	FULL	06MUE2121	2954	VOICE 3	1	1 J. Rutherford	1	1
2016	FALL	FULL	06MUE2121	2973	VOICE 3	1	1 M. Rutherford	1	1
2016	FALL	FULL	06MUE2131	2955	VOICE 4	1	1 J. Rutherford	1	1
2016	FALL	FULL	06MUE2141	2947	ENSEMBLE 3	1	4 J. Rutherford	4	4
2016	FALL	FULL	06MUE2142	2932	SIGHTSING III	2	1 M. Rutherford	1	1
2016	FALL	FULL	06MUE2151	2948	ENSEMBLE 4	1	2 J. Rutherford	2	2
2016	FALL	FULL	06MUE2181	0001	DIS: MUSIC	1	1 M. Carter	1	1
2016	FALL	FULL	06MUE2211	2939	PEP BAND III	1	2 M. Carter	2	2
2016	FALL	FULL	06THR1013	3211	THEATRE APPREC	3	16 B.C. Smith	14	13
2016	FALL	FULL	06THR1013	3213	THEATRE APPREC	3	14 B.C. Smith	10	10
2016	FALL	FULL	06THR1023	3214	ACTING I	3	6 B.C. Smith	5	5
2016	FALL	FULL	06THR1051	3207	REHEARSAL I	1	2 K. Carpenter	2	2
2016	FALL	FULL	06THR1061	3219	TECH LAB I	1	1 H. Blackert	1	1
2016	FALL	FULL	06THR1083	3216	VOICE I	3	4 B.C. Smith	4	4
2016	FALL	FULL	06THR1123	3215	ACTING II	3	4 B.C. Smith	4	4
2016	FALL	FULL	06THR2021	3221	TECH LAB III	1	4 H. Blackert	4	4
2016	FALL	FULL	06THR2061	3209	REHEARSAL III	1	3 K. Carpenter	3	3
2016	INTER	INTER	03BEH1103	IN01	PSYCH/ADJUST	3	7 B. Gilchrist	7	7
2016	FALL	INTER	04HEA1053	IN01	P/C HEALTH	3	15 K. Donerson	15	15
2016	FALL	SECOND	01CIT1202	0001	EXCEL I	2	1 M. Ashford	1	1
2016	FALL	SECOND	01CIT1212	0203	ADV EXCEL/WINDO	2	4 M. Ashford	4	4
2016	FALL	SECOND	01CIT1552	0001	ACCESS I	2	1 M. Ashford	1	1
2016	FALL	SECOND	01CIT1562	0201	ADVANCED ACCESS	2	5 M. Ashford	5	4
2016	FALL	SECOND	01OTC1001	0196	KEYBOARDING	1	7 M. Ashford	7	5
2016	FALL	SECOND	03BEH1003	1436	GEN PSYCH	3	17 B. Gilchrist	15	12
2016	FALL	SECOND	03CFL1003	6555	PEACEBUILD	3	9 K. Ori	9	5
2016	FALL	SECOND	03CFL1023	6513	RESOLUTION	3	4 K. Ori	4	2
2016	FALL	SECOND	03COM1233	6512	INTERPERSON COM	3	13 K. Ori	13	6
2016	FALL	SECOND	03ECE2013	ON01	HEALTH SAFETY	3	5 C. Abernathy	4	4

2016	FALL	SECOND	03ENG1013	6524	ENG COMP II	3	8 H. Mydosh	8	7
2016	FALL	SECOND	03HIS1013	ON01	WORLD HISTORY II	3	7 I. McCaffery	6	3
2016	FALL	SECOND	03SOC1003	6516	INTRO SOCIOLOGY	3	17 M. Harris	16	15
2016	FALL	SECOND	04HPR1401	6505	WELLNESS	1	17 B. Gilchrist	16	6
2016	FALL	SECOND	04HPR1411	0001	TAI CHI/BEGIN	1	12 B. Carson	12	9
2016	FALL	SECOND	06MUE1093	0001	MUSIC THEORY I	3	1 M. Carter	1	1
2016	FALL	SECOND	06MUE1142	0001	SIGHTSING I	2	1 M. Carter	1	1
2016	FALL	SECOND	06MUE1303	6533	MUSIC APPREC	3	16 M. Rutherford	16	12
2016	FALL	SECOND	06MUE1303	ON01	MUSIC APPREC	3	15 J. Rutherford	15	10
2017	SPRING	FIRST	01CIT1652	0255	WORD/WINDOWS	2	4 M. Ashford	4	4
2017	SPRING	FIRST	03HIS1023	ON01	U.S.HIST/1877	3	26 C. Calderon	26	23
2017	SPRING	FIRST	04HPR1401	ON01	WELLNESS	1	21 B. Gilchrist	21	15
2017	SPRING	FULL	01ACC1003	HS01	INTRO TO ACCT	3	3 E. Cochran	3	3
2017	SPRING	FULL	01ACC1023	0001	ACCOUNTING II	3	5 J. Eubanks	5	4
2017	SPRING	FULL	01ACC1033	0044	COMP. ACCOUNT	3	5 J. Eubanks	3	3
2017	SPRING	FULL	01ACC1044	0042	FINANCIAL ACCT	4	14 J. Eubanks	13	9
2017	SPRING	FULL	01BUS1003	0086	PER FINANCE	3	20 J. Eubanks	19	19
2017	SPRING	FULL	01BUS1003	6784	PER FINANCE	3	19 J. Eubanks	17	13
2017	SPRING	FULL	01BUS1003	HS01	PER FINANCE	3	2 E. Cochran	2	2
2017	SPRING	FULL	01BUS1003	HS02	PER FINANCE	3	1 E. Cochran	1	1
2017	SPRING	FULL	01BUS2013	0146	BUS COMMUNIC	3	9 M. Ashford	9	7
2017	SPRING	FULL	01BUS2023	6776	MICROECONOMICS	3	16 R. Ren	16	16
2017	SPRING	FULL	01BUS2023	8306	MICROECONOMICS	3	13 H. Hester	13	13
2017	SPRING	FULL	01BUS2033	0088	MACROECONOMICS	3	11 J. Eubanks	11	10
2017	SPRING	FULL	01BUS2113	0148	BUSINESS ETHICS	3	8 M. Ashford	8	6
2017	SPRING	FULL	01CIT1003	0001	CONCEPTS/APPS	3	17 T. Blaes	17	12
2017	SPRING	FULL	01CIT1003	0253	CONCEPTS/APPS	3	16 M. Ashford	16	14
2017	SPRING	FULL	01CIT1003	0254	CONCEPTS/APPS	3	24 M. Ashford	24	21
2017	SPRING	FULL	01CIT1003	0257	CONCEPTS/APPS	3	23 T. Blaes	21	16
2017	SPRING	FULL	01CIT1003	0260	CONCEPTS/APPS	3	24 T. Blaes	23	21
2017	SPRING	FULL	01CIT1003	6758	CONCEPTS/APPS	3	18 S. Gaddy	14	12
2017	SPRING	FULL	01CIT1032	0259	CA:PUBLISHER	2	4 T. Blaes	4	3
2017	SPRING	FULL	01CIT2003	0001	COMP INFORM SYS	3	6 M. Ashford	6	4
2017	SPRING	FULL	01CIT2023	0001	INTERN CIT	3	3 T. Blaes	3	3
2017	SPRING	FULL	01CIT2063	0266	ANALYSIS/DESIGN	3	5 M. Ashford	5	3

2017	SPRING	FULL	01CIT2073	0258	INTRO/ELEC.COM	3	4	4	4
2017	SPRING	FULL	01CSE1063	0262	HTML	3	10	10	9
2017	SPRING	FULL	01CSE2043	0263	ADV WEB DES	3	3	3	3
2017	SPRING	FULL	01DDT2043	0001	CAD2D	3	2	2	2
2017	SPRING	FULL	01EGT1002	0001	ENGINEERING/DES	2	8	8	6
2017	SPRING	FULL	01EGT1023	0001	ENGINEERING GRAPHICS	3	7	7	6
2017	SPRING	FULL	01EGT2003	0001	COMP AID MANUFACT	3	3	3	3
2017	SPRING	FULL	01EGT2013	0001	ENG MECH I - STATICS	3	2	2	2
2017	SPRING	FULL	01EGT2023	0001	MAT & MANUF PROCESS	3	3	3	3
2017	SPRING	FULL	01MDM1002	0001	FAB LAB I	2	8	7	6
2017	SPRING	FULL	01MDM1203	HS01	INTRO TO ENTREP	3	2	2	2
2017	SPRING	FULL	01MDM1203	HS02	INTRO TO ENTREP	3	2	2	2
2017	SPRING	FULL	01MDM1303	HS01	INTRO TO LEADER	3	2	2	2
2017	SPRING	FULL	01OTC1001	0001	KEYBOARDING	1	8	7	4
2017	SPRING	FULL	02BIO1005	0001	GEN BIOLOGY NON	5	10	10	9
2017	SPRING	FULL	02BIO1005	0601	GEN BIOLOGY	5	17	13	12
2017	SPRING	FULL	02BIO1005	0602	GEN BIOLOGY	5	22	21	13
2017	SPRING	FULL	02BIO1005	0603	GEN BIOLOGY	5	25	25	21
2017	SPRING	FULL	02BIO1005	6751	GEN BIOLOGY	5	18	15	13
2017	SPRING	FULL	02BIO1005	ON01	GEN BIOLOGY NON	5	14	12	9
2017	SPRING	FULL	02BIO1053	0001	PREHISTORIC	3	7	6	5
2017	SPRING	FULL	02BIO1115	HS01	BIOLOGY I	5	22	22	22
2017	SPRING	FULL	02BIO2045	0606	ANATOMY/PHYS	5	23	21	18
2017	SPRING	FULL	02BIO2045	HS01	ANATOMY/PHYS	5	12	12	12
2017	SPRING	FULL	02BIO2053	0001	NUTRITION	3	3	3	3
2017	SPRING	FULL	02BIO2055	0604	MICROBIOLOGY	5	18	16	15
2017	SPRING	FULL	02MAT1012	0790	ALGEBRA SUPP	2	21	21	16
2017	SPRING	FULL	02MAT1023	0002	COLL ALGEBRA	3	24	22	21
2017	SPRING	FULL	02MAT1023	0003	COLL ALGEBRA	3	24	24	19
2017	SPRING	FULL	02MAT1023	0784	COLL ALGEBRA	3	21	21	16
2017	SPRING	FULL	02MAT1023	8311	COLL ALGEBRA	3	4	4	4
2017	SPRING	FULL	02MAT1023	HS01	COLL ALGEBRA	3	12	12	12
2017	SPRING	FULL	02MAT1023	HS02	COLL ALGEBRA	3	19	19	19
2017	SPRING	FULL	02MAT1023	HS03	COLL ALGEBRA	3	4	4	4
2017	SPRING	FULL	02MAT1023	ON01	COLL ALGEBRA	3	20	18	13

2017	SPRING	FULL	02MAT1055	HS01	CALCULUS 1	5	4 J. Seidel	4	4
2017	SPRING	FULL	02MAT1055	HS02	CALCULUS 1	5	20 T. Holehan	20	20
2017	SPRING	FULL	02MAT1093	0001	PLANE TRIG	3	7 M. Saleh	7	6
2017	SPRING	FULL	02MAT1093	HS01	PLANE TRIG	3	7 K. Longpine	7	7
2017	SPRING	FULL	02MAT1103	0001	ELEM STATISTICS	3	13 J. Gross	13	11
2017	SPRING	FULL	02MAT2025	0786	CALCULUS II	5	8 B. Southworth	7	6
2017	SPRING	FULL	02MAT2025	HS01	CALCULUS II	5	3 K. Longpine	3	3
2017	SPRING	FULL	02PHS1005	0614	PHYS SCIENCE	5	21 M. Saleh	19	18
2017	SPRING	FULL	02PHS1005	ON01	PHYS SCIENCE	5	8 M. Saleh	6	5
2017	SPRING	FULL	02PHS1015	0608	G/CHEMISTRY	5	10 N. Crompton	7	6
2017	SPRING	FULL	02PHS1015	0609	G/CHEMISTRY	5	23 N. Crompton	21	19
2017	SPRING	FULL	02PHS1015	HS01	G/CHEMISTRY	5	6 B. Keys	6	6
2017	SPRING	FULL	02PHS1035	0610	COIL CHEM II	5	3 N. Crompton	3	3
2017	SPRING	FULL	02PHS1085	0611	ASTRONOMY	5	15 M. Saleh	10	10
2017	SPRING	FULL	02PHS1085	ON01	ASTRONOMY	5	18 J. Cochran	16	10
2017	SPRING	FULL	03BEH1003	1535	GEN PSYCH	3	11 B. Gilcrist	11	11
2017	SPRING	FULL	03BEH1003	1536	GEN PSYCH	3	20 B. Gilcrist	14	12
2017	SPRING	FULL	03BEH1003	1537	GEN PSYCH	3	11 J. Schaid	11	9
2017	SPRING	FULL	03BEH1003	6752	GEN PSYCH	3	19 B. Campus	19	17
2017	SPRING	FULL	03BEH1003	HS01	GEN PSYCH	3	13 B. Gilcrist	10	8
2017	SPRING	FULL	03BEH1003	ON01	GEN PSYCH	3	18 B. Campus	18	15
2017	SPRING	FULL	03BEH1021	0001	COLLEGE SUCCESS	1	8 B. Carson	8	5
2017	SPRING	FULL	03BEH2003	1538	DEVEL PSYCH	3	21 B. Gilcrist	17	13
2017	SPRING	FULL	03BEH2003	6753	DEVEL PSYCH	3	24 B. Gilcrist	18	17
2017	SPRING	FULL	03BEH2023	1540	ABNOR PSYCH	3	4 B. Gilcrist	2	2
2017	SPRING	FULL	03COM1203	0001	PUBLIC SPEAKING	3	16 S. Garris	15	15
2017	SPRING	FULL	03COM1203	0002	PUBLIC SPEAKING	3	17 S. Garris	14	13
2017	SPRING	FULL	03COM1203	0003	PUBLIC SPEAKING	3	16 B. Henderson	16	12
2017	SPRING	FULL	03COM1203	6759	PUBLIC SPEAKING	3	19 K. Ori	18	15
2017	SPRING	FULL	03COM1203	6760	PUBLIC SPEAKING	3	19 K. Ori	19	13
2017	SPRING	FULL	03COM1203	6761	PUBLIC SPEAKING	3	16 K. Ori	15	12
2017	SPRING	FULL	03COM1203	8303	PUBLIC SPEAKING	3	17 K. Gudde	17	17
2017	SPRING	FULL	03COM1203	HS01	PUBLIC SPEAKING	3	2 K. Faythe	2	2
2017	SPRING	FULL	03COM1203	HS02	PUBLIC SPEAKING	3	11 S. Garris	11	10
2017	SPRING	FULL	03COM1203	HS03	PUBLIC SPEAKING	3	10 W. Knight	10	10

2017	SPRING	FULL	03COM1233	6762	INTERPERSON COM	3	6 K. Ori	6	4
2017	SPRING	FULL	03ECE1053	ON01	CURRICULUM PLAN	3	4 C. Abernathy	3	3
2017	SPRING	FULL	03ECE2073	1049	LANGUAGE/LIT	3	1 K. Barrera	1	1
2017	SPRING	FULL	03ECE2101	6780	PRACTICUM I	1	2 A. Harmon	2	2
2017	SPRING	FULL	03ECE2102	6781	PRACTICUM II	2	1 A. Harmon	0	0
2017	SPRING	FULL	03ECE2113	ON01	CREATIVE EXP	3	7 A. Harmon	6	5
2017	SPRING	FULL	03ENG1003	1205	ENG COMP I	3	17 L. Pinkard	16	13
2017	SPRING	FULL	03ENG1003	1208	ENG COMP I	3	20 H. Mydosh	20	17
2017	SPRING	FULL	03ENG1003	1209	ENG COMP I	3	16 B. Sanchez	13	8
2017	SPRING	FULL	03ENG1003	6771	ENG COMP I	3	13 L. Pinkard	8	6
2017	SPRING	FULL	03ENG1012	1227	ENG SUPPLEMENT	2	13 L. Pinkard	13	11
2017	SPRING	FULL	03ENG1013	0001	ENG COMP II	3	4 H. Mydosh	4	3
2017	SPRING	FULL	03ENG1013	1211	ENG COMP II	3	20 J. Pete	19	15
2017	SPRING	FULL	03ENG1013	1212	ENG COMP II	3	18 J. Pete	18	17
2017	SPRING	FULL	03ENG1013	1214	ENG COMP II	3	18 J. Pete	17	17
2017	SPRING	FULL	03ENG1013	1215	ENG COMP II	3	18 J. Pete	17	17
2017	SPRING	FULL	03ENG1013	1216	ENG COMP II	3	9 L. Pinkard	7	3
2017	SPRING	FULL	03ENG1013	6773	ENG COMP II	3	19 H. Mydosh	15	14
2017	SPRING	FULL	03ENG1013	8301	ENG COMP II	3	14 K. Gudde	14	14
2017	SPRING	FULL	03ENG1013	8302	ENG COMP II	3	8 K. Gudde	8	8
2017	SPRING	FULL	03ENG1013	HS01	ENG COMP II	3	3 K. Faythe	3	3
2017	SPRING	FULL	03ENG1013	HS02	ENG COMP II	3	14 M. Menefee	14	14
2017	SPRING	FULL	03ENG1013	HS03	ENG COMP II	3	8 R. Stanley	8	8
2017	SPRING	FULL	03ENG1013	HS04	ENG COMP II	3	22 R. Stanley	22	22
2017	SPRING	FULL	03ENG1013	HS05	ENG COMP II	3	24 R. Stanley	24	24
2017	SPRING	FULL	03ENG1013	HS06	ENG COMP II	3	8 R. Stanley	8	8
2017	SPRING	FULL	03ENG1013	HS07	ENG COMP II	3	12 A. Botts	12	12
2017	SPRING	FULL	03ENG1013	HS08	ENG COMP II	3	10 J. Presley	10	10
2017	SPRING	FULL	03ENG1013	HS09	ENG COMP II	3	12 J. Presley	11	11
2017	SPRING	FULL	03ENG1013	HS11	ENG COMP II	3	8 L. Kill	8	8
2017	SPRING	FULL	03ENG1073	1224	INTRO TO LIT	3	13 J. Pete	12	12
2017	SPRING	FULL	03ENG1073	6775	INTRO TO LIT	3	19 B. Sanchez	19	16
2017	SPRING	FULL	03ENG1073	8310	INTRO TO LIT	3	8 E. Smith	8	8
2017	SPRING	FULL	03ENG2023	1221	CREATE WRITING	3	5 B. Sanchez	5	5
2017	SPRING	FULL	03ENG2023	HS01	CREATE WRITING	3	2 A. Botts	2	2

2017	SPRING	FULL	03ENG2063	0001	CHILD LIT	3	2 C. Barwick	2	2
2017	SPRING	FULL	03ENG2083	1222	DRAMATIC LIT	3	4 H. Mydosh	4	4
2017	SPRING	FULL	03ENG2123	HS01	BRIT LIT I	3	6 R. Stanley	6	6
2017	SPRING	FULL	03ENG2123	HS02	BRIT LIT I	3	17 R. Stanley	17	17
2017	SPRING	FULL	03ENG2133	1220	BRIT LIT II	3	8 H. Mydosh	8	8
2017	SPRING	FULL	03FRL1025	1337	SPANISH I	5	11 C. Jadic	10	9
2017	SPRING	FULL	03FRL1025	1338	SPANISH I	5	17 C. Jadic	17	14
2017	SPRING	FULL	03FRL1035	1339	SPANISH II	5	6 C. Jadic	6	6
2017	SPRING	FULL	03FRL2035	0001	SPANISH III	5	4 C. Jadic	3	3
2017	SPRING	FULL	03HIS1003	ON01	WORLD HISTORY I	3	27 J. Morgan-Tate	23	20
2017	SPRING	FULL	03HIS1013	1886	WORLD HIST II	3	13 I. McCaffery	13	10
2017	SPRING	FULL	03HIS1013	HS01	WORLD HIST II	3	7 J. Dunham	7	7
2017	SPRING	FULL	03HIS1023	1887	U.S.HIST/1877	3	16 I. McCaffery	16	14
2017	SPRING	FULL	03HIS1023	1888	U.S.HIST/1877	3	22 I. McCaffery	19	13
2017	SPRING	FULL	03HIS1063	1889	U.S. HISTORY II	3	9 I. McCaffery	8	7
2017	SPRING	FULL	03HIS1063	HS01	U.S. HISTORY II	3	16 J. Dunham	16	15
2017	SPRING	FULL	03POL1023	2139	AM GOVERN'T	3	19 B. Seel	19	14
2017	SPRING	FULL	03POL1023	2140	AM GOVERN'T	3	9 B. Seel	9	8
2017	SPRING	FULL	03POL1023	6768	AM GOVERN'T	3	19 B. Seel	17	12
2017	SPRING	FULL	03REL1013	1693	NEW TEST HISTOR	3	7 J. Wheeler	7	6
2017	SPRING	FULL	03SOC1003	0001	INTRO SOCIOLOGY	3	25 M. Harris	25	25
2017	SPRING	FULL	03SOC1003	1542	INTRO SOCIOLOGY	3	26 M. Harris	26	22
2017	SPRING	FULL	03SOC1003	6765	INTRO SOCIOLOGY	3	18 B. Murrison	15	10
2017	SPRING	FULL	03SOC1003	HS01	INTRO SOCIOLOGY	3	19 J. Schaid	19	18
2017	SPRING	FULL	03SOC1003	HS02	INTRO SOCIOLOGY	3	20 J. Schaid	20	20
2017	SPRING	FULL	03SOC1003	HS03	INTRO SOCIOLOGY	3	7 B. Koehn	7	7
2017	SPRING	FULL	03SOC1003	HS04	INTRO SOCIOLOGY	3	6 B. Koehn	6	6
2017	SPRING	FULL	03SOC1003	HS05	INTRO SOCIOLOGY	3	15 B. Murrison	14	13
2017	SPRING	FULL	03SOC1003	HS06	INTRO SOCIOLOGY	3	8 B. Murrison	5	2
2017	SPRING	FULL	03SOC1013	6767	SOCIOLOGYFAMILY	3	11 M. Harris	11	10
2017	SPRING	FULL	03SOC1073	1544	ETHICS	3	11 B. Seel	10	8
2017	SPRING	FULL	03SOC1073	6769	ETHICS	3	19 B. Seel	18	13
2017	SPRING	FULL	03SOC1073	8309	ETHICS	3	8 T. Leach	8	8
2017	SPRING	FULL	03SOC1113	1547	CRIMINAL JUSTIC	3	11 L. Allison	11	8
2017	SPRING	FULL	03SOC2003	HS01	PHILOSOPHY	3	19 T. Leach	19	18

2017	SPRING	FULL	03SOC2003	ON01	PHILOSOPHY	3	27 J. Wheeler	26	24
2017	SPRING	FULL	03SOC2013	1548	GEOGRAPHY	3	25 I. McCaffery	23	19
2017	SPRING	FULL	03SOC2013	6757	GEOGRAPHY	3	16 I. McCaffery	13	9
2017	SPRING	FULL	03SOC2013	8305	GEOGRAPHY	3	10 V. Heit	9	8
2017	SPRING	FULL	03SOC2013	HS01	GEOGRAPHY	3	15 V. Heit	15	15
2017	SPRING	FULL	03SOC2023	1543	SOCIAL PROBLEMS	3	27 M. Harris	27	25
2017	SPRING	FULL	04ATH1002	0001	PRACTICUM I	2	1 J. Jones	1	0
2017	SPRING	FULL	04ATH1063	0001	KINESIOLOGY	3	6 R. Martin	6	6
2017	SPRING	FULL	04ATH1103	0001	PREV. ATH. INJ	3	16 J. Jones	16	13
2017	SPRING	FULL	04ATH2002	0001	PRACTICUM II	2	2 R. Martin	2	2
2017	SPRING	FULL	04HEA1053	9501	P/C HEALTH	3	8 B. Gilchrist	7	5
2017	SPRING	FULL	04HPR1001	0001	BASEBALL I	1	3 B. Schultz	3	3
2017	SPRING	FULL	04HPR1011	0001	BASEBALL II	1	19 B. Schultz	19	19
2017	SPRING	FULL	04HPR1021	0001	BASEBALL III	1	1 B. Schultz	1	1
2017	SPRING	FULL	04HPR1031	0001	BASEBALL IV	1	3 B. Schultz	3	3
2017	SPRING	FULL	04HPR1041	0001	BASKETBALL I	1	2 T. Turner	2	2
2017	SPRING	FULL	04HPR1051	0001	BASKETBALL II	1	6 T. Turner	6	6
2017	SPRING	FULL	04HPR1051	0002	BASKETBALL II	1	7 L. Crane	7	7
2017	SPRING	FULL	04HPR1061	0001	BASKETBALL III	1	4 T. Turner	4	4
2017	SPRING	FULL	04HPR1071	0001	BASKETBALL IV	1	2 T. Turner	2	2
2017	SPRING	FULL	04HPR1081	0001	CHEER I	1	3 L. Kent	3	3
2017	SPRING	FULL	04HPR1091	0001	CHEER&DANCE II	1	10 L. Kent	9	9
2017	SPRING	FULL	04HPR1111	0001	CHEER IV	1	1 L. Kent	1	1
2017	SPRING	FULL	04HPR1121	0001	FOOTBALL I	1	32 D. Ellington	29	29
2017	SPRING	FULL	04HPR1131	0001	FOOTBALL II	1	22 D. Ellington	22	22
2017	SPRING	FULL	04HPR1141	0001	FOOTBALL III	1	13 D. Ellington	13	13
2017	SPRING	FULL	04HPR1151	0001	FOOTBALL IV	1	4 D. Ellington	4	4
2017	SPRING	FULL	04HPR1211	0001	SOFTBALL I	1	1 M. Hudson	1	1
2017	SPRING	FULL	04HPR1221	0001	SOFTBALL II	1	8 M. Hudson	8	8
2017	SPRING	FULL	04HPR1241	0001	SOFTBALL IV	1	5 M. Hudson	5	5
2017	SPRING	FULL	04HPR1261	0001	VOLLEYBALL II	1	1 D. Pena	1	1
2017	SPRING	FULL	04HPR1271	0001	VOLLEYBALL III	1	4 D. Pena	4	4
2017	SPRING	FULL	04HPR1391	0001	WEIGHT TRAINING	1	25 D. Ellington	22	22
2017	SPRING	FULL	04HPR1391	0002	WEIGHT TRAINING	1	7 B. Schultz	7	7
2017	SPRING	FULL	06AED1033	2802	PAINTING 1	3	4 J. Null	4	4

2017	SPRING	FULL	06AED1043	2798	ART APPRECIA	3	15 J. Null	14	13
2017	SPRING	FULL	06AED1043	2799	ART APPRECIA	3	15 J. Null	15	15
2017	SPRING	FULL	06AED1043	2800	ART APPRECIA	3	15 J. Null	15	14
2017	SPRING	FULL	06AED1043	8307	ART APPRECIA	3	19 M. Henry	19	19
2017	SPRING	FULL	06AED1053	2803	PAINTING 2	3	2 J. Null	1	1
2017	SPRING	FULL	06AED1103	2807	DESIGN II	3	3 J. Null	2	2
2017	SPRING	FULL	06AED2053	2805	ILLUSTRATION	3	2 J. Null	2	2
2017	SPRING	FULL	06AED2093	2804	COMMER ART I	3	4 J. Null	4	4
2017	SPRING	FULL	06AED2113	2808	ART ELEMENTARY	3	1 J. Null	1	1
2017	SPRING	FULL	06MUE1001	3048	BAND 1	1	1 M. Carter	1	1
2017	SPRING	FULL	06MUE1011	0002	BAND 2	0	1 M. Carter	1	1
2017	SPRING	FULL	06MUE1011	3049	BAND 2	1	13 M. Carter	12	12
2017	SPRING	FULL	06MUE1021	3036	CHORALE I	1	1 M. Rutherford	1	1
2017	SPRING	FULL	06MUE1031	0002	CHORALE II	0	1 J. Rutherford	1	1
2017	SPRING	FULL	06MUE1031	3037	CHORALE II	1	6 M. Rutherford	6	5
2017	SPRING	FULL	06MUE1051	CO02	ORCHESTRA 2	1	4 J. Kleinert	4	4
2017	SPRING	FULL	06MUE1081	0001	PIANO 1	1	2 M. Carter	2	2
2017	SPRING	FULL	06MUE1091	0001	PIANO 2	1	1 M. Carter	1	1
2017	SPRING	FULL	06MUE1091	3064	PIANO 2	1	3 M. Rutherford	3	3
2017	SPRING	FULL	06MUE1101	0001	INSTRUMENT 1	1	2 M. Carter	2	2
2017	SPRING	FULL	06MUE1101	0002	INSTRUMENT 1	1	2 D. Farthing	2	2
2017	SPRING	FULL	06MUE1111	0001	INSTRUMENT 2	1	1 M. Carter	1	1
2017	SPRING	FULL	06MUE1111	0002	INSTRUMENT 2	1	2 D. Farthing	2	2
2017	SPRING	FULL	06MUE1111	0003	INSTRUMENT 2	1	1 R. Craig	1	1
2017	SPRING	FULL	06MUE1111	0004	INSTRUMENT 2	1	1 Warlop	1	1
2017	SPRING	FULL	06MUE1113	3032	MUSIC THEORY II	3	9 J. Rutherford	9	8
2017	SPRING	FULL	06MUE1131	0001	VOICE II	1	4 J. Rutherford	4	4
2017	SPRING	FULL	06MUE1131	3060	VOICE II	1	3 M. Rutherford	3	3
2017	SPRING	FULL	06MUE1141	3052	ENSEMBLE 1	1	1 J. Rutherford	1	1
2017	SPRING	FULL	06MUE1151	3053	ENSEMBLE 2	1	17 J. Rutherford	17	17
2017	SPRING	FULL	06MUE1152	3034	SIGHTSING II	2	9 M. Rutherford	9	9
2017	SPRING	FULL	06MUE1241	3056	CLASS PIANO I	1	3 M. Rutherford	3	3
2017	SPRING	FULL	06MUE1271	3057	CLASS PIANO 2	1	4 M. Rutherford	4	4
2017	SPRING	FULL	06MUE1303	3026	MUSIC APPREC	3	18 J. Rutherford	17	17
2017	SPRING	FULL	06MUE1303	3028	MUSIC APPREC	3	10 M. Rutherford	10	7

2017	SPRING	FULL	06MUE1303	3029	MUSIC APPREC	3	19 M. Carter	19	17
2017	SPRING	FULL	06MUE1303	3030	MUSIC APPREC	3	18 M. Carter	18	17
2017	SPRING	FULL	06MUE1303	3031	MUSIC APPREC	3	16 J. Rutherford	15	13
2017	SPRING	FULL	06MUE1303	H501	MUSIC APPREC	3	2 L. Annable	2	2
2017	SPRING	FULL	06MUE1311	0002	PEP BAND II	0	1 M. Carter	1	1
2017	SPRING	FULL	06MUE1311	3041	PEP BAND II	1	13 M. Carter	13	13
2017	SPRING	FULL	06MUE1401	3044	JAZZ BAND I	1	3 M. Carter	3	3
2017	SPRING	FULL	06MUE1411	3045	JAZZ BAND II	1	6 M. Carter	6	6
2017	SPRING	FULL	06MUE1601	0001	WOMEN'S CHORUS	1	12 M. Rutherford	12	12
2017	SPRING	FULL	06MUE1611	0001	WOODWIND	1	2 D. Farthing	2	2
2017	SPRING	FULL	06MUE1701	0001	MEN'S CHORUS	1	10 J. Rutherford	10	10
2017	SPRING	FULL	06MUE2001	3050	BAND III	1	3 M. Carter	3	3
2017	SPRING	FULL	06MUE2011	3051	BAND IV	1	3 M. Carter	3	3
2017	SPRING	FULL	06MUE2031	3039	CHORALE IV	1	2 M. Rutherford	2	2
2017	SPRING	FULL	06MUE2103	3033	MUSIC THEORY IV	3	1 M. Carter	1	1
2017	SPRING	FULL	06MUE2121	0001	VOICE 3	1	1 J. Rutherford	1	1
2017	SPRING	FULL	06MUE2131	0001	VOICE 4	1	1 J. Rutherford	1	1
2017	SPRING	FULL	06MUE2141	3054	ENSEMBLE 3	1	1 J. Rutherford	1	1
2017	SPRING	FULL	06MUE2151	3055	ENSEMBLE 4	1	2 J. Rutherford	2	2
2017	SPRING	FULL	06MUE2152	3035	SIGHTSING IV	2	1 M. Rutherford	1	1
2017	SPRING	FULL	06MUE2211	3042	PEP BAND III	1	5 M. Carter	5	5
2017	SPRING	FULL	06THR1013	0001	THEATRE APPREC	3	17 B.C. Smith	11	11
2017	SPRING	FULL	06THR1013	0002	THEATRE APPREC	3	13 B.C. Smith	11	10
2017	SPRING	FULL	06THR1013	ON02	THEATRE APPREC	3	16 D. Chrzanowski	16	12
2017	SPRING	FULL	06THR1142	0001	MOVEMENT I	2	7 S. McCarron	7	7
2017	SPRING	FULL	06THR2022	0001	STAGE MAKEUP	2	4 H. Blackert	4	4
2017	SPRING	FULL	06THR2051	0002	REHEARSAL II	1	3 K. Carpenter	3	3
2017	SPRING	FULL	06THR2071	0001	REHEARSAL IV	1	2 K. Carpenter	2	2
2017	SPRING	FULL	06THR2103	0001	SCRIPT ANALYSIS	3	4 S. Owen	4	3
2017	SPRING	FULL	06THR2173	0001	VOICE II	3	5 B.C. Smith	5	3
2017	SPRING	FULL	06THR2313	0001	AUDITION TECH	3	1 B.C. Smith	1	1
2017	SPRING	SECOND	01CIT1662	0256	ADV WORD/WINDOW	2	2 M. Ashford	2	2
2017	SPRING	SECOND	02MAT1023	0001	COLL ALGEBRA	3	13 J. Gross	13	12
2017	SPRING	SECOND	03BEH1003	ON02	GEN PSYCH	3	13 B. Campus	12	10
2017	SPRING	SECOND	03CFL1003	ON01	PEACEBUILD	3	15 K. Ori	14	8

2017	SPRING	SECOND	03CFL1023	ON01	RESOLUTION	3	10 K. Ori	10	8
2017	SPRING	SECOND	03ENG1003	6772	ENG COMP I	3	15 B. Sanchez	15	6
2017	SPRING	SECOND	03ENG1013	6774	ENG COMP II	3	13 H. Mydosh	11	7
2017	SPRING	SECOND	03ENG1073	0003	INTRO TO LIT	3	13 L. Pinkard	13	12
2017	SPRING	SECOND	03HIS1013	ON01	WORLD HIST II	3	14 I. McCaffery	12	4
2017	SPRING	SECOND	03HIS1063	ON01	U.S. HISTORY II	3	27 C. Calderon	27	22
2017	SPRING	SECOND	03HIS1163	ON01	AFRICAN AMER HISTORY	3	21 C. Calderon	21	17
2017	SPRING	SECOND	03SOC1003	6766	INTRO SOCIOLOGY	3	21 M. Harris	17	15
2017	SPRING	SECOND	03SOC2113	ON01	INTRO.RACE/ETHN	3	20 M. Harris	20	14
2017	SPRING	SECOND	04HEA1053	0001	P/C HEALTH	3	20 T. Floyd	20	20
2017	SPRING	SECOND	04HPR1023	0001	INTRO/PE	3	14 T. Floyd	14	14
2017	SPRING	SECOND	04HPR1033	0001	RULES&OFFICIATI	3	16 K. Donerson	16	16
2017	SPRING	SECOND	04HPR1401	0002	WELLNESS	1	20 K. Donerson	20	20
2017	SPRING	SECOND	06MUE1303	6535	MUSIC APPREC	3	16 M. Rutherford	13	11

2.2 Achieve/Promote Student Success

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 Spring 2018 to better reflect changes at the General Education level of our top transfer destinations (see attachment 2.2a). Furthermore, the General Education outcomes (GEOs) were updated in Fall 2017 and program faculty remapped course level outcomes to these GEOs (see attachment 2.2b).

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment- Over the last two years, program faculty have worked diligently to map course-level outcomes to the GEOs (see attachment 3.1a). 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 (Unfortunately, Tk20 would not let us pull a report that actually showed this data for the program review period in a clear, concise manner; that said, the program reviews provided from the other disciplines demonstrate the successful completion of GEOs based on the curriculum maps provided).

3.2 Significant Assessment Findings- 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 developing across the Liberal Studies curriculum. Furthermore, it is clear (based on the curriculum maps 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. Altogether, at least 19 courses at ICC were mapped to each of the eight GEOs.

3.3 Ongoing Assessment Plans- Due to the recent revisions of the General Studies degree plan and the GEOs, the focus is currently on ensuring proper data entry and data migration from the course level to the program level. This is especially important for the General Studies degree since more of our students pursue this degree option and it is not a traditional program with a single person overseeing the data. It is believed this will be more easily accomplished moving forward since the new program of study is more restrictive and more clearly structured than the old program of study (see attachment 3.3a). The Academic Affairs office has also begun investigating the potential for using CANVAS to complete data migration directly from course gradebooks to save money on Tk20 and ensure the availability of accurate information in a moment's notice.

4.0 External Constituency and Significant Trends

4.1: Program Advisory Committee:

- Not applicable in the General Studies Program

Old Program of Study

General Studies

Degree: Associate of General Studies

Suggested Four-Semester Plan

First Semester:

Course Title	Credit Hours
English Composition I (ENG 1003)	3
College Algebra or higher (MAT 1023)	3
Social/Behavioral Science Elective*	3
Computer Concepts & Applications or Computer Information Systems (CIT 1003 or CIT 2003)	3
Arts/Humanities Elective*	3
Term Total	15

Second Semester:

Course Title	Credit Hours
English Composition II (ENG 1013)	3
Science Elective*	5
Elective	3
Social/Behavioral Science Elective*	3
Term Total	14

Third Semester:

Course Title	Credit Hours
Arts/Humanities Elective*	3
Public Speaking or Interpersonal Communication (COM 1203 or COM 1233)	3
Elective	3
Elective	3
Elective	3
Elective	2
Term Total	17

Fourth Semester:

Course Title	Credit Hours
Arts/Humanities Elective*	3
Social/Behavioral Science Elective*	3
Elective	3
Elective	3
Elective	3
Elective	3
Term Total	18

TOTAL 64

***See Courses that meet General Education Graduation requirements.**

General Studies

Associate of General Studies

Program Description: The Associate of General Studies is intended to enable students to complete the necessary general education electives at the freshman and sophomore level for students in pursuit of a Bachelor's degree. Courses taken as electives may or may not satisfy equivalent lower division college credit course requirements to transfer into a Bachelor's program at a Kansas Regents university.

Analysis & Oral Communication		Credit Hours	Human Heritage	
English Comp I (ENG 1003)		3	(Choose 3 from 2 different categories)	
English Comp II (ENG 1013)		3		
Public Speaking (COM 1203)		3	History	
Mathematics			US History I (HIS 1023)	3
			US History II (HIS 1063)	3
Intermediate Algebra or Higher**		3-4	Literature	
Sciences (Choose 1)			Introduction to Literature (ENG 1073)	3
			Topics in Literature (ENG2153)	3
Natural Sciences			Philosophy and Religion	
General Biology (BIO 1005)		5	New Testament History (REL 1013)	3
A & P (BIO 2045)		5	Intro to Philosophy (PHI2003)	3
Physical Sciences			Ethics (PHI 1073)	3
Physical Science (PHS 1005)		5	World Religions (REL 1053)	3
Chemistry for non-majors (PHS1015)		5		
Descriptive Astronomy (PHS1085)		5	Social Awareness/Political Awareness (Choose 1)	
Fine Arts and Aesthetic Studies (Choose 1)			Introduction to Sociology (SOC 1003)	3
			Social Problems (SOC 1003)	3
			American Government (POL 1023)	3
			Intro to Political Science (POL1013)	3
			Business and Technology (Choose 1)	
			Personal Finance (BUS 1003)	3
			Microeconomics (BUS 2023)	3
			Macroeconomics (BUS 2033)	3
			Introduction to Business (BUS1093)	3
			Computer Concepts & Apps (CIT1003)	3
			General Electives (18-20 hours)	
			*Only 5 of the 18-20 hours may be activity or music courses	
			**If Intermediate is taken as the math requirement, 60 credit hours of college-level coursework are required to graduate.	
			Total Credit Hours	60-64
Cultural Studies (Choose 1)				
Anthropology (SOC 1023)		3		
Spanish I, II, III (FRL1025, 1035, 2035)		5		
World Regional Geog. (GEO2013)		3		
Introduction to Race and Ethnic Relations (SOC 2113)		3		
World Religions (REL1053)		3		
World History I (HIS1003)		3		
World History II (HIS1013)		3		
African American History (HIS1163)		3		
Health and Well-Being				
Psychological (Choose 1)				
General Psychology (BEH 1003)		3		
Develop. Psychology (BEH 2003)		3		
Drugs and Behavior (BEH 2043)		3		
Physical (Choose 2)				
Wellness Concepts (HPR 1401)		1		
Nutrition (BIO 2053)		3		
PC Health (HEA1053)		3		
College Success (SSC 1021)		1		

Master means "mastering at the sophomore level".

Program Outcomes

Name of Program: AA, AS Liberal Studies

I: Introduce
R: Reinforce

2.2b

Courses:	1. Access and evaluate information from credible sources.	2. Collaborate respectfully with others.	3. Communicate effectively through the clear and accurate use of language.	4. Demonstrate an understanding of the broad diversity of the human experience	5. Process numeric, symbolic, and graphic information.	6. Read, analyze, and synthesize written, visual, and aural material.	7. Select and apply appropriate problem-solving techniques.	8. Use current technology efficiently and responsibly.	M: Master
Eng Comp I	R		R			R			
Eng Comp II	M		M			M			
Public Speaking		R	M	R		R		I	
Interpersonal		R	R	R		R			
College Algebra					IR		IR		
Calc I					IRM		IRM		
Elem Stats					IR	I	IR	I	
Plane Trig					IR		IR		
Gen Bio					I		I		
Bio I					R		R		
Chem non-maj	IR		IR		R	IR	RM		
Chem I					M	IR	M		
D. Astronomy						IR			
Physical Science						IR	IR	IR	
Physics I					IR	IR	IR	IR	
Art Apprec.			I	I		M	I	I	
Draw/Comp		I	I	I		R	R	R	
Ceramics I		I	I	I		R	R	I	
Painting I		I	I	I		R	R	I	
Music Apprec.	I	R	R	R	I	I	I	I	
Music Thry I		I	I		R	I	R	I	
Creative Writing			M	M		M			
Thtr Apprec.	I	IR	I	R	I	IR	I	I	
Acting I		IR	IR	IR		IR	IR	I	
Stagecraft I	I	R	R	R	M	M	R		

Master means "mastering at the sophomore level".

Program Outcomes

Name of Program: AA, AS Liberal Studies

I: Introduce
R: Reinforce
M: Master

Courses:	1. Access and evaluate information from credible sources.	2. Collaborate respectfully with others.	3. Communicate effectively through the clear and accurate use of language.	4. Demonstrate an understanding of the broad diversity of the human experience	5. Process numeric, symbolic, and graphic information.	6. Read, analyze, and synthesize written, visual, and aural material.	7. Select and apply appropriate problem-solving techniques.	8. Use current technology efficiently and responsibly.
Anthropology								
Spanish I								
Geography	R	R	R	I		R	R	
Intro to Race	R		R	M		R		
AA History								
World His I	R	R	R	I		R	R	
World His II	R	R	R	I		R	R	
World Relig.		R	R	R		I		
Gen Psych			I	R		R		
Dev Psych			M	R		M	R	
Drugs/Behav			M	R		M		
Wellness Con.			I	I		I	I	
Nutrition								
PC Health			R	R		R	R	
College Success								
U.S. History I	R	R	R	I		R	R	
U.S. History II	R	R	R	I		R	R	
Intro to Lit			R	R		R		
Amer. Lit I			R	R		R		
Amer. Lit II			M	M		M		
Brit Lit I			R	R		R		
Brit Lit II			M	M		M		
Topics in Lit			R	R		R		
Intro to Philo			R	R				
Ethics			M	M				

Master means "mastering at the sophomore level".

Program Outcomes

Name of Program: AA, AS Liberal Studies

I: Introduce

R: Reinforce

M: Master

	1. Access and evaluate information from credible sources.	2. Collaborate respectfully with others.	3. Communicate effectively through the clear and accurate use of language.	4. Demonstrate an understanding of the broad diversity of the human experience	5. Process numeric, symbolic, and graphic information.	6. Read, analyze, and synthesize written, visual, and aural material.	7. Select and apply appropriate problem-solving techniques.	8. Use current technology efficiently and responsibly.
Courses:								
Logic/Class Reas								
NT History		R	R	I		I		
Intro to Soc	I		I	R		R		
Social Prob	M		R	M		R		
Amer Gov't			R	R		R		
Intro Pol Sci			R	R				
Personal Finan		I	I		IR	I	R	
Intro to Bus	IR	IR	I				I	I
CCA		I	I		I	R	R	M
Microecon	I		I		R	R	I	
Macroecon	IR		I		R	R	I	
EMT		IRM					I	
CNA	I	M	M	I	R	R	M	R
VT: Pharmacology			I		IM	IM	I	
Baking	IR	IR	IR	IR	IR	IR	IR	IR
Scientific Concepts	IR	IR	IR	IR	IR	IR	IR	IR

View General Education Outcome

[Back](#)

General Education Outcome



Mapped Student Learning Outcome / Process Improvement Goal / Stakeholder Learning Outcome / Institutional Outcome / Institutional Outcome for Advanced Measures / General Education Outcome / General Education Outcome for Advanced Measures

Select the columns to show/hide:

☒ AA Theatre Arts-Acting Track☒ Course Outcomes/Goals

General Education Outcome

Arts & Humanities:
The student will be able to appreciate and understand the arts and the humanities.

1. Explain the collaborative nature of theatre.
2. 1. Utilize the actor's instrument.
3. Explain the collaborative nature of theatre.
4. 1. The student will be able to analyze and interpret a script for given circumstances, objectives, actions, and obstacles, orally and in writing.
5. 2. The student will be able to demonstrate knowledge of theater history and literature.
6. 3. The student will be able to demonstrate competent communication skills in one or more of the following areas: acting, stage management, or technical theater.
7. 4. The student will be able to develop and apply practical discipline-specific skills in rehearsal, production and classroom settings.
8. 5. The student will be able to apply skills of listening, articulation, awareness and collaboration in an ensemble.

14

Course Outcomes/Goals

Course: 06MUE1021

1. The student will be able to perform musical concepts through choral rehearsals/concerts.
2. The student will be able to identify and practice musical vocabulary and vocal parts.
3. The student will be able to utilize and improve Ear Training & Sight-Reading skills.
4. The student will be able to criticize music both objectively and subjectively.
5. The student will be able to identify musical influences in vocal repertory.
6. The student will be able to analyze musical performances in written and spoken conversations.

Course: 01COS1004

1. The student will be able to report the purpose and effects of hair coloring, hair lightening, chemical waving and chemical relaxing services.

Course: 01CUL2042

3. The student will be able to describe contributing factors concerning an outbreak of food-borne illness and develop a plan to prevent it from reoccurring with given information

5. The student will be able to describe the impact that foodservice operations have on the environment and what they can do to minimize their impact

Course: 01COS2609

1. The student will be able to function within the scope of practice of a Licensed Cosmetologist
2. The student will be able to demonstrate the level of knowledge sufficient to the Kansas Board of Cosmetology Instructor's licensing exam.
3. The student will be able to develop the qualities and characteristics a master educator will need to successfully teach a variety of learners.

Course: 06AED2093

1. The student will be able to apply the elements of art and principles of design to graphic designs
2. The student will develop skills of seeing and recording images to become graphic illustrators.
3. The student will be able to create layouts, by arranging graphic elements.
4. The student will be able to manipulate photographs.

Course: 06MUE1211

1. The student will be able to develop proficiency in instrumental performance.
3. The student will be able to develop a heightened awareness of performance quality and necessary skills for presentation effectiveness.
4. The student will be able to show understanding of balance, pitch, blend and overall concept of acceptable sound for an instrumental ensemble.

Course: 06AED1103

1. The student will be able to develop and apply the formal Elements of Art and Principles of Design.
2. The student will be able to develop and apply of vocabulary specific to design to do critical evaluation.
3. The student will be able to exhibit proficiency with a variety of 3-Dimensional media/techniques and processes.
4. The student will be able to evaluate of past/present approaches to 3-Dimensional Design.

Course: 06MUE1001

1. The student will be able to develop and apply a repertoire appropriate to the style and needs of members of ensembles.

n standard

Skip Navigation

area as

2. 3. The student will be able to demonstrate the ability to perform a variety of music with attention to several musical factors, including style, articulation, dynamics, blend and balance, intonation, rhythm, and phrasing.

3. 4. The student will be able to understand and interpret compositions from a variety of cultural and historical backgrounds.

Course: 01CUL1113

1. 1. The student will be able to describe the history of the hospitality industry and the necessary dedication required

2. 3. The student will be able to summarize the terms used in hospitality operations

3. 4. The student will be able to explain social impacts of the travel industry

Course: 06MUE1081

1. 4. The student will be able to perform by Memory Repertoire - at the level of the first half of the textbook.

2. 5. The student will be able to compose and improvise basic question phrases and answer phrases.

3. 6. The student will be able to sight-read -pieces on the level of the first half of the textbook.

Course: 01COS1021

1. 1. The student will be able to list items that need to be considered before opening a beauty salon.

Course: 01COS1002

1. 1. The student will be able to function within the scope of a Licensed Cosmetologist.

Course: 06AED2113

1. 2. The student will be able to experiment with a variety of media used in elementary classroom.

2. 3. The student will be able to develop an enriched sense of culture through art history apply to art lessons

Course: 06AED2023

1. 1. The student will be able to construct well designed pottery in 5 construction methods: pinch, coil, slab, wheel thrown, & combination.

2. 2. The student will be able to identify the drying stages of clay and ceramic terminology.

3. 3. The student will be able to criticize and appreciate modern and historical pottery design.

Course: 06AED2053

1. 1. The student will be able to apply the elements of art and principles of design to illustrations

2. 2. The student will be able to categorize illustrations according to how they were created.

3. 3. The student will be able to create vector edge drawings.

4. 4. The student will be able to manipulate photographs to create illustrations.

Course: 03ENG1073

1. F2F4. The student will be able to apply modes of critical inquiry specific to the discipline.

2. F2F5. The student will be able to write thoughtful literary analysis using appropriate terminology and conventions.

3. Online4. The student will be able to apply modes of critical inquiry specific to the discipline.

4. Online5. The student will be able to write thoughtful literary analysis using appropriate terminology and conventions.

Course: 06AED1003

1. 1. The student will be able to develop and apply the formal Elements of Art and Principles of Design

2. 2. The student will develop and apply of vocabulary specific to design to do critical evaluation.

3. 3. The student will be able to exhibit proficiency with a variety of 2-Dimensional media/techniques and processes.

4. 4. The student will be able to evaluate of past/present approaches to 2-Dimensional Design.

Course: 06MUE1142

1. 1. The student will be able to identify the basic elements of music

2. 2. The student will be able to distinguish major scales aurally.

3. 3. The student will be able to reproduce major scales.

4. 4. The student will be able to distinguish minor scales aurally.

5. 5. The student will be able to reproduce minor scales.

6. 6. The student will be able to distinguish intervals aurally.

7. 7. The student will be able to reproduce intervals.

Course: 06AED1033

1. 1. The student will be able to conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques and processes of painting.

2. 2. The student will be able to evaluate a range of subject matter, symbols and ideas to communicate.

3. 3. The student will be able to identify relationships of several painting style to history and

mediums

Lecture.

4. 4. The student will be able to critique the merits of their paintings and the work of others.

Course: 06AED1023

1. 1. The student will be able to demonstrate proficiency with numerous wet and dry media.

2. 2. The student will be able to exhibit proficiency with the formal Elements of Art and the Principles of Design through observational drawing of wide range of subject matter.

3. 3. The student will be able to demonstrate an understanding of the process of critical evaluation of drawings.

Course: 03FRL1015

1. 6. The student will be able to demonstrate sensitivity to French-speaking cultures.

Course: 01CIT1033

1. 2. The student will be able to demonstrate an in-depth understanding of Web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining Web sites.

2. 4. The student will be able to demonstrate graphic design basics for the web, including these concepts: color, contrast, readability, effective text, imagery, attention maps. Create spreadsheets and charts for problem-solving.

Course: 03FRL1035

1. 4. The student will be able to demonstrate comprehension of highly contextualized written material in Spanish through speaking, writing or other appropriate response.

Course: 06MUE1093

1. 1. The student will be able to notate rhythmic patterns in common simple and compound meters (duple, triple, and quadruple).

2. 2. The student will be able to identify and write simple and compound intervals, diatonic triads and seventh chords in all positions, and in treble, bass, alto, and tenor clef.

3. 3. The student will be able to demonstrate fluency in the construction of all major and minor scales and key signatures.

4. 4. The student will be able to analyze and construct chords using Roman numerals and figured bass.

5. 5. The student will be able to demonstrate the integration of common-practice diatonic harmonic and voice-leading principles, including the use of passing and neighboring tones.

Course: 06MUE1101

1. 1. The student will be able to demonstrate improvement or mastery of the given appropriate playing techniques.

2. 2. The student will be able to demonstrate knowledge and understanding of the style, composer, and characteristics of each work studied.

3. 3. The student will be able to express artistic and musical messages through performance.

4. 4. The student will be able to demonstrate the ability to perform in lessons one or more compositions from a variety of traditional or jazz styles suited to the student's ability that he or she has not previously studied.

Course: 06MUE1303

1. F2F 1. The student will be able to identify and describe the elements of melody, harmony, pitch, rhythm, timbre, texture, form, and dynamics.

2. F2F 2. The student will be able to identify the expressive qualities of the elements of music through listening experiences.

3. F2F 3. The student will be able to describe the general characteristics of musical genres and the relationship to their cultural/historical settings.

4. F2F 4. The student will be able to demonstrate knowledge of musical artists, composers, and compositions related to the context of the course.

5. F2F 5. The student will be able to critically evaluate the role of music in their lives.

6. Online 1. The student will be able to identify and describe the elements of melody, harmony, pitch, rhythm, timbre, texture, form, and dynamics.

7. Online 2. The student will be able to identify the expressive qualities of the elements of music through listening experiences.

8. Online 3. The student will be able to describe the general characteristics of musical genres and the relationship to their cultural/historical settings.

9. Online 4. The student will be able to demonstrate knowledge of musical artists, composers, and compositions related to the context of the course.

10. Online 5. The student will be able to critically evaluate the role of music in their lives.

Course: 01COS1006

1. 1. The student will be able to Skip Navigation within the scope of practice of a Licensed Professional Counselor.

Course: 03FRL1005

1. 5. The student will be able to compare and contrast aspects of French-speaking cultures with their own cultures.

Course: 06MUE1401

1. 1. The student will be able to perform standard repertoire appropriate to their performance area as members of ensembles.

2. 3. The student will be able to demonstrate the ability to perform a variety of music with attention to several musical factors, including style, articulation, dynamics, blend and balance, intonation, rhythm, and phrasing.

3. 4. The student will be able to demonstrate knowledge of different jazz genres and the means to express themselves artistically.

Course: 04HEA1225

1. 2. The student will be able to provide competent, quality care to the frail and elderly residents of Kansas' adult care homes.

Course: 03FRL2035

1. 6. The student will be able to describe cultural practices and products of the Spanish-speaking world drawing on authentic materials including literature and the visual arts.

Course: 03SOC2003

1. 1. The student will be able to demonstrate an understanding of the significance of philosophy in a broader cultural and historical context.

Course: 06AED1053

1. 1. The student will be able to create advanced paintings in a variety of media.

2. 2. The student will be able to evaluate a range of subject matter, symbols and ideas to communicate.

3. 3. The student will be able to analyze relationships of several painting styles and their relationship to history and culture.

4. 4. The student will be able to critique the merits of their paintings and the work of others.

Course: 03FRL1025

1. 5. The student will be able to compare and contrast aspects of Spanish-speaking cultures with their own cultures.

Course: 06AED1043

1. F2F 1. The student will be able to demonstrate an understanding of the terminology and conventions of visual expression.

2. F2F 2. The student will be able to critically interpret and analyze works of art in terms of form and content.

3. F2F 3. The student will be able to demonstrate an understanding of art practices, meaning, values, and methods within historical and cultural contexts.

4. F2F 4. The student will be able to participate in the discourse of current visual arts culture.

Course: 01COS1016

1. 2. The student will be able to demonstrate the application and removal of artificial eyelashes.

View General Education Outcome

[< Back](#)

General Education Outcome

Mapped Student Learning Outcome / Process Improvement Goal / Stakeholder Learning Outcome / Institutional Outcome / Institutional Outcome for Advanced Measures / General Education Outcome / General Education Outcome for Advanced Measures

Select the columns to show/hide:

☒ Course Outcomes/Goals

General Education Outcome

Course Outcomes/Goals

Civic Responsibility:
The student will be able to develop a civic identity that promotes the quality of life in a community.

Course: 01CUL2042

1. 2. The student will be able to develop a basic understanding of systems and management needed for maintaining safety and quality of food products.
2. 3. The student will be able to describe contributing factors concerning an outbreak of food-borne illness and develop a plan to prevent it from reoccurring with given information
3. 4. The student will be able to describe the role and responsibilities of federal and state governments, local regulatory agencies, the foodservice industry, and foodservice managers in promoting and maintaining consumer food safety
4. 5. The student will be able to describe the impact that foodservice operations have on the environment and what they can do to minimize their impact
5. 6. The student will be able to describe additional health issues relevant to the foodservice, lodging and travel industries (i.e. blood borne pathogens) and how these industries should minimize the spread of illness through their operations

Course: 01COS2609

1. 1. The student will be able to function within the scope of practice of a Licensed Cosmetologist
2. 2. The student will be able to demonstrate the level of knowledge sufficient to the Kansas Board of Cosmetology Instructor's licensing exam.
3. 3. The student will be able to develop the qualities and characteristics a master educator will need to successfully teach a variety of learners.

Course: 06AED2093

1. 2. The student will develop skills of seeing and recording images to become graphic illustrators.

Course: 06MUE1001

1. 4. The student will be able to understand and interpret compositions from a variety of cultural and historical backgrounds.

Course: 01CUL1113

1. 1. The student will be able to describe the history of the hospitality industry and the necessary dedication required
2. 2. The student will be able to explain current customer service needs and trends, as well as negative factors affecting the industry
3. 4. The student will be able to explain social impacts of the travel industry

Course: 01CIT1033

1. 1. The student will be able to define and describe in detail the six steps in developing a solid Web Site design plan.
2. 2. The student will be able to demonstrate an in-depth understanding of Web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining Web sites.
3. 3. The student will be able to implement the World Wide Web as a repository of the latest information in an ever-changing discipline and use the Internet to find information and determine its credibility.
4. 4. The student will be able to demonstrate graphic design basics for the web, including these concepts: color, contrast, readability, effective text, imagery, attention maps Create spreadsheets and charts for problem-solving.

Course: 01CSE1063

1. 1. The student will be able to design/develop Web pages using a comprehensive Web development life cycle.
2. 3. The student will be able to demonstrate common Web page formats and functions.

Course: 01MDM1033

1. 1. The student will be able to identify seven major themes that serve as the foundation for effective human relations.
2. 3. The student will be able to explain how moral intelligence contributes to personal and organizational success.
3. 6. The student will be able to identify key elements of the conflict resolution process.

Course: 01COS1021

1. 1. The student will be able to list items that need to be considered before opening a beauty salon.
2. 2. The student will be able to discuss financial considerations involved in operating a beauty salon.
3. 3. The student will be able to explain the importance of maintaining accurate business records.

Course: 01COS1002

1. 1. The student will be able to function within the scope of a Licensed Cosmetologist.
2. 2. The student will be able to discuss the laws as provided by the state of Kansas.
3. 3. The student will be able to describe the rules and regulations relating to examinations.
4. 4. The student will be able to describe the rules and regulations relating to infection control.
5. 5. The student will be able to explain the rules and regulations relating to schools, establishments, inspections and cosmetology school course curriculum.

Course: 01BUS2013

1. 2. The student will be able to analyze the powerful effect culture has on communication.
2. 5. The student will be able to apply appropriate communication skills in the workplace.

Skip Navigation on.

Course: 01COS1006

1. The student will be able to function within the scope of practice of a Licensed Cosmetologist

Course: 06AED2053

1. 3. The student will be able to create vector edge drawings.
2. 4. The student will be able to manipulate photographs to create illustrations.

Course: 01CIT1003

1. F2F 8. The student will be able to identify the ethical and social standards of conduct regarding the use of information and technology.
2. Online 8. The student will be able to identify the ethical and social standards of conduct regarding the use of information and technology.

Course: 01COS1015

1. 1. The student will be able to function within the scope of practice of a Licensed Cosmetologist
2. 2. The student will be able to explain and demonstrate sanitation practices as prescribed by the board of cosmetology.
3. 3. The student will be able to describe and implement safety precautions as prescribed by the board of cosmetology.
4. 4. The student will be able to identify the anatomy of the hair and scalp.
5. 6. The student will be able to identify the conditions and disorders of the skin.

Course: 03POL1013

1. 4. The student will be able to understand the ideas and concepts that shape the study of political science.

Course: 03POL1023

1. F2F 3. The student will be able to understand and analyze how policy decisions are made and the impact of policy on the public.
2. Online 3. The student will be able to understand and analyze how policy decisions are made and the impact of policy on the public.

Course: 01COS1016

1. 1. The student will be able to describe the purpose and effects of a facial and demonstrate basic procedure for a facial.

Course: 02VET1102

1. 3. Exemplify proper sanitation methods used in animal facilities.

Close

View General Education Outcome

[← Back](#)

General Education Outcome

Mapped Student Learning Outcome / Process Improvement Goal / Stakeholder Learning Outcome / Institutional Outcome / Institutional Outcome for Advanced Measures / General Education Outcome / General Education Outcome for Advanced Measures

Select the columns to show/hide:

✓ Course Outcomes/Goals

General Education Outcome

Course Outcomes/Goals

Communication: The student will be able to communicate effectively.

Course: 01COS1025

1. The student will be able to describe the purpose and effects of hair shaping and hair styling.
2. The student will be able to identify and select the materials, supplies and implements needed for hair shaping, hair styling and thermal styling.
3. The student will be able to define and demonstrate basic hair cutting techniques and finger waving and shaping.
4. The student will be able to explain and demonstrate safety precautions in hair shaping and thermal styling.

Course: 04HEA1216

1. 2. The student will be able to perform all CNA roles successfully including personal care of residents, care of resident's living space, food service, record-keeping, and communication and teamwork.

Course: 01COS1004

1. The student will be able to report the purpose and effects of hair coloring, hair lightening, chemical waving and chemical relaxing services.
2. The student will be able to explain and demonstrate scalp and hair analysis for safe effective hair coloring, hair lightening, chemical waving and chemical relaxing services.
3. The student will be able to define the related chemical classifications and types of hair coloring, hair lightening and chemical waving.
4. The student will be able to identify and select the appropriate materials and supplies needed for chemical relaxing.
5. The student will be able to define the related chemical classifications for chemical relaxers.

Course: 01ACC1023

1. F2F 1. The student will be able to explain the advantages and disadvantages of Partnerships.
2. F2F 6. The student will be able to properly prepare a Statement of Cash Flows.
3. F2F 7. The student will be able to understand Financial Statement Analysis by completing the following: Complete trend analysis Complete common size statement analysis Complete Ratio analysis.

Course: 03BEH2003

1. Distinguish among developmental theories.
2. Identify research methods in development.
3. Describe social and emotional development throughout the lifespan.
4. Explain cognitive development throughout the lifespan.
5. Identify physical development throughout the lifespan.
6. Summarize neurological development throughout the lifespan.

Course: 01CSE2123

1. 2. Acquire experience in the working world, adding depth and relevance to more traditional classroom work.
2. 3. List typical duties and responsibilities for major field of study.
3. 4. Discuss and define job search and interview skills and design a valuable resume.

Course: 02VET2114

1. Students will complete a minimum of 240 clock hours during an off campus clinical externship program in the presence of a licensed veterinarian in a clinical setting.

Course: 02VET1023

1. Demonstrate proficiency of software to schedule appointments, admit, discharge, create and maintain all client records.
4. The student will be able to demonstrate professional interaction between clients and fellow staff members.

Course: 06AED2113

1. The student will be able to utilize the Elements of Art and Principles of Design in art lessons.

Course: 01BUS2013

3. The student will be able to demonstrate business quality writing.

Course: 04HEA1167

1. The student will be able to demonstrate and calculate AEMT level medications.

Course: 01ACC1033

1. The student will be able to describe a manual accounting system.

Course: 01CIT1012

2. The student will be able to evaluate an Email Program and a Web-Based Email Service.

Course: 02VET2116

1. Student will be able to- Hospital Management: Students will differentiate surgical instruments, assemble surgical packs, and demonstrate proper sterilization techniques for hospital management and surgical preparation. Students will differentiate suture patterns and construct suture patterns for simple interrupted sutures.
2. Student will be able to- Patient Assessment: Students will be utilizing

Technician Assessments and SOAPing protocols.

Skip Navigation

Course: 04HEA1262

1. The student will be able to demonstrate effective interpersonal skills.

Course: 03HIS1013

1. 4. The student will be able to demonstrate effective written communication

Course: 03ENG1013

1. 1. The student will be able to compose persuasive or informative texts acknowledging the expectations of specific audiences.

2. 2. The student will be able to apply research strategies including finding, evaluating, analyzing, and synthesizing sources.

Course: 03ENG1073

1. F2F1. The student will be able to communicate an awareness of the range and complexity of human experience as expressed through literature.

2. F2F2. The student will be able to examine the interactions of reader and writer in the creation meaning.

3. F2F3. The student will be able to articulate the distinctive features of various genres.

4. Online1. The student will be able to communicate an awareness of the range and complexity of human experience as expressed through literature.

5. Online2. The student will be able to examine the interactions of reader and writer in the creation meaning.

6. Online3. The student will be able to articulate the distinctive features of various genres.

Course: 06MUE1142

1. 3. The student will be able to reproduce major scales.

2. 5. The student will be able to reproduce minor scales.

3. 7. The student will be able to reproduce intervals.

Course: 02VET1012

1. 1. Students will prioritize technician assessments.

Course: 07DEV0143

1. 1. The student will be able to compose essays that demonstrate a mastery of introductory paragraphs, body paragraphs, concluding paragraphs and transitions that adequately support a thesis statement.

2. 3. The student will be able to revise essays to improve style, word choice, figurative language and sentence variety.

3. 4. The student will be able to recognize and control common grammatical error such as comma splices, run-ons, shift in tense and person, fragments in student's own writing.

Course: 02VET1002

1. 1. The student will be able to identify the various aspects of a veterinary technicians role in the veterinary hospital.

2. 2. The student will be able to analyze the terms used in veterinary medicine into individual parts in order to identify their meaning.

3. 3. The student will be able to stimulate the enthusiasm of the students as to the essential skills that they will be able to apply as they progress through the program.

Course: 01CIT1033

1. 1. The student will be able to define and describe in detail the six steps in developing a solid Web Site design plan.

2. 6. The student will be able to identify ways to promote a published Web Site.

Course: 03FRL1035

1. 1. The student will be able to converse in Spanish at phrase/sentence level using everyday vocabulary to convey and request basic information related to personal and course topics.

Course: 01CSE1063

1. 1. The student will be able to design/develop Web pages using a comprehensive Web development life cycle.

2. 5. The student will be able to demonstrate how to create dynamic Web pages and add functionality using JavaScript and the Document Object Model (DOM).

Course: 02VET2003

1. 4. The student will be able to properly carry out analysis of laboratory specimens a. Urinalysis and fecal analysis; b. CBC; c. Microscopic exam of blood film; d. Calculate hematologic indices; e. Perform coagulation tests; f. Perform blood chemistry and serologic tests; g. Identify fecal, blood, and urinary parasites; h. Identify external parasites; i. Classify internal and external parasites and explain their lifecycles; j. Display a strong understanding of what the hematologic values mean in a disease process.

Course: 01ACC2033

1. F2F 1. The student will be able to analyze and apply Basic cost terminology; Product, Period, Fixed, Variable and Mixed. Using the measure for this outcome, the total population completing the measure, will score a cumulative average of 80%.

2. F2F 6. The student will be able to identify information needed and create a Capital Budget.

Course: 06MUE1101

1. 3. The student will be able to express artistic and musical messages through performance.

Course: 04HEA1143

1. 1. the student will be able to build, analyze and define medical terms

Course: 04HEA1113

1. 1. The student will be able to demonstrate care and assessment of pre-hospital medical and trauma patients.

Course: 04HEA1225

1. 3. The student will be able to demonstrate the ability to follow policies and procedures in regard to administering medication safely.

2. 4. The student will be able to identify the basic structures and functions of body systems and how they are affected by a variety of medications.

Course: 03FRL2035

1. 5. The student will be able to formulate cohesive paragraphs and short/simple essays.

Course: 02VET1101

1. Students will be able to differentiate dog breeds in the breed categories listed by the American Kennel Club

Course: 06AED1043

1. F2F 2. The student will be able to critically interpret and analyze works of art in terms of form and content.

Course: 06MUE1021

1. 1. The student will be able to perform musical concepts through choral rehearsals/concerts.

2. 6. The student will be able to analyze musical performances in written and spoken conversations.

Course: 02VET2203

1. 1. The student will be able to prepare specimens for diagnostic analysis.

Course: 01CUL2042

1. 3. The student will be able to describe contributing factors to food-borne illness and develop a plan to prevent it from reoccurring with given information

Skip Navigation

1 food-borne

2. 4. The student will be able to describe the role and responsibilities of federal and state governments, local regulatory agencies, the foodservice industry, and foodservice managers in promoting and maintaining consumer food safety

3. 5. The student will be able to describe the impact that foodservice operations have on the environment and what they can do to minimize their impact

4. 6. The student will be able to describe additional health issues relevant to the foodservice, lodging and travel industries (i.e. blood borne pathogens) and how these industries should minimize the spread of illness through their operations

Course: 01CSE2033

1. 1. The student will be able to describe the six subsystems of a structured cabling system.

2. 2. The student will be able to understand and explain the components of a wireless LAN and how wireless LANs are configured.

3. 3. The student will be able to define how a TCP connection is established, maintained, and terminated.

4. 4. The student will be able to explain how to use the commands to configure a network switch.

Course: 01COS2609

1. 1. The student will be able to function within the scope of practice of a Licensed Cosmetologist

2. 2. The student will be able to demonstrate the level of knowledge sufficient to the Kansas Board of Cosmetology Instructor's licensing exam.

3. 3. The student will be able to develop the qualities and characteristics a master educator will need to successfully teach a variety of learners.

Course: 01CUL1113

1. 1. The student will be able to describe the history of the hospitality industry and the necessary dedication required

2. 2. The student will be able to explain current customer service needs and trends, as well as negative factors affecting the industry

3. 3. The student will be able to summarize the terms used in hospitality operations

4. 4. The student will be able to explain social impacts of the travel industry

Course: 06MUE1081

1. 5. The student will be able to compose and improvise - basic question phrases and answer phrases.

Course: 01COS1021

1. 1. The student will be able to list items that need to be considered before opening a beauty salon.

2. 2. The student will be able to discuss financial considerations involved in operating a beauty salon.

3. 3. The student will be able to explain the importance of maintaining accurate business records.

Course: 01COS1002

1. 1. The student will be able to function within the scope of a Licensed Cosmetologist.

2. 2. The student will be able to discuss the laws as provided by the state of Kansas.

3. 3. The student will be able to describe the rules and regulations relating to examinations.

4. 4. The student will be able to describe the rules and regulations relating to infection control.

5. 5. The student will be able to explain the rules and regulations relating to schools, establishments, inspections and cosmetology school course curriculum.

Course: 03HIS1003

1. 4. The student will be able to demonstrate effective written communication

Course: 03BEH1003

1. 1. Identify historical foundations and current trends in psychology.

2. 2. Distinguish methods of research in psychology.

3. 3. Identify the biological basis of behavior including physiology of the brain.

4. 4. Distinguish principles and theories of learning and cognition.

5. 5. Recognize theories and applications of motivation and emotion.

6. 6. Demonstrate an understanding of human life span development.

7. 7. Identify the major theories of personality.

8. 8. Recognize categories of psychological disorders and treatments.

9. 9. Recognize the major theories and findings in social psychology.

10. Online 1. Identify historical foundations and current trends in psychology.

11. Online 2. Distinguish methods of research in psychology.

12. Online 3. Identify the biological basis of behavior including physiology of the brain.

13. Online 4. Distinguish principles and theories of learning and cognition.

14. Online 5. Recognize theories and applications of motivation and emotion.

Course: 01ACC1003

1. F2F 2. The student will be able to record Adjusting Entries and prepare basic Financial Statements.

Course: 03HIS1063

1. 4. The student will be able to demonstrate effective written communication.

Course: 03ENG1003

1. F2F 1. The student will be able to employ conventions of format, structure, voice, tone, and level of formality to produce writing for specific purposes and audiences as required by various writing situations.

2. F2F3. The student will be able to demonstrate an ability to fulfill standards of syntax, grammar, punctuation, and spelling for various rhetorical contexts.

3. Online 1. The student will be able to employ conventions of format, structure, voice, tone, and level of formality to produce writing for specific purposes and audiences as required by various writing situations.

4. Online 3. The student will be able to demonstrate an ability to fulfill standards of syntax, grammar, punctuation, and spelling for various rhetorical contexts.

Course: 01CSE2043

1. 2. The student will be able to define and describe in detail the six steps in developing a solid Web design plan: define the purpose, identify the site's target audience, determine the site's general content, select the site's structure, design the look and feel of the site, and specify the site's navigation system.

2. 3. The student will be able to describe Web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining Web sites.

3. 4. The student will be able to discuss the use of the World Wide Web as a repository of the latest information in an ever-changing discipline.

Course: 02BIO1032

1. 2. The student will be able to evaluate and discuss published scientific articles in logical, productive, and meaningful ways.

Course: 01ACC1044

1. Students will be able to prepare Financial Statements: Income Statement, Statement of Equity, Balance Sheet, Statement of Cash Flows

2. Students will be able to complete the following activities related to Corporations: Analyze and record basic Organization expenses, Record Capital Stock Transactions, Record transactions related to Dividends, Record Preferred Stock transactions, Record the proper transactions related to Long-Term Liabilities

3. Students will be able to complete the following relating to Intangible Assets: Analyze and record Long-term and Short-term investments, Analyze and record Fair Value Measurements, Analyze and record the Cost of Sales, Analyze and record the Cost of Goods Sold, Analyze and record the Cost of Services, Analyze and record the Cost of

and equity method when recording investment transactions, Analyze and properly record Gains and Losses from sale of investments

4. Students will be able to understand and perform Financial Statement Analysis by completing the following: Complete trend analysis, Complete common size statement analysis, Complete Ratio analysis
Course: 03HIS1023

1. F2F 4. The student will be able to demonstrate effective written communication.

Course: 030EH2023

1. 1. The student will be able to assess various maladaptive behavior patterns with a focus on diagnostic criteria, etiology, and treatment.

2. 2. The student will be able to demonstrate an understanding that individuals are neither normal nor abnormal but instead, exhibit specific behaviors, which can be placed along a continuum of normalcy.

3. 3. The student will be able to explain the functional capabilities and limitations of someone with a mental illness.

4. 4. The student will be able to describe the context in which these mental illnesses develop.

5. 5. The student will be able to demonstrate an understanding of the myths that surround mental illness.

Course: 04HEA1426

1. The student will be able to demonstrate Interpersonal skills for communication and team work.

Course: 03FRL1015

1. 1. The student will be able to converse in French at phrase/sentence level using everyday vocabulary to convey and request basic information related to personal and course topics.

Course: 01ACC2013

1. 1. Identify policy setting bodies and describe their role in the standard setting process.

2. 2. The student will be able to describe the qualitative characteristics of accounting information.

Course: 06MUE1093

1. 3. The student will be able to demonstrate fluency in the construction of all major and minor scales and key signatures.

2. 5. The student will be able to demonstrate the integration of common-practice diatonic harmonic and voice-leading principles, including the use of passing and neighboring tones.

Course: 01CSE2113

1. 2. The student will be able to write, document, test and debug Java programs, making use of variables, expressions, selection and looping statements.

2. 6. The student will be able to read, interpret, analyze and explain introductory Java programs.

3. 7. The student will be able to use editors to compose programming code and compilers to produce executable software.

Course: 02VET2013

1. 4. The student will be able to develop preventative vaccination protocols for herd health medicine.

Course: 06MUE1303

1. F2F 1. The student will be able to identify and describe the elements of melody, harmony, pitch, rhythm, timbre, texture, form, and dynamics.

2. F2F 2. The student will be able to identify the expressive qualities of the elements of music through listening experiences.

3. F2F 3. The student will be able to describe the general characteristics of musical genres and the relationship to their cultural/historical settings.

4. F2F 4. The student will be able to demonstrate knowledge of musical artists, composers, and compositions related to the context of the course.

5. F2F 5. The student will be able to critically evaluate the role of music in their lives.

6. Online 1. The student will be able to identify and describe the elements of melody, harmony, pitch, rhythm, timbre, texture, form, and dynamics.

7. Online 2. The student will be able to identify the expressive qualities of the elements of music through listening experiences.

8. Online 3. The student will be able to describe the general characteristics of musical genres and the relationship to their cultural/historical settings.

9. Online 4. The student will be able to demonstrate knowledge of musical artists, composers and compositions related to the context of the course.

View General Education Outcome

[< Back](#)

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Mapped Student Learning Outcome / Process Improvement Goal / Stakeholder Learning Outcome / Institutional Outcome / Institutional Outcome for Advanced Measures / General Education Outcome / General Education Outcome for Advanced Measures

Select the columns to show/hide:

☒ Course Outcomes/Goals

General Education Outcome

Course Outcomes/Goals

Computer Literacy:
The student will be able to demonstrate proficiency in a variety of digital technologies.

Course: 04HEA1216

1. 2. The student will be able to perform all CNA roles successfully including personal care of residents, care of resident's living space, food service, record-keeping, and communication and teamwork.

Course: 02VET2203

1. 2. The student will be able to select and maintain laboratory equipment.

Course: 01CUL2042

1. 7. The student will be able to demonstrate mastery of safe food practices by passing the National Restaurant Association's Applied Food Service Sanitation Certification Exam ServSafe

Course: 01CSE2033

1. 2. The student will be able to understand and explain the components of a wireless LAN and how wireless LANs are configured.

2. 5. The student will be able to configure a basic setup for static routing protocol.

Course: 01COS2609

1. 1. The student will be able to function within the scope of practice of a Licensed Cosmetologist
2. 2. The student will be able to demonstrate the level of knowledge sufficient to the Kansas Board of Cosmetology Instructor's licensing exam.

3. 3. The student will be able to develop the qualities and characteristics a master educator will need to successfully teach a variety of learners.

Course: 02PHS1085

1. 3. The student will be able to define how astronomers search for, and classify the stars.

2. 4. The student will be able to describe the different types of galaxies and recognize the Milky Way Galaxy.

3. 5. The student will be able to analyze and explain the new discoveries about the universe and the extraterrestrial life.

4. 6. The student will be able to define and predict the positions of celestial objects and locate them.

5. 7. The student will be able to explain phases of the moon and distinguish between total, partial and annular eclipses.

6. 8. The student will be able to describe the planets and their characteristics.

7. 9. The student will be able to describe the appearance and motion of comets and asteroids.

Course: 01ACC1023

1. F2F 2. The student will be able to analyze and record transactions related to Partnerships.

2. F2F 3. The student will be able to complete the following activities related to Corporations: Analyze and record basic Organization expenses Record Capital Stock Transactions Record transactions related to Dividends Record Preferred Stock transactions. Using the measure for this outcome, the total population completing the measure, will score a cumulative average of 70%.

3. F2F 4. The student will be able to record the proper transactions related to Long-Term Liabilities.

4. F2F 5. The student will be able to complete the following relating to Investments: Record the purchase of both Long-term and Short-term investments Analyze and record Fair value adjustments Properly use the Cost and Equity method when recording investment transactions Analyze and properly record Gains and Losses from sale of investments.

5. F2F 6. The student will be able to properly prepare a Statement of Cash Flows.

6. F2F 7. The student will be able to understand Financial Statement Analysis by completing the following: Complete trend analysis Complete common size statement analysis Complete Ratio analysis.

Course: 01CSE2123

1. 1. Demonstrate marketable skills through access to the resources of the community.

2. 3. List typical duties and responsibilities for major field of study.

Course: 02PHS1055

1. 2. The student will be able to: a. Solve problems that require an ability to apply Newton's Three Laws of Motion. b. Describe the interaction of force, mass, weight, and acceleration due to gravity. c. Quantitatively analyze physical systems using the concepts of translational and rotational equilibrium, and kinetic and static friction. d. Perform computations using the physical relationships among work, momentum, energy, power, equivalence of work and energy, and conservation principles.

2. Lab Learning Outcome 1. The student will be able to a. learn and apply the scientific method in lab work settings. b. conduct experiments, and collect data (observation) c. Tabulate and graph data and compute results. d. Draw reasonable conclusions from quantitative data and communicate results to others.

Course: 01CUL1113

1. 1. The student will be able to describe the history of the hospitality industry and the necessary dedication required

2. 3. The student will be able to summarize the terms used in hospitality operations

Course: 01COS1021

1. 1. The student will be able to list items that need to be consid beauty salon.

2. 2. The student will be able to discuss financial considerations Skip Navigation beauty salon.

3. 3. The student will be able to explain the importance of maintaining accurate business records.

Course: 02VET1023

1. The student will be able to identify appropriate methods for filing records and handling client-based financial transactions.

Course: 01CIT1012

1. The student will be able to apply knowledge of the Web and Web Browser Software.
2. The student will be able to evaluate an Email Program and a Web-Based Email Service.
3. The student will be able to show applicable knowledge of Search Engines and Directories.
4. The student will be able to find, Evaluate, and Use Online Information Resources.
5. The student will be able to examine FTP and Other Services to Share and Store Data.

Course: 01ACC1033

1. The student will be able to enter the beginning balances of a business.
2. The student will be able to prepare journal entries for a business.
3. The student will be able to prepare and record year end transactions.
4. The student will be able to backup and restore data.
5. The student will be able to analyze and prepare reports for management or owners of a business.

Course: 01CIT1202

1. The student will be able to write and apply formulas appropriately.

Course: 02VET2103

1. The student will be able to prepare medications; label and package dispensed drugs correctly.

Course: 01ACC1003

- F2F 1. The student will be able to analyze and properly record economic transactions.
- F2F 2. The student will be able to record Adjusting Entries and prepare basic Financial Statements.
- F2F 3. The student will be able to complete the Accounting Cycle. Using the measure for this outcome, the total population completing the measure, will score a cumulative average of 65%.
- F2F 5. The student will be able to analyze and make the proper adjustments when accounting for Current Assets.
- F2F 6. The student will be able to value and make the proper adjustments when accounting for Fixed and Intangible Assets.
- F2F 7. The student will be able to analyze and prepare journal entries related to Current and Long-Term Liabilities.

Course: 04HEA1262

1. The student will be able to demonstrate and identify office procedures, forms, scheduling necessary in performing restorative aide duties.

Course: 01CSE2043

1. The student will be able to present a practical approach to Web design using a blend of traditional development with current technologies.
2. The student will be able to describe Web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining Web sites.

Course: 02BIO1032

1. The student will be able to evaluate and discuss published scientific articles in logical, productive, and meaningful ways.
2. The student will be able to write and submit the research findings in a clear, understandable, logical, comprehensive, and scientific manner with appropriate citations and references.

Course: 01ACC1044

1. Students will be able to analyze and properly record economic transactions.
2. Students will be able to prepare Financial Statements: Income Statement, Statement of Equity, Balance Sheet, Statement of Cash Flows
3. Students will be able to analyze and record transactions related to Partnerships
4. Students will be able to complete the following activities related to Corporations: Analyze and record basic Organization expenses, Record Capital Stock Transactions, Record transactions related to Dividends, Record Preferred Stock transactions, Record the proper transactions related to Long-Term Liabilities
5. Students will be able to complete the following relating to Investments: Record the purchase of both Long-term and Short-term investments, Analyze and record Fair value adjustments, Properly use the Cost and Equity method when recording Investment transactions, Analyze and properly record Gains and Losses from sale of investments
6. Students will be able to understand and perform Financial Statement Analysis by completing the following: Complete trend analysis, Complete common size statement analysis, Complete Ratio analysis

Course: 02VET1113

4. The student will be able to utilize radiographic equipment to expose radiographic film and digital cassettes on live animals to create diagnostic radiographic images.
7. The student will be able to demonstrate proper maintenance and use of radiographic equipment including ultrasound and endoscopy.

Course: 04HEA1426

1. The student will be able to identify documentation process within the parameters of HIPPA and confidentiality
2. The student will be able to demonstrate care plan development, implementation skills, & updates from admission to discharge

Course: 01CIT1033

1. The student will be able to define and describe in detail the six steps in developing a solid Web Site design plan.
2. The student will be able to demonstrate an in-depth understanding of Web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining Web sites.
3. The student will be able to Implement the World Wide Web as a repository of the latest information in an ever-changing discipline and use the Internet to find information and determine its credibility.
4. The student will be able to demonstrate graphic design basics for the web, including these concepts: color, contrast, readability, effective text, imagery, attention maps Create spreadsheets and charts for problem-solving.
5. The student will be able to demonstrate page layout for the web, Including these concepts: containment, alignment, grouping, rhythm and repetition, logical order.
6. The student will be able to identify ways to promote a published Web Site.

Course: 02VET1002

3. The student will be able to stimulate the enthusiasm of the students as to the essential skills that they will be able to apply as they progress through the program.

Course: 01CSE1063

1. The student will be able to design/develop Web pages using a comprehensive Web development life cycle.
2. The student will be able to implement HTML and CSS languages when creating Web pages suitable for course work, professional purposes, and personal use.
3. The student will be able to demonstrate common Web page
4. The student will be able to demonstrate how to create dynamic functionality

using JavaScript and the Document Object Model (DOM).

Course: 02VET2003

1. 2. The student will be able to maintain laboratory equipment.
2. 3. The student will be able to implement quality control measures and ensure safety.

Course: 01ACC2033

1. F2F 1. The student will be able to analyze and apply Basic cost terminology; Product, Period, Fixed, Variable and Mixed. Using the measure for this outcome, the total population completing the measure, will score a cumulative average of 80%.

2. F2F 2. The student will be able to find the Break-even point and Contribution margin.
3. F2F 3. The student will be able to apply Standard Costing and perform Variance analysis.
4. F2F 4. The student will be able to prioritize "Capital Expenditure" decisions using Relevant vs. Irrelevant Information.

5. F2F 5. The student will be able to apply Time Value of Money Concepts.
6. F2F 6. The student will be able to identify information needed and create a Capital Budget.

Course: 01ACC2013

1. 3. The student will be able to prepare complex transactions in Journals and post to a ledger. a. Illustrating accounting issues relating to recognition and valuation of receivables. b. Illustrating accounting issues relating to recognition and valuation of liabilities. c. Illustrating accounting issues relating to different revenue recognition methods. d. Illustrating accounting issues relating to acquiring, valuing (including purchase and applying various methods of depreciation) and, disposing of property, plant and equipment. e. Illustrating accounting issues relating to the differences between periodic and perpetual inventory systems while comparing LIFO and FIFO cost flow assumptions.

2. 4. The student will be able to prepare a trial balance (unadjusted and adjusted) and the following Financial Statements: a. Single and multiple step income statement b. Classified balance sheet using the report and account formats c. The operating Activities Section of the Statement of cash flows. Using the measure for this outcome, the total population completing the measure, will score a cumulative average of 70%.

3. 5. The student will be able to analyze present value and future value of money problems.

Course: 01CSE2113

1. 7. The student will be able to use editors to compose programming code and compilers to produce executable software.

Course: 01CIT1003

1. F2F 4. The student will be able to use word processing software to create, edit, and produce professional documents.

2. F2F 5. The student will be able to create spreadsheets and charts for problem-solving.

3. F2F 6. The student will be able to utilize a database.

4. F2F 7. The student will be able to use presentation software to create, edit, and produce professional presentations.

5. Online 4. The student will be able to use word processing software to create, edit, and produce professional documents.

6. Online 5. The student will be able to create spreadsheets and charts for problem-solving.

7. Online 6. The student will be able to utilize a database.

8. Online 7. The student will be able to use presentation software to create, edit, and produce professional presentations.

Course: 02PHS1005

1. The student should be able to explain the scientific method. (Disabled)

2. The student should be able to perform measurements - analyze data, and generate and communicate conclusions based on the data collected.

Course: 01CSE1003

1. 1. The student will be able to implement Visual Basic to build Windows applications using structured and object-based programming techniques.

2. 3. The student will be able to describe the impact and use of the Internet.

3. 4. The student will be able to design/develop programs with GUI interfaces.

4. 5. The student will be able to develop code programs and develop interface using Visual Basic.

5. 6. The student will be able to perform tests, resolve defects and revise existing code.

Course: 02VET1001

1. 4. The student will be able to utilize clinical signs and appropriate equipment to monitor patient status in all stages of anesthetic procedures.

Course: 04HEA1225

1. 3. The student will be able to demonstrate the ability to follow policies and procedures in regard to administering medication safely.

Course: 02BIO2055

1. 3. Interactions and impact of microorganisms and humans Upon completion of this section, the student will be able to demonstrate measurable understanding of the interactions and impact of microorganisms and humans, including the following topics: Host defense mechanisms Microbial pathogenicity mechanisms Disease transmission Antibiotics and chemotherapy Genetic engineering Biotechnology

Course: 02PHS2055

1. 1. The student will be able to: a. Use and convert physical quantities and measurements in the SI and USCS systems. b. Correctly define vector and scalar quantities, and compute vector components and resultants. c. Compute time, distance, average speed, average acceleration, speed, and acceleration for motion with constant acceleration. d. Using graphs to analyze motion.

2. Lab Specific Skills 1. The student will be able to a. Learn and apply the scientific method in lab work settings. b. Conduct experiments, and collect data (observation). c. Tabulate and graph data and compute results. d. Draw reasonable conclusions from quantitative data and communicate results to others.

Close

View General Education Outcome

[< Back](#)

General Education Outcome



Mapped Student Learning Outcome / Process Improvement Goal / Stakeholder Learning Outcome / Institutional Outcome / Institutional Outcome for Advanced Measures / General Education Outcome / General Education Outcome for Advanced Measures

Select the columns to show/hide:

☒ Course Outcomes/Goals

General Education Outcome

Ethical Reasoning: The student will be able to develop standards of fairness and integrity in all endeavors.

Course Outcomes/Goals

Course: 01COS1004

1. The student will be able to report the purpose and effects of hair coloring, hair lightening, chemical waving and chemical relaxing services.
2. The student will be able to explain and demonstrate scalp and hair analysis for safe effective hair coloring, hair lightening, chemical waving and chemical relaxing services.
3. The student will be able to define the related chemical classifications and types of hair coloring, hair lightening and chemical waving.
4. The student will be able to identify and select the appropriate materials and supplies needed for chemical relaxing.
5. The student will be able to define the related chemical classifications for chemical relaxers.

Course: 01CUL2042

1. The student will be able to describe contributing factors concerning an outbreak of food-borne illness and develop a plan to prevent it from reoccurring with given information
5. The student will be able to describe the impact that foodservice operations have on the environment and what they can do to minimize their impact
6. The student will be able to describe additional health issues relevant to the foodservice, lodging and travel industries (i.e. blood borne pathogens) and how these industries should minimize the spread of illness through their operations

Course: 01COS2609

1. The student will be able to function within the scope of practice of a Licensed Cosmetologist
2. The student will be able to demonstrate the level of knowledge sufficient to the Kansas Board of Cosmetology Instructor's licensing exam.
3. The student will be able to develop the qualities and characteristics a master educator will need to successfully teach a variety of learners.

Course: 01ACC1023

- F2F 1. The student will be able to explain the advantages and disadvantages of Partnerships.
- F2F 2. The student will be able to analyze and record transactions related to Partnerships.
- F2F 3. The student will be able to complete the following activities related to Corporations: Analyze and record basic Organization expenses Record Capital Stock Transactions Record transactions related to Dividends Record Preferred Stock transactions. Using the measure for this outcome, the total population completing the measure, will score a cumulative average of 70%.
- F2F 4. The student will be able to record the proper transactions related to Long-Term Liabilities.
- F2F 5. The student will be able to complete the following relating to Investments: Record the purchase of both Long-term and Short-term investments Analyze and record Fair value adjustments Properly use the Cost and Equity method when recording Investment transactions Analyze and properly record Gains and Losses from sale of Investments.
- F2F 6. The student will be able to properly prepare a Statement of Cash Flows.
- F2F 7. The student will be able to understand Financial Statement Analysis by completing the following: Complete trend analysis Complete common size statement analysis Complete Ratio analysis.

Course: 02VET1022

1. Students will be able to distinguish the safe and effective manner in which vaccines must be administered to food animal and equine patients.

Course: 01CSE2123

2. Acquire experience in the working world, adding depth and relevance to more traditional classroom work.
3. List typical duties and responsibilities for major field of study.

Course: 01CUL1113

2. The student will be able to explain current customer service needs and trends, as well as negative factors affecting the industry
4. The student will be able to explain social impacts of the travel industry

Course: 02VET2114

1. Students will complete a minimum of 240 clock hours during an off campus clinical externship program in the presence of a licensed veterinarian in a clinical setting.

Course: 01COS1021

1. The student will be able to list items that need to be considered before opening a beauty salon.
2. The student will be able to discuss financial considerations involved in operating a beauty salon.
3. The student will be able to explain the importance of maintaining accurate business records.

Course: 01COS1002

1. The student will be able to function within the scope of a Licensed Cosmetologist.
2. The student will be able to discuss the laws as provided by the state of Kansas.
3. The student will be able to describe the rules and regulations relating to examinations.
4. The student will be able to describe the rules and regulation control.
5. The student will be able to explain the rules and regulation: Skip Navigation Establishments, inspections and cosmetology school course curriculum.

Course: 02VET1023

1. 3. The student will be able to recognize and practice legal and ethical issues regarding veterinary-client-patient relationship.

Course: 01ACC1003

1. F2F 2. The student will be able to record Adjusting Entries and prepare basic Financial Statements.
2. F2F 3. The student will be able to complete the Accounting Cycle. Using the measure for this outcome, the total population completing the measure, will score a cumulative average of 65%.

Course: 03ENG1003

1. F2F 2. The student will be able to practice ethical means of creating their work while integrating their own ideas with those of others.
2. Online 2. The student will be able to practice ethical means of creating their work while integrating their own ideas with those of others.

Course: 01CSE2043

1. 2. The student will be able to define and describe in detail the six steps in developing a solid Web design plan: define the purpose, identify the site's target audience, determine the site's general content, select the site's structure, design the look and feel of the site, and specify the site's navigation system.
2. 3. The student will be able to describe Web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining Web sites.

Course: 03ENG1013

1. 2. The student will be able to apply research strategies including finding, evaluating, analyzing, and synthesizing sources.
2. 3. The student will be able to employ an appropriate style for citing and listing sources.

Course: 03SOC1073

1. F2F 1. The student will be able to demonstrate an understanding of the significance of moral philosophy in a broader context.
2. F2F 3. The student will be able to demonstrate an ability to identify and develop philosophical analyses and arguments based on philosophical reasoning.
3. Online 1. The student will be able to demonstrate an understanding of the significance of moral philosophy in a broader context.
4. Online 3. The student will be able to demonstrate an ability to identify and develop philosophical analyses and arguments based on philosophical reasoning.

Course: 01ACC1044

1. Students will be able to understand and perform Financial Statement Analysis by completing the following: Complete trend analysis, Complete common size statement analysis, Complete Ratio analysis

Course: 01CIT1033

1. 1. The student will be able to define and describe in detail the six steps in developing a solid Web Site design plan.
2. 6. The student will be able to identify ways to promote a published Web Site.

Course: 01CSE1063

1. 2. The student will be able to implement HTML and CSS languages when creating Web pages suitable for course work, professional purposes, and personal use.
2. 3. The student will be able to demonstrate common Web page formats and functions.

Course: 01ACC2033

1. F2F 4. The student will be able to prioritize "Capital Expenditure" decisions using Relevant vs. Irrelevant Information.
2. F2F 6. The student will be able to identify information needed and create a Capital Budget.

Course: 01ACC2013

1. 1. Identify policy setting bodies and describe their role in the standard setting process.
2. 2. The student will be able to describe the qualitative characteristics of accounting information.

Course: 01COS1006

1. 1. The student will be able to function within the scope of practice of a Licensed Cosmetologist
2. 2. The student will be able to describe the purpose and effects of shampoos and rinses, scalp and hair treatments, manicures and pedicures and massage movements.
3. 3. The student will be able to explain and practice correct procedures for shampooing.
4. 4. The student will be able to identify and select appropriate materials, implements and supplies for facials and makeup application.
5. 5. The student will be able to define the related chemistry for manicures, pedicures, facial and waxing.
6. 6. The student will be able to describe and locate facial nerves and muscles.

Course: 01CIT1003

1. F2F 8. The student will be able to identify the ethical and social standards of conduct regarding the use of information and technology.
2. Online 8. The student will be able to identify the ethical and social standards of conduct regarding the use of information and technology.

Course: 01COS1015

1. 1. The student will be able to function within the scope of practice of a Licensed Cosmetologist
2. 2. The student will be able to explain and demonstrate sanitation practices as prescribed by the board of cosmetology.
3. 3. The student will be able to describe and implement safety precautions as prescribed by the board of cosmetology.

Course: 01CSE1003

1. 3. The student will be able to describe the impact and use of the Internet.

Course: 02VET1001

1. 8. The student will be able to complete controlled substance log.
2. 9. The student will be able to work with the veterinarian to assess the patient's risk status and determine appropriate anesthetic and pre-anesthetic protocols to provide effective pain management and maximum anesthetic safety and effectiveness.

Course: 01COS1016

1. 1. The student will be able to describe the purpose and effects of a facial and demonstrate basic procedure for a facial.

View General Education Outcome

[← Back](#)

General Education Outcome



Mapped Student Learning Outcome / Process Improvement Goal / Stakeholder Learning Outcome / Institutional Outcome / Institutional Outcome for Advanced Measures / General Education Outcome / General Education Outcome for Advanced Measures

Select the columns to show/hide:

☒ Course Outcomes/Goals

General Education Outcome

Information Literacy:
The student will be able to locate, evaluate, and use information.

Course Outcomes/Goals

Course: 01COS1025

1. The student will be able to describe the purpose and effects of hair shaping and hair styling.
2. The student will be able to identify and select the materials, supplies and implements needed for hair shaping, hair styling and thermal styling.
3. The student will be able to define and demonstrate basic hair cutting techniques and finger waving and shaping.
4. The student will be able to explain and demonstrate safety precautions in hair shaping and thermal styling.

Course: 06MUE1021

6. The student will be able to analyze musical performances in written and spoken conversations.

Course: 01COS1004

1. The student will be able to report the purpose and effects of hair coloring, hair lightening, chemical waving and chemical relaxing services.
2. The student will be able to explain and demonstrate scalp and hair analysis for safe effective hair coloring, hair lightening, chemical waving and chemical relaxing services.
3. The student will be able to define the related chemical classifications and types of hair coloring, hair lightening and chemical waving.
4. The student will be able to identify and select the appropriate materials and supplies needed for chemical relaxing.
5. The student will be able to define the related chemical classifications for chemical relaxers.

Course: 01CUL2042

1. The student will be able to identify the causative agents and characteristics of food-borne illnesses associated with foodservice, hotel, and tourism operations.

Course: 02VET2203

3. The student will be able to perform microbiologic, cytology, and virology procedures.

Course: 01CSE2033

1. The student will be able to describe the six subsystems of a structured cabling system.
2. The student will be able to understand and explain the components of a wireless LAN and how wireless LANs are configured.
3. The student will be able to define how a TCP connection is established, maintained, and terminated.
4. The student will be able to explain how to use the commands to configure a network switch.

Course: 01COS2609

1. The student will be able to function within the scope of practice of a Licensed Cosmetologist
2. The student will be able to demonstrate the level of knowledge sufficient to the Kansas Board of Cosmetology Instructor's licensing exam.
3. The student will be able to develop the qualities and characteristics a master educator will need to successfully teach a variety of learners.

Course: 01ACC1023

- F2F 2. The student will be able to analyze and record transactions related to Partnerships.
- F2F 3. The student will be able to complete the following activities related to Corporations: Analyze and record basic Organization expenses Record Capital Stock Transactions Record transactions related to Dividends Record Preferred Stock transactions. Using the measure for this outcome, the total population completing the measure, will score a cumulative average of 70%.
- F2F 5. The student will be able to complete the following relating to Investments: Record the purchase of both Long-term and Short-term investments Analyze and record Fair value adjustments Properly use the Cost and Equity method when recording investment transactions Analyze and properly record Gains and Losses from sale of investments.
- F2F 7. The student will be able to understand Financial Statement Analysis by completing the following: Complete trend analysis Complete common size statement analysis Complete Ratio analysis.

Course: 03BEH2003

1. Distinguish among developmental theories.
2. Identify research methods in development.
3. Describe social and emotional development throughout the lifespan.
4. Explain cognitive development throughout the lifespan.
5. Identify physical development throughout the lifespan.
6. Summarize neurological development throughout the lifespan.

Course: 01CSE2123

1. Demonstrate marketable skills through access to the resources of the community.
2. Acquire experience in the working world, adding depth and relevance to more traditional classroom work.
3. List typical duties and responsibilities for major field of study.
5. Have an opportunity to develop a professional network.

[Skip Navigation](#)

Course: 01CUL1113

1. 1. The student will be able to describe the history of the hospitality industry and the necessary dedication required
2. 2. The student will be able to explain current customer service needs and trends, as well as negative factors affecting the industry
3. 3. The student will be able to summarize the terms used in hospitality operations
4. 4. The student will be able to explain social impacts of the travel industry
5. 5. The student will be able to recognize the organization of the hospitality industry sectors
6. 6. The student will be able to recognize the vast array of potential career opportunities available

Course: 01COS1021

1. 1. The student will be able to list items that need to be considered before opening a beauty salon.
2. 2. The student will be able to discuss financial considerations involved in operating a beauty salon.
3. 3. The student will be able to explain the importance of maintaining accurate business records.

Course: 01COS1002

1. 1. The student will be able to function within the scope of a Licensed Cosmetologist.
2. 2. The student will be able to discuss the laws as provided by the state of Kansas.
3. 3. The student will be able to describe the rules and regulations relating to examinations.
4. 4. The student will be able to describe the rules and regulations relating to infection control.
5. 5. The student will be able to explain the rules and regulations relating to schools, establishments, inspections and cosmetology school course curriculum.

Course: 03HIS1003

1. 5. The student will be able to assess historical significances

Course: 03BEH1003

1. 1. Identify historical foundations and current trends in psychology.
2. 2. Distinguish methods of research in psychology.
3. 3. Identify the biological basis of behavior including physiology of the brain.
4. 4. Distinguish principles and theories of learning and cognition.
5. 5. Recognize theories and applications of motivation and emotion.
6. 6. Demonstrate an understanding of human life span development.
7. 7. Identify the major theories of personality.
8. 8. Recognize categories of psychological disorders and treatments.
9. 9. Recognize the major theories and findings in social psychology.
10. Online 1. Identify historical foundations and current trends in psychology.
11. Online 2. Distinguish methods of research in psychology.
12. Online 3. Identify the biological basis of behavior including physiology of the brain.
13. Online 4. Distinguish principles and theories of learning and cognition.
14. Online 5. Recognize theories and applications of motivation and emotion.

Course: 01ACC1033

1. 2. The student will be able to enter the beginning balances of a business.
2. 3. The student will be able to prepare journal entries for a business.
3. 4. The student will be able to prepare and record year end transactions.
4. 5. The student will be able to backup and restore data.
5. 6. The student will be able to analyze and prepare reports for management or owners of a business.

Course: 01CIT1012

1. 4. The student will be able to find, Evaluate, and Use Online Information Resources.

Course: 02VET2103

1. 2. The student will be able to recognize drug groups, their mechanisms, and clinical relevant side effects.

Course: 01ACC1003

1. F2F 1. The student will be able to analyze and properly record economic transactions.
2. F2F 2. The student will be able to record Adjusting Entries and prepare basic Financial Statements.
3. F2F 3. The student will be able to complete the Accounting Cycle. Using the measure for this outcome, the total population completing the measure, will score a cumulative average of 65%.
4. F2F 4. The student will be able to value Inventories and determine their effect on the Cost of Sales.
5. F2F 5. The student will be able to analyze and make the proper adjustments when accounting for Current Assets.
6. F2F 6. The student will be able to value and make the proper adjustments when accounting for Fixed and Intangible Assets.
7. F2F 7. The student will be able to analyze and prepare journal entries related to Current and Long-Term Liabilities.

Course: 03HIS1063

1. 5. The student will be able to assess historical significances.

Course: 01CSE2043

1. 1. The student will be able to present a practical approach to Web design using a blend of traditional development with current technologies.
2. 2. The student will be able to define and describe in detail the six steps in developing a solid Web design plan: define the purpose, identify the site's target audience, determine the site's general content, select the site's structure, design the look and feel of the site, and specify the site's navigation system.
3. 3. The student will be able to describe Web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining Web sites.
4. 5. The student will be able to provide an ongoing case study and assignments that promote student participation in learning about Web design.

Course: 03HIS1013

1. 5. The student will be able to assess historical significances

Course: 03ENG1013

1. 2. The student will be able to apply research strategies including finding, evaluating, analyzing, and synthesizing sources.
2. 3. The student will be able to employ an appropriate style for citing and listing sources.

Course: 01ACC1044

1. Students will be able to analyze and properly record economic transactions.
2. Students will be able to analyze and record transactions related to Partnerships
3. Students will be able to complete the following activities related to Corporations: Analyze and record basic Organization expenses, Record Capital Stock Transactions, Record transactions related to Dividends, Record Preferred Stock transactions, Record the proper transactions related to Long-Term Liabilities
4. Students will be able to complete the following relating to Investments: Record the purchase of both Long-term and Short-term Investments, Analyze and record Fair value adjustments, Properly use the Cost and Equity method when recording Investment transactions, Analyze and properly record Gains and Losses from sale of investments
5. Students will be able to understand and perform Financial Statement Analysis by completing the following: Complete trend analysis, Complete common size statement Skip Navigation Ratio analysis

Course: 03SOC1073

1. F2F 2. The student will be able to demonstrate familiarity with and understanding of basic ethical

1. F2F 4. The student will be able to demonstrate familiarity with and understanding of basic ethical theories, terminology and concepts.

2. F2F 4. The student will be able to demonstrate an ability to evaluate philosophical arguments and texts focusing on moral theories and problems, and state alternative points of view.

3. Online 2. The student will be able to demonstrate familiarity with and understanding of basic ethical theories, terminology and concepts.

4. Online 4. The student will be able to demonstrate an ability to evaluate philosophical arguments and texts focusing on moral theories and problems, and state alternative points of view.

Course: 06MUE1142

1. 1.. The student will be able to identify the basic elements of music.

Course: 03HIS1023

1. F2F 5. The student will be able to assess historical significances.

Course: 03BEH2023

1. 1. The student will be able to assess various maladaptive behavior patterns with a focus on diagnostic criteria, etiology, and treatment.

2. 2. The student will be able to demonstrate an understanding that individuals are neither normal nor abnormal but instead, exhibit specific behaviors, which can be placed along a continuum of normalcy.

3. 3. The student will be able to explain the functional capabilities and limitations of someone with a mental illness.

4. 4. The student will be able to describe the context in which these mental illnesses develop.

5. 5. The student will be able to demonstrate an understanding of the myths that surround mental illness.

Course: 01CIT1033

1. 1. The student will be able to define and describe in detail the six steps in developing a solid Web Site design plan.

2. 2. The student will be able to demonstrate an in-depth understanding of Web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining Web sites.

3. 3. The student will be able to implement the World Wide Web as a repository of the latest information in an ever-changing discipline and use the Internet to find information and determine its credibility.

4. 4. The student will be able to demonstrate graphic design basics for the web, including these concepts: color, contrast, readability, effective text, imagery, attention maps Create spreadsheets and charts for problem-solving.

5. 5. The student will be able to demonstrate page layout for the web, including these concepts: containment, alignment, grouping, rhythm and repetition, logical order.

6. 6. The student will be able to identify ways to promote a published Web Site.

Course: 02VET1002

1. 2. The student will be able to analyze the terms used in veterinary medicine into individual parts in order to identify their meaning.

Course: 01CSE1063

1. 4. The student will be able to explain the XHTML guidelines.

2. 6. The student will be able to identify the benefits of XML.

Course: 02VET2003

1. 4. The student will be able to properly carry out analysis of laboratory specimens a. Urinalysis and fecal analysis; b. CBC; c. Microscopic exam of blood film; d. Calculate hematologic indices; e. Perform coagulation tests; f. Perform blood chemistry and serologic tests; g. Identify fecal, blood, and urinary parasites; h. Identify external parasites; i. Classify internal and external parasites and explain their lifecycles; j. Display a strong understanding of what the hematologic values mean in a disease process.

Course: 01ACC2033

1. F2F 6. The student will be able to identify information needed and create a Capital Budget.

Course: 01ACC2013

1. 2. The student will be able to describe the qualitative characteristics of accounting information.

2. 3. The student will be able to prepare complex transactions in journals and post to a ledger. a. Illustrating accounting issues relating to recognition and valuation of receivables. b. Illustrating accounting issues relating to recognition and valuation of liabilities. c. Illustrating accounting issues relating to different revenue recognition methods. d. Illustrating accounting issues relating to acquiring, valuing (including purchase and applying various methods of depreciation) and, disposing of property, plant and equipment. e. Illustrating accounting issues relating to the differences between periodic and perpetual inventory systems while comparing LIFO and FIFO cost flow assumptions.

Course: 06MUE1093

1. 4. The student will be able to analyze and construct chords using Roman numerals and figured bass.

2. 5. The student will be able to demonstrate the integration of common-practice diatonic harmonic and voice-leading principles, including the use of passing and neighboring tones.

Course: 01CSE2113

1. 2. The student will be able to write, document, test and debug Java programs, making use of variables, expressions, selection and looping statements.

2. 3. The student will be able to organize program code into modules using methods following the software engineering principles of modularity and abstraction.

3. 4. The student will be able to assemble data and methods into classes at an introductory level following the principles of software engineering.

4. 6. The student will be able to read, interpret, analyze and explain introductory Java programs.

5. 7. The student will be able to use editors to compose programming code and compilers to produce executable software.

Course: 01COS1006

1. 1. The student will be able to function within the scope of practice of a Licensed Cosmetologist

2. 2. The student will be able to describe the purpose and effects of shampoos and rinses, scalp and hair treatments, manicures and pedicures and massage movements.

3. 3. The student will be able to explain and practice correct procedures for shampooing.

4. 4. The student will be able to identify and select appropriate materials, implements and supplies for facials and makeup application.

5. 5. The student will be able to define the related chemistry for manicures, pedicures, facial and waxing.

6. 6. The student will be able to describe and locate facial nerves and muscles.

Course: 01CIT1003

1. F2F 1. The student will be able to identify the specifications and configurations of computer hardware.

2. F2F 2. The student will be able to identify the role of an operating system.

3. F2F 3. The student will be able to use the Internet to find information and determine its credibility.

4. F2F 8. The student will be able to identify the ethical and social standards of conduct regarding the use of information and technology.

5. F2F 9. The student will be able to identify security threats and solutions.

6. Online 1. The student will be able to identify the specifications of computer hardware.

Skip Navigation

7. Online 2. The student will be able to identify the role of an operating system.

8. Online 3. The student will be able to use the Internet to find information and determine its credibility.
9. Online 8. The student will be able to identify the ethical and social standards of conduct regarding the use of information and technology.
10. Online 9. The student will be able to identify security threats and solutions.

Course: 01COS1015

1. 1. The student will be able to function within the scope of practice of a Licensed Cosmetologist
2. 2. The student will be able to explain and demonstrate sanitation practices as prescribed by the board of cosmetology.
3. 3. The student will be able to describe and implement safety precautions as prescribed by the board of cosmetology
4. 4. The student will be able to identify the anatomy of the hair and scalp.
5. 5. The student will be able to analyze the form, length, texture, density and porosity of hair.
6. 6. The student will be able to identify the conditions and disorders of the skin.
7. 7. The student will be able to explain the anatomy, growth and regeneration of the nail.

Course: 02VET1011

1. Students will prioritize technician assessments.

Course: 02VET2213

1. 3. The student will be able to demonstrate knowledge of zoonotic diseases and modes of transmission.
2. 5. The student will be able to, given the unique requirements of these species, the student will safely obtain subjective and objective data that will allow evaluation of the patient.

Course: 01CSE1003

1. 2. The student will be able to analyze program requirements.

Course: 02VET1001

1. 8. The student will be able to complete controlled substance log.
2. 9. The student will be able to work with the veterinarian to assess the patient's risk status and determine appropriate anesthetic and pre-anesthetic protocols to provide effective pain management and maximum anesthetic safety and effectiveness.

Course: 04HEA1225

1. 1. The student will be able to function within the scope of practice of a Licensed CMA.
2. 2. The student will be able to provide competent, quality care to the frail and elderly residents of Kansas' adult care homes.

Course: 03SOC2003

1. 2. The student will be able to demonstrate familiarity with and understanding of basic philosophical theories, terminology and concepts.
2. 4. The student will be able to demonstrate an ability to evaluate philosophical analyses, arguments, and texts and appreciate alternative points of view.

Course: 01COS1016

1. 1. The student will be able to describe the purpose and effects of a facial and demonstrate basic procedure for a facial.
2. 2. The student will be able to demonstrate the application and removal of artificial eyelashes.
3. 3. The student will be able to list the basic types of cosmetics and electrical equipment used in facial treatments.
4. 4. The student will be able to describe correct makeup application procedures.
5. 5. The student will be able to describe correct makeup application procedures.
6. 6. The student will be able to report the purpose and effects of artificial nails.

Course: 03BEH2043

1. 1. The student will be able to analyze the various psychoactive drugs and the desirable and aversive effects associated with each.
2. 2. The student will be able to demonstrate an understanding of the actions of psychoactive drugs from an Anatomy and Physiology perspective.
3. 3. The student will be able to explain the action and effects of prescription medications.
4. 4. The student will be able to identify the criteria for diagnosing substance abuse and dependence.

View General Education Outcome

[← Back](#)

General Education Outcome



Mapped Student Learning Outcome / Process Improvement Goal / Stakeholder Learning Outcome / Institutional Outcome / Institutional Outcome for Advanced Measures / General Education Outcome / General Education Outcome for Advanced Measures

Select the columns to show/hide:

☒ Course Outcomes/Goals

General Education Outcome

Quantitative & Scientific Reasoning: The student will be able to use processes, procedures, data, or evidence to solve problems.

Course: 01COS1025

1. The student will be able to describe the purpose and effects of hair shaping and hair styling.
2. The student will be able to identify and select the materials, supplies and implements needed for hair shaping, hair styling and thermal styling.
3. The student will be able to define and demonstrate basic hair cutting techniques and finger waving and shaping.
4. The student will be able to explain and demonstrate safety precautions in hair shaping and thermal styling.

Course: 04HEA1216

2. The student will be able to perform all CNA roles successfully including personal care of residents, care of resident's living space, food service, record-keeping, and communication and teamwork.

Course: 01COS1004

1. The student will be able to report the purpose and effects of hair coloring, hair lightening, chemical waving and chemical relaxing services.
2. The student will be able to explain and demonstrate scalp and hair analysis for safe effective hair coloring, hair lightening, chemical waving and chemical relaxing services.
3. The student will be able to define the related chemical classifications and types of hair coloring, hair lightening and chemical waving.
4. The student will be able to identify and select the appropriate materials and supplies needed for chemical relaxing.
5. The student will be able to define the related chemical classifications for chemical relaxers.

Course: 02PHS1085

5. The student will be able to analyze and explain the new discoveries about the universe and the extraterrestrial life.
10. The student will be able to assemble a simple telescope and make a persuasive argument as what buying a good amateur telescope involves.

Course: 01ACC1023

- F2F 2. The student will be able to analyze and record transactions related to Partnerships.
- F2F 3. The student will be able to complete the following activities related to Corporations: Analyze and record basic Organization expenses Record Capital Stock Transactions Record transactions related to Dividends Record Preferred Stock transactions. Using the measure for this outcome, the total population completing the measure, will score a cumulative average of 70%.
- F2F 4. The student will be able to record the proper transactions related to Long-Term Liabilities.
- F2F 5. The student will be able to complete the following relating to Investments: Record the purchase of both Long-term and Short-term investments Analyze and record Fair value adjustments Properly use the Cost and Equity method when recording investment transactions Analyze and properly record Gains and Losses from sale of investments.
- F2F 7. The student will be able to understand Financial Statement Analysis by completing the following: Complete trend analysis Complete common size statement analysis Complete Ratio analysis.

Course: 06MUE1001

3. The student will be able to demonstrate the ability to perform a variety of music with attention to several musical factors, including style, articulation, dynamics, blend and balance, intonation, rhythm, and phrasing.

Course: 02VET2114

- Students will complete a minimum of 240 clock hours during an off campus clinical externship program in the presence of a licensed veterinarian in a clinical setting.

Course: 02BIO1005

1. The student will be able to describe the nature of science. Scientific Processes Scientific Methods
5. The student will be able to define and apply the Principles of Genetics to the Unity and Diversity of Life Classical (Mendelian) Genetics Molecular Genetics
6. The student will be able to describe Evolution as the mechanism of change in Biology Natural Selection Speciation Diversity of Life / Classification

Course: 01ACC1033

2. The student will be able to enter the beginning balances of a business.
4. The student will be able to prepare and record year end transactions.
5. The student will be able to backup and restore data.

Course: 02VET2103

2. The student will be able to recognize drug groups, their mechanisms, and clinical relevant side effects.
3. The student will be able to perform appropriate calculation accurately.

Course: 02VET2116

1. Student will be able to- Hospital Management: Students will assemble surgical packs, and demonstrate proper sterilization techniques. Skip Navigation Instruments, management and surgical preparation. Students will differentiate suture patterns and construct suture patterns for simple

interrupted sutures.

2. 2. Student will be able to- Patient Assessment: Students will examine surgery patients utilizing Technician Assessments and SOAPing protocols.

3. 3. Student will be able to- Surgical Nursing: Students will demonstrate and work under aspects of proper aseptic technique. Students will exemplify appropriate operating room conduct and protocol for all surgeries. Students will be responsible for proper preparation of the surgical suite prior to surgeries and all cleaning afterwards.

Course: 04HEA1262

1. 1. The student will be able to demonstrate procedures and treatment methods used in the restorative aide role.

Course: 03HIS1013

1. 1. The student will be able to interpret primary and secondary sources

Course: 02VET1113

1. 1. The student will be able to develop and properly utilize radiographic technique charts.

2. 2. The student will be able to perform radiographic studies (barium study) and canine hip dysplasia evaluations.

Course: 02VET1012

1. 1. Students will prioritize technician assessments.

Course: 02VET1002

1. 1. The student will be able to identify the various aspects of a veterinary technicians role in the veterinary hospital.

2. 2. The student will be able to analyze the terms used in veterinary medicine into individual parts in order to identify their meaning.

3. 3. The student will be able to stimulate the enthusiasm of the students as to the essential skills that they will be able to apply as they progress through the program.

Course: 01CIT1033

1. 4. The student will be able to demonstrate graphic design basics for the web, including these concepts: color, contrast, readability, effective text, imagery, attention maps. Create spreadsheets and charts for problem-solving.

2. 5. The student will be able to demonstrate page layout for the web, including these concepts: containment, alignment, grouping, rhythm and repetition, logical order.

Course: 02VET2003

1. 4. The student will be able to properly carry out analysis of laboratory specimens a. Urinalysis and fecal analysis; b. CBC; c. Microscopic exam of blood film; d. Calculate hematologic indices; e. Perform coagulation tests; f. Perform blood chemistry and serologic tests; g. Identify fecal, blood, and urinary parasites; h. Identify external parasites; i. Classify internal and external parasites and explain their lifecycles; j. Display a strong understanding of what the hematologic values mean in a disease process.

Course: 01CSE1063

1. 5. The student will be able to demonstrate how to create dynamic Web pages and add functionality using JavaScript and the Document Object Model (DOM).

Course: 01ACC2033

1. F2F 1. The student will be able to analyze and apply Basic cost terminology; Product, Period, Fixed, Variable and Mixed. Using the measure for this outcome, the total population completing the measure, will score a cumulative average of 80%.

2. F2F 2. The student will be able to find the Break-even point and Contribution margin.

3. F2F 3. The student will be able to apply Standard Costing and perform Variance analysis.

4. F2F 5. The student will be able to apply Time Value of Money Concepts.

Course: 02PHS1005

1. The student should be able to interpret scientific data to demonstrate basic problem solving.

2. The student should be able to explain everyday phenomena in terms of basic physical science concepts.

3. The student should be able to perform measurements - analyze data, and generate and communicate conclusions based on the data collected.

Course: 04HEA1143

1. 1. the student will be able to build, analyze and define medical terms

Course: 04HEA1113

1. 1. The student will be able to demonstrate care and assessment of pre-hospital medical and trauma patients.

Course: 01CSE1003

1. 1. The student will be able to implement Visual Basic to build Windows applications using structured and object-based programming techniques.

2. 2. The student will be able to analyze program requirements.

3. 4. The student will be able to design/develop programs with GUI interfaces.

4. 5. The student will be able to develop code programs and develop interface using Visual Basic.

5. 6. The student will be able to perform tests, resolve defects and revise existing code.

Course: 04HEA1225

1. 3. The student will be able to demonstrate the ability to follow policies and procedures in regard to administering medication safely.

Course: 02BIO2115

1. 1. The student should be able to describe, discuss and demonstrate an understanding of the role of Charles Darwin in the discovery and articulation of the process of evolution and the methods by which organisms are named and classified.

2. 2. The student will be able to describe and identify the organization, classification, and biology of the viruses, bacteria, and Archaea.

3. 3. The student will be able to describe and identify the structure, function, and classification, and ecological role of the Protists.

4. 4. The student will be able to describe and identify the structure and function, classification, and ecological role of the Fungi.

5. 5. The student will be able to describe and identify the general classification and evolutionary history of plants, and describe their general anatomy and physiology.

6. 6. The student will be able to describe, identify the general development, symmetry, structure and physiology of animals.

7. 7. The student will be able to describe and identify the ecology of populations, communities, ecosystem, and biosphere.

Course: 02BIO1115

1. 1. The student will be able to describe the Nature of Science and Scientific Method. (Disabled)

2. 3. The student will be able to identify Cellular Characteristics; A. Cell Structure and Function; B. Membrane Structure, Function, and Transport. (Disabled)

3. 5. The student will be able to explain the Cell Cycle and Contir Skip Navigation and Cellular Reproduction; B. Meiosis and Sexual Reproduction. (Disabled)

4. 6. The student will be able to define & apply the principles of Mendel's Genetics; A. Patterns of Inheritance; B. Chromosomes and Genes. (Disabled)

5. 7. The student will be able to describe and analyze Molecular Genetics; A. Human Genetics; B. Chromosomal Basis of Inheritance; C. DNA Replication; D. Protein Synthesis; E. DNA Technology and Genomics. (Disabled)

Course: 01CUL2042

1. 1. The student will be able to identify the causative agents and characteristics of food-borne illnesses associated with foodservice, hotel, and tourism operations.

2. 2. The student will be able to develop a basic understanding of systems and management needed for maintaining safety and quality of food products.

3. 3. The student will be able to describe contributing factors concerning an outbreak of food-borne illness and develop a plan to prevent it from reoccurring with given information

4. 4. The student will be able to describe the role and responsibilities of federal and state governments, local regulatory agencies, the foodservice industry, and foodservice managers in promoting and maintaining consumer food safety

5. 5. The student will be able to describe the impact that foodservice operations have on the environment and what they can do to minimize their impact

6. 6. The student will be able to describe additional health issues relevant to the foodservice, lodging and travel industries (i.e. blood borne pathogens) and how these industries should minimize the spread of illness through their operations

Course: 02VET2203

1. 3. The student will be able to perform microbiologic, cytology, and virology procedures.

Course: 01CSE2033

1. 5. The student will be able to configure a basic setup for static routing protocol.

Course: 01COS2609

1. 1. The student will be able to function within the scope of practice of a Licensed Cosmetologist

2. 2. The student will be able to demonstrate the level of knowledge sufficient to the Kansas Board of Cosmetology Instructor's licensing exam.

3. 3. The student will be able to develop the qualities and characteristics a master educator will need to successfully teach a variety of learners.

Course: 02VET1022

1. 2. Students will be able to determine the anatomical landmarks for intramuscular and subcutaneous injections for equine and food animal species.

2. 3. Students will be able to reproduce the safe and effective manner of drug administration by common parenteral and enteral routes.

Course: 02PHS1055

1. 2. The student will be able to: a. Solve problems that require an ability to apply Newton's Three Laws of Motion. b. Describe the Interaction of force, mass, weight, and acceleration due to gravity c. Quantitatively analyze physical systems using the concepts of translational and rotational equilibrium, and kinetic and static friction. d. Perform computations using the physical relationships among work, momentum, energy, power, equivalence of work and energy, and conservation principles.

2. 3. The student will be able to: a. Solve problems using the concepts of moment arm, torque, and center of gravity. b. Compute the rotational motion, centripetal force and acceleration, moment of inertia, and rotational energy for rotating physical systems

3. 4. The student will be able to: a. Measure and/or compute temperature and thermal expansion. b. Compute the quantity of heat transferred using the concepts of specific heat capacity, latent heats of fusion and vaporization, and heat of combustion. c. Compute the quantity of heat transferred using the concepts and mathematics of thermal conductivity, convection, and radiation. d. Use the gas laws to compute values for volume, temperature, pressure, and amount of a gas.

4. Lab Learning Outcome 1. The student will be able to a. learn and apply the scientific method in lab work settings. b. conduct experiments, and collect data (observation) c. Tabulate and graph data and compute results. d. Draw reasonable conclusions from quantitative data and communicate results to others.

Course: 06MUE1081

1. 3. The student will be able to demonstrate transposition - transpose basic melodies to selected keys.

Course: 01COS1021

1. 1. The student will be able to list items that need to be considered before opening a beauty salon.

2. 2. The student will be able to discuss financial considerations involved in operating a beauty salon.

3. 3. The student will be able to explain the importance of maintaining accurate business records.

Course: 01COS1002

1. 1. The student will be able to function within the scope of a Licensed Cosmetologist.

2. 2. The student will be able to discuss the laws as provided by the state of Kansas.

3. 4. The student will be able to describe the rules and regulations relating to infection control.

4. 5. The student will be able to explain the rules and regulations relating to schools, establishments, inspections and cosmetology school course curriculum.

Course: 03HIS1003

1. 2. The student will be able to interpret primary and secondary sources

Course: 02VET2004

1. 1. The student will be able to demonstrate an understanding of bacterial morphology, classification, nutrition, growth, metabolism, and genetics. (Disabled)

Course: 01ACC1003

1. F2F 1. The student will be able to analyze and properly record economic transactions.

2. F2F 2. The student will be able to record Adjusting Entries and prepare basic Financial Statements.

3. F2F 3. The student will be able to complete the Accounting Cycle. Using the measure for this outcome, the total population completing the measure, will score a cumulative average of 65%.

4. F2F 4. The student will be able to value inventories and determine their effect on the Cost of Sales.

5. F2F 5. The student will be able to analyze and make the proper adjustments when accounting for Current Assets.

6. F2F 6. The student will be able to value and make the proper adjustments when accounting for Fixed and Intangible Assets.

7. F2F 7. The student will be able to analyze and prepare journal entries related to Current and Long-Term Liabilities.

Course: 03HIS1063

1. 2. The student will be able to interpret primary and secondary sources.

Course: 02BIO2045

1. 1. The student will be able to identify the various levels of biological structures and the language used to describe them: a. be able to use anatomical terminology. b. explain homeostasis. c. identify cellular structures and their functions. d. identify and describe tissue types and their location in the human body.

2. 2. The student will be able to identify and describe the system covering, support, and movement.

3. 3. The student will be able to identify and describe systems that integrate, regulate, and control the

Skip Navigation

activities of the body, including the nervous system, special senses, and the endocrine system.

4. 4. The student will be able to identify and describe the systems responsible for fluid equilibrium, transport and gas exchange in the body, including the cardiovascular system, the lymphatic system, and the respiratory system.

5. 5. The student will be able to identify and describe the systems that relate to environmental exchange and reproduction including the digestive system, urinary system, and the reproductive system.

Course: 02VET1102

1. 4. Identify the six categories of nutrients essential to animal health and life.

2. 5. Identify the core canine and feline vaccines for shelter medicine.

Course: 02BIO1032

1. 1. The student will be able to demonstrate measurable understanding of scientific method to investigate and research a chosen topic in Biology.

Course: 01ACC1044

1. Students will be able to analyze and properly record economic transactions.

2. Students will be able to analyze and record transactions related to Partnerships

3. Students will be able to complete the following activities related to Corporations: Analyze and record basic Organization expenses, Record Capital Stock Transactions, Record transactions related to Dividends, Record Preferred Stock transactions, Record the proper transactions related to Long-Term Liabilities

4. Students will be able to complete the following relating to Investments: Record the purchase of both Long-term and Short-term investments, Analyze and record Fair value adjustments, Properly use the Cost and Equity method when recording Investment transactions, Analyze and properly record Gains and Losses from sale of investments

Course: 02BIO2053

1. FALL Online 1. The student will be able to describe human body from nutritional perspective and design a healthy diet. SPRING Online 1. The student will be able to identify the six classes of nutrients and their sources. (Disabled)

2. FALL Online 2. The student will be able to describe and evaluate the energy nutrients (carbohydrates, lipids, proteins, and alcohol) and the importance of energy balance in weight control. SPRING Online 2. The student will be able to demonstrate an understanding of the processes of digestion, absorption, and metabolism of nutrients. (Disabled)

Course: 03HIS1023

1. F2F 2. The student will be able to interpret primary and secondary sources.

Course: 04HEA1426

1. The student will be able to demonstrate understanding of social work practice and approaches to counseling.

2. The student will be able to demonstrate care plan development, implementation skills, & updates from admission to discharge

Course: 02VET1005

1. 1. The student will be able to distinguish, describe and locate anatomical structures for the major body systems: musculoskeletal, integumentary, gastrointestinal, reproductive, and neurologic body systems.

2. 3. The student will be able to outline the different body tissues and classify them into four functional/anatomical groups: Epithelial, Connective, Muscle, and Nervous Tissue.

3. 4. The student will be able to identify the four tissue groups (Epithelial, Connective, Muscle, Nervous Tissue) microscopically.

4. 5. The student will be able to participate and exemplify In techniques in specimen dissection.

Course: 01ACC2013

1. 3. The student will be able to prepare complex transactions in journals and post to a ledger. a. Illustrating accounting issues relating to recognition and valuation of receivables. b. Illustrating accounting issues relating to recognition and valuation of liabilities. c. Illustrating accounting issues relating to different revenue recognition methods. d. Illustrating accounting issues relating to acquiring, valuing (including purchase and applying various methods of depreciation) and, disposing of property, plant and equipment. e. Illustrating accounting issues relating to the differences between periodic and perpetual

View General Education Outcome

[← Back](#)

General Education Outcome



Mapped Student Learning Outcome / Process Improvement Goal / Stakeholder Learning Outcome / Institutional Outcome / Institutional Outcome for Advanced Measures / General Education Outcome / General Education Outcome for Advanced Measures

Select the columns to show/hide:

☒ Course Outcomes/Goals

General Education Outcome

Social & Behavioral Science: The student will be able to apply knowledge about people to solve problems.

Course Outcomes/Goals

Course: 01COS1025

1. The student will be able to describe the purpose and effects of hair shaping and hair styling.
2. The student will be able to identify and select the materials, supplies and implements needed for hair shaping, hair styling and thermal styling.
3. The student will be able to define and demonstrate basic hair cutting techniques and finger waving and shaping.
4. The student will be able to explain and demonstrate safety precautions in hair shaping and thermal styling.

Course: 04HEA1216

1. The student will be able to apply knowledge and skills needed to work with and care for people who live in Kansas adult care homes (also called long-term care facilities or nursing homes) and long-term units of hospitals.
2. The student will be able to perform all CNA roles successfully including personal care of residents, care of resident's living space, food service, record-keeping, and communication and teamwork.

Course: 01COS1004

1. The student will be able to report the purpose and effects of hair coloring, hair lightening, chemical waving and chemical relaxing services.
2. The student will be able to explain and demonstrate scalp and hair analysis for safe effective hair coloring, hair lightening, chemical waving and chemical relaxing services.
3. The student will be able to define the related chemical classifications and types of hair coloring, hair lightening and chemical waving.
4. The student will be able to identify and select the appropriate materials and supplies needed for chemical relaxing.
5. The student will be able to define the related chemical classifications for chemical relaxers.

Course: 03SOC2023

1. The student will be able to differentiate between what constitutes a "social" problem versus an individual problem.
2. The student will be able to analyze the micro and macro dimensions of social problems utilizing sociological theories and methods.

Course: 01CUL2042

1. The student will be able to develop a basic understanding of systems and management needed for maintaining safety and quality of food products.
2. The student will be able to describe contributing factors concerning an outbreak of food-borne illness and develop a plan to prevent it from reoccurring with given information.
3. The student will be able to describe the role and responsibilities of federal and state governments, local regulatory agencies, the foodservice industry, and foodservice managers in promoting and maintaining consumer food safety.
4. The student will be able to describe the impact that foodservice operations have on the environment and what they can do to minimize their impact.
5. The student will be able to describe additional health issues relevant to the foodservice, lodging and travel industries (i.e. blood borne pathogens) and how these industries should minimize the spread of illness through their operations.

Course: 01COS2609

1. The student will be able to function within the scope of practice of a Licensed Cosmetologist.
2. The student will be able to demonstrate the level of knowledge sufficient to the Kansas Board of Cosmetology Instructor's licensing exam.
3. The student will be able to develop the qualities and characteristics a master educator will need to successfully teach a variety of learners.

Course: 01ACC1023

1. F2F 1. The student will be able to explain the advantages and disadvantages of Partnerships.

Course: 03BEM2003

1. Distinguish among developmental theories.
2. Identify research methods in development.
3. Describe social and emotional development throughout the lifespan.
4. Explain cognitive development throughout the lifespan.
5. Identify physical development throughout the lifespan.
6. Summarize neurological development throughout the lifespan.

Course: 01CSE2123

1. Have an opportunity to develop a professional network.

Course: 01CUL1113

1. The student will be able to describe the history of the hospitality industry and the necessary dedication required.
2. The student will be able to explain current customer service as well as negative factors affecting the industry.

[Skip Navigation](#)

3. 4. The student will be able to explain social impacts of the travel industry
4. 5. The student will be able to recognize the organization of the hospitality industry sectors
5. 6. The student will be able to recognize the vast array of potential career opportunities available

Course: 03SOC1003

1. F2F 1. The student will be able to define social institution and identify the five major social institutions in contemporary societies (Family, State, Economy, Religion, Education).
2. F2F 2. The student will be able to recognize the main ideas of three of the following theoretical paradigms: Functionalism, Conflict Theory, Symbolic Interactionism.
3. Online 1. The student will be able to define social institution and identify the five major social institutions in contemporary societies (Family, State, Economy, Religion, Education).
4. Online 2. The student will be able to recognize the main ideas of three of the following theoretical paradigms: Functionalism, Conflict Theory, Symbolic Interactionism, PostModernism.

Course: 01COS1021

1. 1. The student will be able to list items that need to be considered before opening a beauty salon.
2. 2. The student will be able to discuss financial considerations involved in operating a beauty salon.
3. 3. The student will be able to explain the importance of maintaining accurate business records.

Course: 01COS1002

1. 1. The student will be able to function within the scope of a Licensed Cosmetologist.
2. 2. The student will be able to discuss the laws as provided by the state of Kansas.
3. 3. The student will be able to describe the rules and regulations relating to examinations.
4. 4. The student will be able to describe the rules and regulations relating to infection control.
5. 5. The student will be able to explain the rules and regulations relating to schools, establishments, inspections and cosmetology school course curriculum.

Course: 03HIS1003

1. 3. The student will be able to construct and defend historical arguments

Course: 03BEH1003

1. 1. Identify historical foundations and current trends in psychology.
2. 2. Distinguish methods of research in psychology.
3. 3. Identify the biological basis of behavior including physiology of the brain.
4. 4. Distinguish principles and theories of learning and cognition.
5. 5. Recognize theories and applications of motivation and emotion.
6. 6. Demonstrate an understanding of human life span development.
7. 7. Identify the major theories of personality.
8. 8. Recognize categories of psychological disorders and treatments.
9. 9. Recognize the major theories and findings in social psychology.
10. Online 1. Identify historical foundations and current trends in psychology.
11. Online 2. Distinguish methods of research in psychology.
12. Online 3. Identify the biological basis of behavior including physiology of the brain.
13. Online 4. Distinguish principles and theories of learning and cognition.
14. Online 5. Recognize theories and applications of motivation and emotion.

Course: 04HEA1167

1. 1. The student will be able to demonstrate and calculate AEMT level medications.

Course: 03HIS1063

1. 3. The student will be able to construct and defend historical arguments.

Course: 04HEA1262

1. The student will be able to demonstrate procedures and treatment methods used in the restorative aide role.

Course: 03POL1023

1. F2F 2. The student will be able to identify forms of political participation, differentiate among organizations engaged in elections, and analyze participation in US democracy.
2. Online 2. The student will be able to identify forms of political participation, differentiate among organizations engaged in elections, and analyze participation in US democracy.

Course: 03HIS1013

1. 3. The student will be able to construct and defend historical arguments

Course: 01CSE2043

1. 5. The student will be able to provide an ongoing case study and assignments that promote student participation in learning about Web design.

Course: 03SOC1013

1. 1. The student will be able to identify basic sociological concepts and theories used to study the family.
2. 2. The student will be able to describe the diversity of family structure. Demonstrate an understanding of the stresses created by the values of individuals and the requirements of modern marriage.
3. 3. The student will be able to cite the relationship between gender roles and marital roles.

Course: 03HIS1023

1. F2F 3. The student will be able to construct and defend historical arguments.

Course: 03BEH2023

1. 1. The student will be able to assess various maladaptive behavior patterns with a focus on diagnostic criteria, etiology, and treatment.
2. 2. The student will be able to demonstrate an understanding that individuals are neither normal nor abnormal but instead, exhibit specific behaviors, which can be placed along a continuum of normalcy.
3. 3. The student will be able to explain the functional capabilities and limitations of someone with a mental illness.
4. 4. The student will be able to describe the context in which these mental illnesses develop.
5. 5. The student will be able to demonstrate an understanding of the myths that surround mental illness.

Course: 04HEA1426

1. The student will be able to demonstrate care plan development, implementation skills, & updates from admission to discharge
2. The student will be able to demonstrate and plan therapeutic activities to meet the holistic health

Course: 01CJT1033

1. 2. The student will be able to demonstrate an in-depth understanding of Web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining Web sites.
2. 4. The student will be able to demonstrate graphic design basics for the web, including these concepts: color, contrast, readability, effective text, imagery, attention maps Create spreadsheets and charts for problem-solving.
3. 5. The student will be able to demonstrate page layout for the web, including these concepts: containment, alignment, grouping, rhythm and repetition, logical order.
4. 6. The student will be able to identify ways to promote a public

Course: 01CSE1063

1. 1. The student will be able to design/develop Web pages using a comprehensive Web development

Skip Navigation

life cycle.

2. 2. The student will be able to Implement HTML and CSS languages when creating Web pages suitable for course work, professional purposes, and personal use.

Course: 01COS1006

1. 1. The student will be able to function within the scope of practice of a Licensed Cosmetologist
2. 2. The student will be able to describe the purpose and effects of shampoos and rinses, scalp and hair treatments, manicures and pedicures and massage movements.
3. 3. The student will be able to explain and practice correct procedures for shampooing.
4. 4. The student will be able to identify and select appropriate materials, implements and supplies for facials and makeup application.
5. 5. The student will be able to define the related chemistry for manicures, pedicures, facial and waxing.
6. 6. The student will be able to describe and locate facial nerves and muscles.

Course: 01CIT1003

1. F2F 8. The student will be able to identify the ethical and social standards of conduct regarding the use of information and technology.
2. F2F 9. The student will be able to identify security threats and solutions.
3. Online 8. The student will be able to identify the ethical and social standards of conduct regarding the use of information and technology.
4. Online 9. The student will be able to identify security threats and solutions.

Course: 01COS1015

1. 1. The student will be able to function within the scope of practice of a Licensed Cosmetologist
2. 3. The student will be able to describe and implement safety precautions as prescribed by the board of cosmetology.
3. 6. The student will be able to identify the conditions and disorders of the skin.

Course: 04HEA1113

1. 1. The student will be able to demonstrate care and assessment of pre-hospital medical and trauma patients.

Course: 01CSE1003

1. 3. The student will be able to describe the impact and use of the Internet.

Course: 04HEA1225

1. 1. The student will be able to function within the scope of practice of a Licensed CMA.
2. 2. The student will be able to provide competent, quality care to the frail and elderly residents of Kansas' adult care homes.
3. 3. The student will be able to demonstrate the ability to follow policies and procedures in regard to administering medication safely.
4. 4. The student will be able to identify the basic structures and functions of body systems and how they are affected by a variety of medications.

Course: 03POL1013

1. 1. The student will be able to exhibit an understanding of the meaning of politics and how the political system differs from other aspects of society (culture, economics, religious).

Course: 01COS1016

1. 1. The student will be able to describe the purpose and effects of a facial and demonstrate basic procedure for a facial.
2. 2. The student will be able to demonstrate the application and removal of artificial eyelashes.
3. 3. The student will be able to list the basic types of cosmetics and electrical equipment used in facial treatments.
4. 4. The student will be able to describe correct makeup application procedures.
5. 5. The student will be able to describe correct makeup application procedures.
6. 6. The student will be able to report the purpose and effects of artificial nails.

Course: 03BEH2043

1. 1. The student will be able to analyze the various psychoactive drugs and the desirable and aversive effects associated with each.
2. 2. The student will be able to demonstrate an understanding of the actions of psychoactive drugs from an Anatomy and Physiology perspective.
3. 3. The student will be able to explain the action and effects of prescription medications.
4. 4. The student will be able to identify the criteria for diagnosing substance abuse and dependence.
5. 5. The student will be able to apply textbook theory to evaluate the various determinants and consequences of substance use/abuse.
6. 6. The student will be able to examine prevention and intervention programs for treatment substance use disorders.

Close

COURSES THAT MEET ICC GENERAL EDUCATION REQUIREMENTS

ARTS/HUMANITIES (See Degree Requirements)

Art

Art Appreciation (AED1043)

Design (AED1003)

Foreign Language

French I (FRL1005)

Spanish I (FRL1025)

French II (FRL1015)

Spanish II (FRL1035)

French III (FRL2005)

Spanish III (FRL2035)

French IV (FRL2013)

Spanish IV (FRL2043)

History

History of Early Civilization (HIS1003)

History of Modern Civilization (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)

Music

Music Appreciation (MUE1303)

Philosophy

Introduction to Philosophy (SOC2003)

Theatre

Theatre Appreciation (THR1013)

COMPUTER SCIENCE

Three hours of Business & Technology Division approved computer course work. The following are recommended:

Computer Information Systems (CIT2003)

Computer Concepts & Applications (CIT1003)

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

Accounting I (ACC1003)

Accounting II (ACC1023)

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)

Note: Program electives must be selected from courses listed in the specific degree plan or from the specific discipline. No more than 4 credit hours of physical education/activity (HPR) courses will count toward graduation.

4.2: Specialized Accreditation:

- Not applicable in the General Studies Program

4.3: Other:

- Each of the following courses has been articulated in the KBOR Transfer Matrix:
 - English Composition I and II
 - Introduction to Literature, American Literature I, and American Literature II
 - College Algebra, Calculus I, and Trigonometry
 - General Chemistry, Chemistry I, Physical Science, Physics I, Engineering Physics I, Astronomy
 - Art Appreciation, Music Appreciation, and Theatre Appreciation
 - French I and II
 - Spanish I, II, and III
 - Public Speaking and Interpersonal Communication
 - Computer Concepts and Applications, and Computer Information Systems
 - American Government, International Politics, and Introduction to Political Science
 - General Psychology and Developmental Psychology
 - Financial Accounting, Microeconomics, Macroeconomics, and Personal Finance
 - Introduction to Sociology, Anthropology, Social Problems, and Ethics
 - Introduction to Philosophy
 - World Regional Geography
 - World History I and II
 - U.S. History I and II
- Due to the college's current standing as an accredited institution of higher learning through the Higher Learning Commission (HLC), the General Studies program and its individual courses are likewise accredited. As such, the General Studies program helps the college meet Criterion 3 and 4, as well as the sub-criterion under each.

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum –

This academic year we took the opportunity to update the General Studies curriculum to match our current general education coursework as well as our new legislative requirements to move towards 60-hour associate degree programs. The General Studies degree program is not made for students to be able to transfer to another institution as meeting all the first two-year requirements of bachelor degrees. It is more aligned for attainment of 60 credit hours to move on to another institution. We do have certain courses that are required through the Kansas Board of Regents, which has been reflected in the updated curriculum.

5.2 Degree and Certificate Offerings or Support- The primary focus of the General Studies degree is to provide students a general education experience that will enable them to transfer to a four-year institution.

6.0 Faculty Success

6.1 Program Accomplishments – The program was successfully restructured and approved via Academic Council in Spring 2018 and will be full enacted in Summer of 2018. Furthermore, all classes in the program have been mapped to the new General Education Outcomes (GEOs) that were created in Fall 2017. 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 – Due to the nature of this general education program, every faculty member at ICC is involved directly or indirectly with the effectiveness of the General Studies program. As a result, it is impossible to list the accomplishments each individual has experienced during the program review period.

6.3 Innovative Research, Teaching and Community Service – Currently, I as the Vice President of Academic Affairs (VPAA) have worked to increase the effectiveness of teachers at ICC. Since my hiring in Fall 2016, I have formalized and completed regularly scheduled classroom observations of all full-time faculty. The hiring of Division Chairs at the start of the current academic year has also allowed us to complete regular classroom observations of all adjunct and concurrent instructors. The current year also saw the institution of monthly professional development for instructors with the assistance of the Education faculty from PSU.

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends – 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 from one course to another across the GEOs. 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.

7.2 Academic Program Vitality Reflection, Goals and Action Plans – It is the opinion of the program faculty that the General Studies program falls under Category 2: Maintain Current Levels of Support/Continuous Improvement of the academic program vitality descriptions. The revisions made to the program and GEOs over the last 6-10 months were critical for maintaining the validity and reliability of the program moving forward.

In terms of goal-setting within the program, the General Studies 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 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) while enforcing common assessment requirements along the way.

7.3 Mission and Strategic Plan Alignment – 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.” As a consequence, the Liberal Studies 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. Many of the curriculums in the program emphasize the role of diversity in greater society and encourage students to become more knowledgeable and productive members of society. As a result of these efforts, the Liberal Studies 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.” 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). The Liberal Studies degree also has the potential to help the institution fulfill of its key performance indicator (KPI) goals set through the Kansas Board of Regents (see attachment 7.3a).

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments – The biggest budget issues facing ICC’s General Studies program are the professional development of faculty, the ability to offer the needed number of courses to provide a vast number of general education courses, and the prospect of ever-changing technology needs. Currently, the number of faculty employed by ICC satisfactorily meets the needs of the General Studies program. In terms of professional development, it is recommended that \$500 dollars be provided to each faculty member annually to pursue

professional development activities within his/her discipline or teaching/learning; this would amount to roughly \$17,000 total. Lastly, program faculty believe it will be important to continue to have funds available to address technology changes in the coming years. Although we cannot predict the costs of such changes, it is imperative that we consider the average computer needs replaced every three years, e-books are becoming more common across college campuses, and students are being asked to be more engaged in the college's online learning management system regardless of the course being face-to-face or online.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff – This review was completed by Kara Wheeler, VPAA.

9.2 VPAA and/or Administrative Designee Response

Division Chair – No division chair is assigned to oversee this program so it was submitted directly to the Program Review Committee.

Program Review Committee – The program review committee agrees with the recommendations presented in this review. Category 2: Maintain current levels of support/continuous improvement seems appropriate, and allowing each faculty member the ability to have professional development funds each year would be a positive move forward for the institution.

VPAA – I agree with the findings of this report and the recommendation of the Program Review Committee.

7.3a

Independence Community College Performance Report AY 2016

Contact Person: Kara Wheeler

Phone and email: 620-332-5635; kwheeler@indycc.edu

Fall 2016 FTE: 761

Date: 8/17/2017

	Forsight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014) Institutional Outcome Performance Choose One	AY 2015 (Summer 2014, Fall 2014, Spring 2015) Institutional Outcome Performance Choose One	AY 2016 (Summer 2015, Fall 2015, Spring 2016) Institutional Outcome Performance Choose One
1. Increase first to second year retention rates of college ready cohort	1	2009--50.5% (55/109) 2010--40.0% (42/105) 2011--45.0% (54/120) Baseline: 45.2% (151/334)	33.3% (50/150) ↓	43.9% (43/98) ↓	52.9% (82/155) ↑
2. Increase number of certificates and degrees awarded to ICC students	1	2010--337 2011--310 2012--360 Baseline: 349	272 ↓	214 ↓	208 ↓
3. Increase performance of students on core academic skills, taken from the National Community College Benchmarking Project data on Core General Education courses	2	F 2010--84.3% F 2011--76.6% F 2012--80.6% Baseline: 80.5%	83% ↑	76.6% ↓	84% ↑
4. Improve student success (A, B, or C) in College Algebra following a developmental math course (NCCBP Data)		F 2009 Cohort--76.0% (19/25) F 2010 Cohort--70.2% (33/47) F 2011 Cohort--57.1% (16/28) Baseline: 67.8%	61.2% (30/49) ↓	67.4% (31/46) ↔	74% (37/50) ↑
5. Increase percentage of students who achieve a 2.0 or higher semester GPA after being placed on Academic Probation		S/F2010--23% (28/124) S/F2011--14% (19/138) S/F2012--39% (27/70) Baseline: 22%	13% (17/131) ↓	13% (7/53) ↓	8% (4/53) ↓
6. Improve percentage of students who successfully complete (A, B, or C) online courses.		F10/S11--63.5% (815/1284) F11/S12--62.5% (831/1330) F12/S13--65.3% (678/1038) Baseline: 63.8%	67% (312/433) ↑	76% (109/144) ↑	66% (96/146) ↑

Independence Community College Performance Report AY 2016

Indicator 1: Increase first to second year retention rates of college ready cohort.

Description: ICC defines "college-ready" as those students whose placement scores qualify them for immediate enrollment in college-level English and math coursework. The cohort represents those students who are college ready and enrolled in Associates degree programs.

Outcome/Results: *Retention increased from the baseline, and was above the required 45.2%. As stated last year, we believe we are showing steady improvement in this area due to better advising of current students.*

Indicator 2: Increase number of certificates and degrees awarded to ICC students.

Description: ICC believes that completion of a certificate or degree program increases the probability of either gainful employment or continued success in a baccalaureate program for its students. AY 2013 interventions include expansion of the enrollment requirement in College Success, ICC's first year experience course from new, full time residential freshmen to all new full time freshmen; the creation of a full time, director-level Online Education position and dedicated department budget; increased expectations for course structure and student/instructor engagement in the online format; the creation of an additional full time Academic Advising/Tutoring position; and expansion of tutoring services including increased physical facilities, departmental budget, and services to students not qualifying for TRiO services.

Outcome/Results: *While all the above were great additions to ICC, it did not account for the economic improvement of the nation and the decreased number of students attending ICC from the baseline years. While we will continue to strive for better numbers, we also understand that this piece of data plays into the bigger goal of the community college---transfer. This year we will try to improve our relationships with Pitt-State to increase how many of our students participate in reverse-transfer. We look forward to KBOR's work to help improve this process for all community colleges across the state as was mentioned at the Data Conference in June.*

Indicator 3: Increase performance of students on core academic skills, taken from the National Community College Benchmarking Project data on Core General Education courses.

Description: The National Community College Benchmarking Project (NCCBP) provides ICC with invaluable data about the general education courses at the core of every two-year degree: English Composition I and II, College Algebra, and Public Speaking. Reported data reflects the mean score for all students completing those courses with final grades of A, B, or C.

Outcome/Results: *ICC was able to exceed our baseline goal of 80.5% by reaching 84%, or 577/685. This is the mean score of all the median scores of the four courses. We believe this reflects the work of the English Instructors drilling down into their assessment data at the end of the academic year to analyze where students showed strengths as well as weaknesses, and then adjusting their teaching based on this data. While Speech remained high, we did see an increase in the number of students who passed College Algebra with an A, B, or C. The percentages reported in the previous year compared to this year are below:*

Course	Median (50 th Percentile) (2014)	Median (50 th Percentile) (2015)
Comp I	81.24%	82%--239/293
Comp II	81.09%	87%--68/78
Algebra	75.08%	81%--151/187
Speech	87.19%	94%--119/127

Indicator 4: Improve students' success in College Algebra following a developmental math course.

Description: Many of ICC's degree seeking students come unprepared to enroll immediately in College Algebra. In response to this, The College evaluated and redesigned its developmental math course progression prior to AY 2011 in hopes to prepare students more quickly for this gateway course.

Outcome/Results: *ICC exceeded the baseline expectations by coming in at 74%. We believe this reflects the efforts of the math faculty to continue to improve the instructional methods used in their courses, along with giving more options to students. An example of this is a bridge program that allows students to move as a cohort through Elementary Algebra to Intermediate Algebra, or Intermediate Algebra to College Algebra in 8 week courses. We also allow students to waive their recommended placement testing results if they feel motivated to try and start the next course up. This takes into consideration a student's intrinsic motivation to complete a more difficult course, and does not tie them down to a long developmental sequence.*

Indicator 5: Increase percentage of students who achieve a 2.0 or higher semester GPA after being placed on Academic Probation.

Description: Academic Probation occurs when students do not achieve a 2.0 semester grade point average. It is intended to be an intervention in order to identify students who need assistance and to provide that assistance for them whenever and wherever possible. As a measurement, we determined the number of students placed on academic probation and how many of those students earned a semester grade point average of 2.0 or better in their next semester.

Outcome/Results: *ICC did not meet the baseline. 53 students were put on probation – 8 of the 53 students returned for fall; of the 8 who returned, 4 achieved a minimum term GPA of 2.0. We find issue with the number of students who did not return who were put on probation, which shows a negative effect in retention efforts, which is why this indicator was put into place originally. ICC has chosen to go in another direction with Probation due to the data received from this Indicator, and also have removed it from the 2017-19 KPI report.*

Indicator 6: Improve percentage of students who successfully complete (A, B, or C) online courses.

Description: ICC recognizes the increasing student need for courses available in the online format and is currently seeking accreditation at the program level from the Higher Learning Commission. The Director of Online Education, hired by the College at the beginning of AY 2013, worked with the full time faculty to develop new processes and quality checks for both instructors and students in order to improve student achievement and course success rates. Success rates are determined by the number of A,B,C, and P grades in online courses divided by the number of A,B,C,D,F, and P grades in online courses.

Outcome/Results: *ICC's percentage was at 66%, a 3% increase over the baseline. We attribute this success to meeting HLC's requirements for an accredited program, but also showing the rapid increase of the number of online courses offered. We will continue to strive for rigor and quality in all of our online courses through semester evaluations and better training for both full-time and part-time faculty.*

Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
President

Date: June 14, 2018

Re: KACCT/COP Report

Jana Shaver and Dan Barwick will present highlights of the Kansas Association of Community Colleges/Council of Presidents (KACCT/COP) Quarterly meeting held at the Kansas City Community College Technical Education Center June 1-2, 2018

2017-18 PROJECTED MONTHLY CASH FLOW

INDEPENDENCE COMMUNITY COLLEGE

May 31, 2018

		July	August	September	October	November	December	January	February	March	April	May	June
<u>1. Cash On Hand</u>													
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	\$2,950,859.73	\$1,629,814.15	\$762,759.72	\$831,856.82
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
<u>2. Cash Receipts</u>													
Monthly Cash Deposits													\$2,646,207.38
<u>3. Total Cash Receipts</u>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,646,207.38
<u>4. Total Cash Available</u>		\$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	\$3,050,391.80	\$1,715,255.09	\$831,856.82	\$3,547,161.30
<u>5. Cash Paid Out</u>													
2016-17 Payables													\$265,570.50
2017-18 Payables (Projected for future months)													\$666,057.04
Outstanding Checks													
Payroll Expenses (Taxes, etc.)													\$568,582.48
Subtotal		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,234,639.52
<u>6. Total Cash Balance</u>													
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	\$3,050,391.80	\$1,715,255.09	\$831,856.82	\$2,312,521.78
Less Reserve (Based on 8%) Funds 11, 12, 13													\$862,422.38
Less Reserve for Enbridge Valuation													\$737,043.00
<u>7. Total Unrestricted Available Balance</u>		\$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	\$3,050,391.80	\$1,715,255.09	\$831,856.82	\$713,056.40

INDEPENDENCE COMMUNITY COLLEGE

2017-2018

Unaudited

BudgetSummary-Revenue

For The Month End: 5/31/2018

	2017-18	2017-18	2017-18	Estimated
	Published	Operating	Current YTD	% Budget
	Budget	Budget	Revenue	Recorded
General Fund (11)				
Student Revenue				
Tuition	(\$1,236,311.00)	(\$1,236,311.00)	(\$1,523,742.50)	123.25%
Fees	(1,703,535.00)	(1,703,535.00)	(1,664,131.00)	97.69%
	(2,939,846.00)	(2,939,846.00)	(3,187,873.50)	108.44%
Local Income				
Real Estate Distribution	(5,462,550.00)	(5,462,550.00)	(3,329,155.05)	60.95%
Vehicle/Rec Vehicle/Watercraft Tax	(541,028.00)	(541,028.00)	(402,329.61)	74.36%
Delinquent Taxes	(103,260.00)	(103,260.00)	(157,481.33)	152.51%
Other	0.00	0.00	0.00	0.00%
	(6,106,838.00)	(6,106,838.00)	(3,888,965.99)	63.68%
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%
	(1,388,799.00)	(1,388,799.00)	(1,388,463.00)	99.98%
Federal Income	(5,760.00)	(5,760.00)	(2,004.21)	34.80%
Other				
ICC Foundation	0.00	0.00	0.00	0.00%
Interest	(3,275.00)	(3,275.00)	(5,691.86)	173.80%
Sales Tax Payable	(423.00)	(423.00)	(3,066.04)	724.83%
Misc.	(58,930.00)	(58,930.00)	(53,772.12)	91.25%
Fees (non-course fees)	(10,027.00)	(10,027.00)	(9,081.07)	90.57%
	(72,655.00)	(72,655.00)	(71,611.09)	98.56%
Transfers, Allowances and Carry-overs	0.00	0.00	0.00	0.00%
Total General Fund	(10,513,898.00)	(10,513,898.00)	(8,538,917.79)	81.22%
Postsecondary Technical Education (12)				
Student Revenue				
Tuition	(366,425.00)	(366,425.00)	(127,128.00)	34.69%
Fees	(241,615.00)	(241,615.00)	(99,188.00)	41.05%
	(608,040.00)	(608,040.00)	(226,316.00)	37.22%
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)	(8,050.74)	30.24%
Other	(151,000.00)	(151,000.00)	0.00	0.00%
	(847,097.00)	(847,097.00)	(563,354.74)	66.50%
Transfers, Allowances and Carry-overs				
Total Postsecondary Fund	(1,455,137.00)	(1,455,137.00)	(789,670.74)	54.27%
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%
	455,157.00	455,157.00	125,243.00	27.52%
Total Funds, 11, 12, 13	(11,513,878.00)	(11,513,878.00)	(9,203,345.53)	79.93%
Auxiliary				
Bookstore				
Sales	(242,138.00)	(242,138.00)	(161,904.27)	66.86%
Non-mandatory Transfer	(282,912.00)	(282,912.00)	(125,375.00)	44.32%
	(525,050.00)	(525,050.00)	(287,279.27)	54.71%

Meals				
Student Sources	(904,000.00)	(904,000.00)	(805,075.00)	89.06%
Other Sources	(9,395.00)	(9,395.00)	(16,498.38)	175.61%
Non-mandatory Transfer				
	(913,395.00)	(913,395.00)	(821,573.38)	89.95%
Dorms				
Student Sources	0.00	0.00	(125,000.00)	0.00%
Student Sources- Dorms/Bluffstone	(760,040.00)	(760,040.00)	(363,574.34)	47.84%
Student Accident Insurance	0.00	0.00	4,235.00	0.00%
Non-mandatory Transfer				
	(760,040.00)	(760,040.00)	(484,339.34)	63.73%
Inge Center/Festival				
Inge Center	(61,200.00)	(61,200.00)	(2,810.00)	4.59%
Inge Festival	0.00	0.00	0.00	0.00%
Non-Mandatory Transfer	0.00	0.00	0.00	0.00%
	(61,200.00)	(61,200.00)	(2,810.00)	4.59%
Transfers, Allowances and Carry-overs	(282,912.00)	(282,912.00)	(125,375.00)	44.32%
Total Auxiliary	(2,542,597.00)	(2,542,597.00)	(1,721,376.99)	67.70%
ICC Foundation				
Scholarship Support	0.00	0.00	(124,781.00)	0.00%
Total ICCFoundation	0.00	0.00	(124,781.00)	0.00%
Plant Funds				
West Main				
Capital Outlay	0.00	0.00	(35,614.18)	0.00%
Foundation Support	0.00	0.00	0.00	0.00%
Total Plant Funds	0.00	0.00	(35,614.18)	0.00%
Federally Funded Programs				
Upward Bound	0.00	0.00	(290,730.30)	0.00%
Student Support Services	0.00	0.00	(244,384.17)	0.00%
Carl Perkins	0.00	0.00	(15,957.58)	0.00%
Total Federally Funded Programs	0.00	0.00	(551,072.05)	0.00%
Total College Operations	(14,056,475.00)	(14,056,475.00)	(11,636,189.75)	82.78%

INDEPENDENCE COMMUNITY COLLEGE

2017-2018

Unaudited

Budget Summary-Expenditures

For Month End:5/31/2018

	2017-18	2017-18	2017-18	Estimated
	Published	Operating	Current YTD	% Budget
	Budget	Budget	Expenses	Recorded
General Fund (11)				
Academic Instruction				
11-1100 General Instruction	\$413,002.00	\$105,063.40	\$15,014.76	14.29%
11-1140 Online Instruction	27,996.00	26,696.00	735.49	2.76%
11-1141 Health & Wellness	0.00	31,808.24	35,656.55	112.10%
11-1151 Fine Arts	479,970.00	521,523.90	559,360.03	107.25%
11-1152 Foreign Language	0.00	5,158.50	5,897.78	114.33%
11-1154 English	294,423.00	335,184.66	324,216.39	96.73%
11-1156 Communications/Journalism	73,767.00	82,736.00	76,031.41	91.90%
11-1160 Workforce Development	2,700.00	2,700.00	358.12	13.26%
11-1161 Community Education	0.00	0.00	0.00	0.00%
11-1173 Social Sciences	327,062.00	401,065.64	396,622.11	98.89%
11-1174 Physical Science	70,487.00	92,439.46	92,898.56	100.50%
11-1175 Chemistry	83,365.00	88,555.73	71,041.09	80.22%
11-1176 Biology	151,553.00	162,440.22	150,723.09	92.79%
11-1177 Math	188,613.00	219,131.87	202,077.54	92.22%
11-1187 Accounting	60,344.00	65,549.19	62,229.17	94.94%
11-1223 Fab Lab/Entrepreneur	179,177.00	182,228.00	163,952.91	89.97%
Total Academic Instruction	2,352,459.00	2,322,280.81	2,156,815.00	92.87%
Academic Support				
11-4100 Library	132,084.00	129,866.50	74,245.46	57.17%
11-4200 Academic Affairs	250,277.00	246,118.00	193,301.76	78.54%
11-4220 ICC West	110,890.00	110,725.00	100,724.80	90.97%
11-4230 Academic Advising	113,064.00	112,954.00	100,389.60	88.88%
11-4240 Online Administration	0.00	0.00	0.00	0.00%
11-4250 Tutoring	21,530.00	21,530.00	17,005.83	78.99%
Total Academic Support	627,845.00	621,193.50	485,667.45	78.18%
Total Instruction	2,980,304.00	2,943,474.31	2,642,482.45	89.77%

Postsecondary Technical Education (see detail below)

Student Services

11-5200 Financial Aid	188,495.00	188,495.00	146,327.83	77.63%
11-5300 Admissions	225,710.00	225,710.00	207,087.73	91.75%
11-5400 Registrar	102,189.00	101,780.00	88,973.83	87.42%
11-5500 Athletic Administration	342,918.00	342,918.00	313,219.81	91.34%
11-5510 Football	394,776.00	403,067.80	409,352.55	101.56%
11-5520 Men's Basketball	142,249.00	142,249.00	133,926.37	94.15%
11-5530 Volleyball	76,666.00	76,666.00	71,059.28	92.69%
11-5540 Women's Basketball	130,833.00	130,833.00	124,547.12	95.20%
11-5560 Softball	102,152.00	102,152.00	80,512.66	78.82%
11-5580 Baseball	121,081.00	121,081.00	96,525.83	79.72%
11-5590 Cheer & Dance	90,611.00	90,611.00	71,681.46	79.11%
11-5595 Athletic Training	114,735.00	114,735.00	112,357.44	97.93%
11-5600 ICC NOW	58,318.00	58,318.00	52,087.34	89.32%
11-5700 Student Life	125,237.00	125,237.00	117,638.61	93.93%
Total Student Services	2,215,970.00	2,223,852.80	2,025,297.86	91.07%

Institutional Support

11-6000 Board of Trustees	21,025.00	21,025.00	25,313.99	120.40%
11-6100 President's Office	277,783.00	276,220.00	215,481.63	78.01%
11-6110 Human Resources	168,546.00	168,546.00	147,561.59	87.55%
11-6200 Financial Services	287,273.00	285,894.00	258,347.45	90.36%
11-6300 Public Relations - Marketing	228,158.00	228,158.00	150,393.21	65.92%
11-6310 Recruiting-International	7,000.00	7,000.00	2,481.14	35.44%
11-6420 Institutional Research	80,832.00	79,719.00	79,474.69	99.69%
11-6500 Institutional Support	1,770,232.00	1,790,232.00	732,381.71	40.91%
11-6510 Compliance	64,404.00	64,404.00	56,710.41	88.05%
11-6600 Computing Department	515,572.00	502,814.00	409,494.01	81.44%
11-8900 Grant Writing	23,065.00	23,065.00	21,109.83	91.52%
Total Insitutional Support	3,443,890.00	3,447,077.00	2,098,749.66	60.88%

Scholarships

11-8100 Scholarships	1,000,000.00	1,000,000.00	1,050,674.97	105.07%
Total Scholarships	1,000,000.00	1,000,000.00	1,050,674.97	105.07%

Transfers

11-9200 Transfers and Carryovers	458,267.00	458,267.00	612,261.93	133.60%
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Operations and Maintenance

11-7100 Repairs & Maintenance	500,600.00	500,600.00	480,833.10	96.05%
11-7200 Transportation	148,100.00	145,000.00	151,758.22	104.66%
11-7300 Grounds-Security	48,500.00	46,281.00	36,035.21	77.86%
11-7500 Campus Improvements	627,460.00	595,460.00	491,248.25	82.50%
Total Operations and Maintenance	1,324,660.00	1,287,341.00	1,159,874.78	90.10%

PTE Indirect Costs

0.00 0.00 0.00 0.00%

Total Fund 11 (does not include PTEamount above)

11,423,091.00 11,360,012.11 9,589,341.65 84.41%

Postsecondary Technical Education (12)

Indirect Costs

12-1220 Vet Tech	156,822.00	159,799.00	138,758.88	86.83%
12-1221 Culinary	94,552.00	94,927.00	92,316.55	97.25%
12-1268 Engineering	90,191.00	69,714.50	18,070.01	25.92%
12-1273 Cosmetology	167,807.00	171,040.00	171,377.78	100.20%
12-1274 Early Childhood Development	0.00	11,093.60	13,313.89	120.01%
12-1276 Mid-Management/Economics	0.00	2,664.34	2,664.34	100.00%
12-1277 Micro Computers	192,512.00	201,770.00	193,047.36	95.68%
12-1287 EMT	84,423.00	84,554.00	73,234.55	86.61%
12-1288 Allied Health/Long Term Care	79,460.00	79,356.00	58,954.96	74.29%

Total Fund 12

865,767.00 874,918.44 761,738.32 87.06%

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%

Total Funds 11, 12 and 13

12,355,665.00 12,301,737.55 10,414,393.97 84.66%

Auxiliary

16-9300 Bookstore	456,666.00	456,666.00	276,387.70	60.52%
16-9500 Dorms	526,731.00	526,731.00	157,864.99	29.97%
17-9500 Dorms-Bluffstone	456,865.00	456,865.00	329,804.75	72.19%
16-9600 Meals	788,501.00	788,501.00	702,655.07	89.11%
34-1100 Inge Center	106,738.00	106,738.00	108,884.47	102.01%
34-1200 Inge Festival	202,684.00	202,684.00	130,259.80	64.27%
48-4800 Technology	54,800.00	54,800.00	36,355.90	66.34%

Total Auxiliary

2,592,985.00 2,592,985.00 1,742,212.68 67.19%

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	66,094.87	0.00%
36-8100 Foundation Scholarships	0.00	0.00	120,917.00	0.00%
Total Foundation	0.00	0.00	187,011.87	0.00%
Federally Funded Programs				
31-8500 Upward Bound	272,385.00	272,385.00	251,382.64	92.29%
32-8300 Student Support Services	508,604.48	508,604.48	229,508.95	45.13%
39-1269 Carl Perkins	0.00	0.00	12,807.53	0.00%
Total Federally Funded Programs	780,989.48	780,989.48	493,699.12	63.21%
Total College Operations	15,729,639.48	15,675,712.03	12,863,028.34	82.06%

Independence Community College Account Summary

As of May 31, 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	-\$21,357.65	
xxx264	Checking	Credit Card	na	\$8,860.32	
xxx620	Checking	Federal Funds	na	\$1,000.00	
xxx976	Checking	ICC Payroll	na	-\$28,193.95	
xxx826	Money Market		0.43%	\$1.39	
xxx396	Money Market	Reserve	0.43%	\$801,449.61	
xxx440	Savings	Restricted	0.25%	\$0.00	Closed
				\$762,759.72	

Securities Pledged	Amount	Market Value	Maturity Date
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\$0.00

Letters of Credit	Amount	Expiration Date
FHLB #50508	\$3,000,000.00	12/28/18

\$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	\$2,487,240.28

Independence Community College

Accounts Payable Ending May 31, 2018

CheckNumber	VendorName	Description	TRXDATE	Amount	Account
0005658	ICC Student	Student Refunds	5/2/2018	\$920.00	11-0000-203-000
0005659	ICC Student	Student Refunds	5/2/2018	\$1,856.01	11-0000-203-000
0005660	ICC Student	Student Refunds	5/2/2018	\$204.00	11-0000-203-000
0005661	ICC Student	Student Refunds	5/2/2018	\$24.00	11-0000-203-000
0005662	ICC Student	Student Refunds	5/2/2018	\$180.00	11-0000-203-000
0005663	ICC Student	Student Refunds	5/2/2018	\$1,128.00	11-0000-203-000
0005664	ICC Student	Student Refunds	5/2/2018	\$732.00	11-0000-203-000
0005665	ICC Student	Student Refunds	5/2/2018	\$75.00	11-0000-203-000
0005666	ICC Student	Student Refunds	5/2/2018	\$1,720.07	11-0000-203-000
0005667	ICC Student	Student Refunds	5/2/2018	\$199.94	11-0000-203-000
0005668	ICC Student	Student Refunds	5/2/2018	\$47.21	11-0000-203-000
0005669	ICC Student	Student Refunds	5/2/2018	\$868.00	11-0000-203-000
0005670	ICC Student	Student Refunds	5/2/2018	\$870.97	11-0000-203-000
0005671	ICC Student	Student Refunds	5/2/2018	\$67.47	11-0000-203-000
0005672	ICC Student	Student Refunds	5/2/2018	\$1,059.50	11-0000-203-000
0005673	ICC Student	Previous Balance Refund	5/2/2018	\$774.00	11-0000-203-000
0005674	ICC Student Housing	ICC Student	5/2/2018	\$911.03	11-0000-203-000
0005674	ICC Student Housing	ICC Student	5/2/2018	\$676.53	11-0000-203-000
0005674	ICC Student Housing	ICC Student	5/2/2018	\$935.00	11-0000-203-000
0005674	ICC Student Housing	ICC Student	5/2/2018	\$760.07	11-0000-203-000
0005676	Bluffstone: The Villas at Independence LLC	ICC Student-Housing Refund	5/2/2018	\$943.00	11-0000-203-000
0005676	Bluffstone: The Villas at Independence LLC	ICC Student-Housing Refund	5/2/2018	\$394.06	11-0000-203-000
0005676	Bluffstone: The Villas at Independence LLC	ICC Student-Housing Refund	5/2/2018	\$1,000.00	11-0000-203-000
0005676	Bluffstone: The Villas at Independence LLC	ICC Student-Housing Refund	5/2/2018	\$1,486.79	11-0000-203-000
0005738	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$62.00	11-0000-203-000
0005810	ICC Student	Student Refunds	5/22/2018	\$1,152.73	11-0000-203-000
0005811	ICC Student	Student Refunds	5/22/2018	\$90.00	11-0000-203-000
0005812	ICC Student	Student Refunds	5/22/2018	\$294.98	11-0000-203-000
0005813	ICC Student	Student Refunds	5/22/2018	\$250.47	11-0000-203-000
0005814	ICC Student	Student Refunds	5/22/2018	\$1,955.43	11-0000-203-000
0005815	ICC Student	Student Refunds	5/22/2018	\$153.87	11-0000-203-000
0005816	ICC Student	Student Refunds	5/22/2018	\$94.16	11-0000-203-000

0005817	ICC Student	Student Refunds	5/22/2018	\$219.00 11-0000-203-000
0005818	ICC Student	Student Refunds	5/22/2018	\$27.35 11-0000-203-000
0005819	ICC Student	Student Refunds	5/22/2018	\$206.47 11-0000-203-000
0005820	ICC Student	Student Refunds	5/22/2018	\$480.47 11-0000-203-000
0005821	ICC Student Housing	ICC Student	5/22/2018	\$1,225.00 11-0000-203-000
0005821	ICC Student Housing	ICC Student	5/22/2018	\$760.00 11-0000-203-000
0005821	ICC Student Housing	ICC Student	5/22/2018	\$348.50 11-0000-203-000
0005821	ICC Student Housing	ICC Student	5/22/2018	\$935.00 11-0000-203-000
0005821	ICC Student Housing	ICC Student	5/22/2018	\$1,013.57 11-0000-203-000
0005821	ICC Student Housing	ICC Student	5/22/2018	\$97.98 11-0000-203-000
0005821	ICC Student Housing	ICC Student	5/22/2018	\$1,085.27 11-0000-203-000
0005821	ICC Student Housing	ICC Student	5/22/2018	\$935.00 11-0000-203-000
0005821	ICC Student Housing	ICC Student	5/22/2018	\$839.31 11-0000-203-000
0005821	ICC Student Housing	ICC Student	5/22/2018	\$924.99 11-0000-203-000
0005821	ICC Student Housing	ICC Student	5/22/2018	\$524.93 11-0000-203-000
0005822	Bluffstone: The Villas at Independence LLC	ICC Student-Housing Refund	5/22/2018	\$1,704.65 11-0000-203-000
0005822	Bluffstone: The Villas at Independence LLC	ICC Student-Housing Refund	5/22/2018	\$393.02 11-0000-203-000
0005822	Bluffstone: The Villas at Independence LLC	ICC Student-Housing Refund	5/22/2018	\$1,621.57 11-0000-203-000
0005822	Bluffstone: The Villas at Independence LLC	ICC Student-Housing Refund	5/22/2018	\$1,348.03 11-0000-203-000
0005822	Bluffstone: The Villas at Independence LLC	ICC Student-Housing Refund	5/22/2018	\$347.00 11-0000-203-000
EFT000000000803	ICC Student	Student Refunds	5/2/2018	\$808.00 11-0000-203-000
EFT000000000804	ICC Student	Student Refunds	5/2/2018	\$92.00 11-0000-203-000
EFT000000000825	ICC Student	Student Refunds	5/22/2018	\$81.21 11-0000-203-000
EFT000000000826	ICC Student	Student Refunds	5/22/2018	\$588.97 11-0000-203-000
EFT000000000827	ICC Student	Student Refunds	5/22/2018	\$894.73 11-0000-203-000
0005784	Greenbush	Whitney Chism teaching services for spring 2018 courses	5/16/2018	\$1,400.00 11-1100-646-000
EFT000000000847	Corbett-Smith, Ben Credit Card	Professional development - travel for conference	5/1/2018	\$1,467.60 11-1151-601-000
EFT000000000844	Rutherford, Eric Credit Card	Pizza for Les Mis cast party	5/1/2018	\$112.44 11-1151-602-000
EFT000000000844	Rutherford, Eric Credit Card	PSU	5/1/2018	\$70.00 11-1151-626-000
0005843	Coder, Leslie A.	Props for Les Mis	5/23/2018	\$276.25 11-1151-695-000
EFT000000000844	Rutherford, Eric Credit Card	Props for les mis	5/1/2018	\$59.85 11-1151-695-000
0005844	Horning, Marci L.	costumes for Les Mis	5/23/2018	\$1,120.66 11-1151-696-000
EFT000000000844	Rutherford, Eric Credit Card	Batteries for Les Mis Mics	5/1/2018	\$139.20 11-1151-700-000
EFT000000000844	Rutherford, Eric Credit Card	Batteries for Les Mis Mics	5/1/2018	\$99.42 11-1151-700-000
EFT000000000844	Rutherford, Eric Credit Card	Batteries from Amazon	5/1/2018	\$122.15 11-1151-700-000
EFT000000000844	Rutherford, Eric Credit Card	Music for Choir rehearsal	5/1/2018	\$14.75 11-1151-700-000

EFT000000000844	Rutherford, Eric Credit Card	Perusal Material for a potential musical next year	5/1/2018	\$40.75 11-1151-700-000
EFT000000000844	Rutherford, Eric Credit Card	Pizza for Les Mis cast party	5/1/2018	\$77.69 11-1151-700-000
EFT000000000844	Rutherford, Eric Credit Card	shipping of les mis books	5/1/2018	\$66.86 11-1151-700-000
EFT000000000844	Rutherford, Eric Credit Card	Soda for les mis cast party	5/1/2018	\$42.13 11-1151-700-000
EFT000000000844	Rutherford, Eric Credit Card	Supplies	5/1/2018	\$120.66 11-1151-700-000
EFT000000000844	Rutherford, Eric Credit Card	Water for Cast of Les mis during show	5/1/2018	\$19.64 11-1151-700-000
EFT000000000847	Corbett-Smith, Ben Credit Card	Walmart Purchase/ Lost Receipt Form Used	5/1/2018	\$4.19 11-1151-701-000
EFT000000000847	Corbett-Smith, Ben Credit Card	Keys made for Theatre Tech Booth	5/1/2018	\$3.56 11-1151-701-000
0005696	Wolfe, Viviane	Community Course Yoga	5/9/2018	\$165.00 11-1160-661-000
0005684	PCMG, INC.	Stream 14 G3 Cel for 4 units	5/9/2018	\$1,196.00 11-1223-700-000
EFT000000000845	Correll, Jim Credit Card	Blue aluminum	5/1/2018	\$87.19 11-1223-701-000
EFT000000000845	Correll, Jim Credit Card	Body double release cream	5/1/2018	\$8.37 11-1223-701-000
EFT000000000845	Correll, Jim Credit Card	Body double release cream	5/1/2018	\$42.88 11-1223-701-000
EFT000000000845	Correll, Jim Credit Card	Body double release cream	5/1/2018	\$69.00 11-1223-701-000
EFT000000000845	Correll, Jim Credit Card	bookcase	5/1/2018	\$27.84 11-1223-701-000
EFT000000000845	Correll, Jim Credit Card	bookcase	5/1/2018	\$35.26 11-1223-701-000
EFT000000000845	Correll, Jim Credit Card	bookcase	5/1/2018	\$41.76 11-1223-701-000
EFT000000000845	Correll, Jim Credit Card	bookcase	5/1/2018	\$46.90 11-1223-701-000
EFT000000000845	Correll, Jim Credit Card	food for mindset class	5/1/2018	\$34.59 11-1223-701-000
EFT000000000845	Correll, Jim Credit Card	Prime membership	5/1/2018	\$99.00 11-1223-701-000
EFT000000000846	Haynes, Timothy Credit Card	Galv Pipe	5/1/2018	\$16.03 11-1223-701-000
EFT000000000820	Wheeler, Kara Credit Card	Food for HLC conference	5/11/2018	\$6.54 11-4200-602-000
EFT000000000847	Corbett-Smith, Ben Credit Card	Booking Fee	5/1/2018	\$13.38 11-4200-717-001
EFT000000000847	Corbett-Smith, Ben Credit Card	travel to Last Frontier Theatre Conference	5/1/2018	\$96.00 11-4200-717-001
0005830	Kansas Region Phi Theta Kappa	Samantha Brown & Rebeca	5/23/2018	\$800.00 11-4200-720-000
EFT000000000843	Thorton, Brittany Credit Card	for Navigators	5/23/2018	\$84.96 11-4230-602-000
EFT000000000843	Thorton, Brittany Credit Card	Snacks for Navigators	5/23/2018	\$188.72 11-4230-602-000
EFT000000000843	Thorton, Brittany Credit Card	Bench for Students	5/23/2018	\$400.00 11-4230-701-000
EFT000000000823	Allison, Laura Credit Card	KASFAA Conf Lodging (2 rooms)	5/11/2018	\$112.32 11-5200-601-000
EFT000000000823	Allison, Laura Credit Card	KASFAA Conf Lodging (2 rooms)	5/11/2018	\$112.32 11-5200-601-000
EFT000000000823	Allison, Laura Credit Card	KASFAA Conference Meals	5/11/2018	\$20.71 11-5200-602-000
EFT000000000823	Allison, Laura Credit Card	KASFAA Conference Meals	5/11/2018	\$10.39 11-5200-602-000
0005809	Inceptia	Month Ending 4/30/18	5/16/2018	\$165.00 11-5200-646-000
0005853	Wright International Student Services	Remove Students from Loan Delinquency	5/23/2018	\$1,525.00 11-5200-646-000
EFT000000000807	Hucke, Andrea Purchase Card	NAVIGATORS SNACKS	5/11/2018	\$71.33 11-5300-606-000
EFT000000000818	Gillum, Jaicey Linn Credit Card	NAVS- mugs for fine arts	5/11/2018	\$38.33 11-5300-613-000

EFT000000000818	Gillum, Jaicey Linn Credit Card	NAVS- mugs for fine arts	5/11/2018	\$32.90	11-5300-613-000
EFT000000000807	Hucke, Andrea Purchase Card	RECRUITING EVENT LUNCH	5/11/2018	\$93.76	11-5300-617-000
EFT000000000817	Packard, Dillon Credit Card	CANDY FOR EASTER EGG HUNT	5/11/2018	\$95.80	11-5300-617-000
EFT000000000817	Packard, Dillon Credit Card	LUNCH FOR GROUP TOUR	5/11/2018	\$14.41	11-5300-617-000
EFT000000000817	Packard, Dillon Credit Card	LUNCH FOR GROUP TOUR	5/11/2018	\$33.74	11-5300-617-000
EFT000000000817	Packard, Dillon Credit Card	LUNCH FOR GROUP TOUR	5/11/2018	\$41.27	11-5300-617-000
EFT000000000820	Wheeler, Kara Credit Card	ICC NOW	5/11/2018	\$34.27	11-5300-617-000
EFT000000000852	Peitz, Rebeka Credit Card	Admissions - mugs and recruiting supplies	5/1/2018	\$49.28	11-5300-617-000
EFT000000000852	Peitz, Rebeka Credit Card	Admissions - mugs and recruiting supplies	5/1/2018	\$90.76	11-5300-617-000
EFT000000000807	Hucke, Andrea Purchase Card	SUPPLIES FOR BULLETING BOARD	5/11/2018	\$12.32	11-5300-701-000
0005627	Oak Hall Industries,L.P.	Graduation Regalia for Faculty and Students	5/2/2018	\$182.31	11-5400-708-000
0005783	Oak Hall Industries,L.P.	Cap/Gown and Tassel	5/16/2018	\$40.00	11-5400-708-000
0005783	Oak Hall Industries,L.P.	Freight for Cap/Gown Tassel	5/16/2018	\$14.11	11-5400-708-000
0005802	KJCCC	Softball - 2 extra games (Officials)	5/16/2018	\$2,436.00	11-5500-646-000
0005832	Booth Hotel, LLC	Athletic Dept. - venue for ring ceremony	5/23/2018	\$175.00	11-5500-646-000
0005854	Great Western Dining Service , Inc.	Athletic Dept. - dessert for Ring Ceremony	5/23/2018	\$348.75	11-5500-646-000
EFT000000000835	Geldenhuys, Tammie Credit Card	Athletic Dept. - Membership dues	5/1/2018	\$97.93	11-5500-646-000
EFT000000000835	Geldenhuys, Tammie Credit Card	Athletic Dept. - Membership dues	5/1/2018	\$105.48	11-5500-646-000
0005797	Legend Rings	Custom Championship Bowl Rings	5/16/2018	\$14,589.00	11-5500-723-000
0005650	Nevco, Inc.	ATletic Dept. - football delay of game timer	5/2/2018	\$2,996.50	11-5500-850-000
0005824	Donerson, Keith	Football - reimbursement for recruiting fuel	5/23/2018	\$28.53	11-5510-617-000
0005837	Smith, Matthew	Football - reimbursement for college night recruiting event	5/23/2018	\$200.00	11-5510-617-000
0005837	Smith, Matthew	Football - reimbursement for recruiting fuel	5/23/2018	\$38.03	11-5510-617-000
0005837	Smith, Matthew	Football- reimburement for recruiting fuel	5/23/2018	\$33.23	11-5510-617-000
EFT000000000822	Harris, Kiyoshi Purchase Card	Football - fuel for recruiting	5/11/2018	\$38.15	11-5510-617-000
EFT000000000822	Harris, Kiyoshi Purchase Card	Football - fuel for recruiting	5/11/2018	\$50.14	11-5510-617-000
EFT000000000822	Harris, Kiyoshi Purchase Card	Football - fuel for recruiting	5/11/2018	\$52.01	11-5510-617-000
EFT000000000822	Harris, Kiyoshi Purchase Card	Football - meal for recruiting	5/11/2018	\$45.81	11-5510-617-000
EFT000000000822	Harris, Kiyoshi Purchase Card	Football - parking for recruiting event	5/11/2018	\$10.00	11-5510-617-000
EFT000000000822	Harris, Kiyoshi Purchase Card	Football - parking for recruiting event	5/11/2018	\$10.00	11-5510-617-000
EFT000000000822	Harris, Kiyoshi Purchase Card	Football - snacks for recruiting	5/11/2018	\$13.02	11-5510-617-000
0005705	Jocks Nitch	Football- mouth pieces	5/9/2018	\$203.11	11-5510-698-000
EFT000000000819	Brown, Jason Credit Card	Football-Landing Pad	5/11/2018	\$4,780.00	11-5510-698-000
EFT000000000828	Kippenberger, Kris Credit Card	paint for football field	5/1/2018	\$205.05	11-5510-698-000
EFT000000000836	Floyd, Taylor Credit Card	Bus Charge for Conference 1/26	5/1/2018	\$3,368.00	11-5520-606-000
EFT000000000849	Maintenance Toll Credit Card	NTTA Toll Charge	5/1/2018	\$48.22	11-5520-606-000

EFT000000000839	Turner, Tony Credit Card	MBB - car rental for recruiting trip	5/1/2018	\$207.99	11-5520-617-000
EFT000000000839	Turner, Tony Credit Card	MBB - flight insurance for recruiting trip	5/1/2018	\$46.00	11-5520-617-000
EFT000000000839	Turner, Tony Credit Card	MBB - lodging for recruiting trip	5/1/2018	\$73.65	11-5520-617-000
EFT000000000839	Turner, Tony Credit Card	MBB - luggage fee for recruiting trip	5/1/2018	\$25.00	11-5520-617-000
EFT000000000839	Turner, Tony Credit Card	MBB - luggage fee for recruiting trip	5/1/2018	\$25.00	11-5520-617-000
EFT000000000839	Turner, Tony Credit Card	MBB - parking fee for recruiting trip	5/1/2018	\$48.00	11-5520-617-000
EFT000000000839	Turner, Tony Credit Card	MBB - recruiting meal	5/1/2018	\$33.41	11-5520-617-000
EFT000000000839	Turner, Tony Credit Card	MBB - recruiting meal	5/1/2018	\$45.43	11-5520-617-000
EFT000000000839	Turner, Tony Credit Card	MBB - recruiting meal	5/1/2018	\$56.37	11-5520-617-000
EFT000000000839	Turner, Tony Credit Card	MBB - recruiting trip for coach turner	5/1/2018	\$640.00	11-5520-617-000
0005683	Sound Ideas (Thomas Posch)	Lazer Engraved Plaque/ Goodman Award	5/9/2018	\$104.41	11-5520-681-000
EFT000000000816	Peña, Daniella Credit Card	Volleyball - airport parking fee for recruiting	5/11/2018	\$52.00	11-5530-617-000
EFT000000000816	Peña, Daniella Credit Card	Volleyball - fuel for recruitiing	5/11/2018	\$29.01	11-5530-617-000
EFT000000000816	Peña, Daniella Credit Card	Volleyball - meal for recruiting	5/11/2018	\$7.78	11-5530-617-000
EFT000000000816	Peña, Daniella Credit Card	Volleyball - meal for recruiting	5/11/2018	\$7.78	11-5530-617-000
EFT000000000816	Peña, Daniella Credit Card	Volleyball - meal for recruiting	5/11/2018	\$19.05	11-5530-617-000
EFT000000000816	Peña, Daniella Credit Card	Volleyball - meal for recruiting	5/11/2018	\$20.00	11-5530-617-000
EFT000000000816	Peña, Daniella Credit Card	Volleyball - meal for recruiting	5/11/2018	\$46.33	11-5530-617-000
EFT000000000816	Peña, Daniella Credit Card	Volleyball - meal for recruiting	5/11/2018	\$47.32	11-5530-617-000
EFT000000000816	Peña, Daniella Credit Card	Volleyball - printing for recruiting	5/11/2018	\$2.50	11-5530-617-000
EFT000000000816	Peña, Daniella Credit Card	Volleyball - Recruiting meal for coach	5/11/2018	\$20.00	11-5530-617-000
EFT000000000816	Peña, Daniella Credit Card	Volleyball - recruiting meal for coaches	5/11/2018	\$16.50	11-5530-617-000
EFT000000000816	Peña, Daniella Credit Card	Volleyball - recruiting meals for coaches	5/11/2018	\$10.00	11-5530-617-000
EFT000000000836	Floyd, Taylor Credit Card	Bus Charge for Conference 1/31	5/1/2018	\$3,368.00	11-5540-606-000
EFT000000000829	Crane, Leslie Credit Card	MBB - fuel for recruiting	5/1/2018	\$27.00	11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - disputed - not Coach Crane's charge	5/1/2018	\$101.92	11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - fuel for recruiting	5/1/2018	\$5.00	11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - fuel for recruiting	5/1/2018	\$27.00	11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - fuel for recruiting	5/1/2018	\$31.00	11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - lodging for recruiting	5/1/2018	\$68.70	11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - lodging for recruiting	5/1/2018	\$68.70	11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - lodging for recruiting	5/1/2018	\$68.70	11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - lodging for recruiting	5/1/2018	\$87.65	11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - lodging for recruiting	5/1/2018	\$194.38	11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - meal for recruiting	5/1/2018	\$2.53	11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - meal for recruiting	5/1/2018	\$8.74	11-5540-617-000

EFT000000000829	Crane, Leslie Credit Card	WBB - meal for recruiting	5/1/2018	\$10.92 11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - meal for recruiting	5/1/2018	\$12.67 11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - meal for recruiting	5/1/2018	\$14.93 11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - meal for recruiting	5/1/2018	\$18.95 11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - meal for recruiting	5/1/2018	\$20.00 11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - meal for recruiting	5/1/2018	\$30.96 11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - meal for recruiting	5/1/2018	\$33.01 11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - meal for recruiting	5/1/2018	\$39.91 11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - meal for recruiting	5/1/2018	\$42.49 11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - meal for recruiting	5/1/2018	\$44.94 11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - meal for recruiting	5/1/2018	\$73.91 11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - meal for recruiting	5/1/2018	\$77.87 11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - meal for recruiting	5/1/2018	\$107.70 11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - meal for recruiting	5/1/2018	\$112.81 11-5540-617-000
EFT000000000829	Crane, Leslie Credit Card	WBB - recruiting meal	5/1/2018	\$5.93 11-5540-617-000
0005683	Sound Ideas (Thomas Posch)	Lazer Engraved Plaque Pittman Award	5/9/2018	\$104.41 11-5540-698-000
EFT000000000821	Overacker, Kelsey Credit Card	Softball - spring break team meal	5/11/2018	\$33.81 11-5560-602-000
EFT000000000821	Overacker, Kelsey Credit Card	Softball - spring break team meal	5/11/2018	\$63.15 11-5560-602-000
EFT000000000821	Overacker, Kelsey Credit Card	Softball - spring break team meal	5/11/2018	\$65.14 11-5560-602-000
EFT000000000821	Overacker, Kelsey Credit Card	Softball - spring break team meal	5/11/2018	\$73.53 11-5560-602-000
EFT000000000821	Overacker, Kelsey Credit Card	Softball - spring break team meal	5/11/2018	\$95.74 11-5560-602-000
0005679	Papen, Jim	Softball - driver for 32 shuttle to Highland	5/9/2018	\$200.00 11-5560-606-000
0005699	Clark, Donald E.	Softball - 32 shuttle driver to Labette County	5/9/2018	\$50.00 11-5560-606-000
0005707	KJCCC	Softball - 2 extra games (Officials)	5/9/2018	\$820.00 11-5560-606-000
EFT000000000821	Overacker, Kelsey Credit Card	Softball - fuel for team event	5/11/2018	\$10.83 11-5560-606-000
EFT000000000821	Overacker, Kelsey Credit Card	Softball - spring break team meal	5/11/2018	\$96.08 11-5560-606-000
EFT000000000821	Overacker, Kelsey Credit Card	Softball - spring break team meal	5/11/2018	\$102.88 11-5560-606-000
0005838	Rogers, Joely A	Softball - reimb for recruiting fuel	5/23/2018	\$20.01 11-5560-617-000
0005838	Rogers, Joely A	Softball - reimb. for recruiting fuel	5/23/2018	\$25.00 11-5560-617-000
EFT000000000821	Overacker, Kelsey Credit Card	Field House Bathroom Supplies	5/11/2018	\$14.22 11-5560-698-000
EFT000000000821	Overacker, Kelsey Credit Card	Softball - paint	5/11/2018	\$46.74 11-5560-698-000
EFT000000000810	Shultz, Beau Credit Card	Baseball - meal for team event	5/11/2018	\$131.12 11-5580-606-000
EFT000000000810	Shultz, Beau Credit Card	Baseball - meal for team event	5/11/2018	\$146.27 11-5580-606-000
EFT000000000810	Shultz, Beau Credit Card	Baseball - meal for team event	5/11/2018	\$154.53 11-5580-606-000
EFT000000000810	Shultz, Beau Credit Card	Baseball - meal for team event	5/11/2018	\$156.58 11-5580-606-000
EFT000000000810	Shultz, Beau Credit Card	Baseball - meal for team event	5/11/2018	\$157.79 11-5580-606-000

EFT000000000810	Shultz, Beau Credit Card	Baseball - meal for team event	5/11/2018	\$161.72 11-5580-606-000
EFT000000000810	Shultz, Beau Credit Card	Baseball - meal for team event	5/11/2018	\$175.02 11-5580-606-000
EFT000000000810	Shultz, Beau Credit Card	BAseball - meal for team event	5/11/2018	\$191.50 11-5580-606-000
EFT000000000810	Shultz, Beau Credit Card	Baseball - meal for team event	5/11/2018	\$206.77 11-5580-606-000
EFT000000000810	Shultz, Beau Credit Card	Baseball - meal for team event	5/11/2018	\$210.69 11-5580-606-000
EFT000000000810	Shultz, Beau Credit Card	Baseball - meal for team event	5/11/2018	\$245.81 11-5580-606-000
EFT000000000810	Shultz, Beau Credit Card	Baseball - meal for team event	5/11/2018	\$261.93 11-5580-606-000
EFT000000000810	Shultz, Beau Credit Card	BAseball - meal for team event	5/11/2018	\$292.69 11-5580-606-000
EFT000000000810	Shultz, Beau Credit Card	Baseball - meal for team event	5/11/2018	\$301.00 11-5580-606-000
EFT000000000810	Shultz, Beau Credit Card	BAseball - meal for team event	5/11/2018	\$459.68 11-5580-606-000
EFT000000000810	Shultz, Beau Credit Card	Baseball - team meal	5/11/2018	\$72.67 11-5580-606-000
EFT000000000810	Shultz, Beau Credit Card	Basweball - meal for team event	5/11/2018	\$94.11 11-5580-606-000
EFT000000000809	Vasquez, Anthony Purchase Card	Stunt - fuel for recruiting	5/11/2018	\$33.49 11-5590-606-000
EFT000000000809	Vasquez, Anthony Purchase Card	Stunt - meal for recruiting	5/11/2018	\$34.36 11-5590-606-000
EFT000000000809	Vasquez, Anthony Purchase Card	Stunt - meal for recruiting	5/11/2018	\$36.37 11-5590-606-000
EFT000000000809	Vasquez, Anthony Purchase Card	Stunt - fuel for recruiting	5/11/2018	\$20.00 11-5590-617-000
EFT000000000809	Vasquez, Anthony Purchase Card	Stunt - Meal for recruiting	5/11/2018	\$9.86 11-5590-617-000
EFT000000000809	Vasquez, Anthony Purchase Card	Stunt - meal for recruiting	5/11/2018	\$10.21 11-5590-617-000
EFT000000000809	Vasquez, Anthony Purchase Card	Stunt - meal for recruiting	5/11/2018	\$20.60 11-5590-617-000
EFT000000000809	Vasquez, Anthony Purchase Card	Stunt - meal for recruiting	5/11/2018	\$20.86 11-5590-617-000
EFT000000000809	Vasquez, Anthony Purchase Card	Stunt - meal for recruiting	5/11/2018	\$28.69 11-5590-617-000
EFT000000000809	Vasquez, Anthony Purchase Card	Stunt - meal for recruiting	5/11/2018	\$29.52 11-5590-617-000
EFT000000000809	Vasquez, Anthony Purchase Card	Stunt - meal for recruiting	5/11/2018	\$33.25 11-5590-617-000
EFT000000000814	Westerhold, Cody Credit Card	Stunt - fuel for recruiting	5/11/2018	\$19.69 11-5590-617-000
EFT000000000814	Westerhold, Cody Credit Card	Stunt - recruiting	5/11/2018	\$38.73 11-5590-617-000
EFT000000000814	Westerhold, Cody Credit Card	Stunt - recruiting lodging	5/11/2018	\$108.38 11-5590-617-000
EFT000000000814	Westerhold, Cody Credit Card	Stunt - recruiting lodging	5/11/2018	\$117.18 11-5590-617-000
EFT000000000818	Gillum, Jaicey Linn Credit Card	Lunch for couponing meeting (Jaicey, Breeze, & Brandie Reyes)	5/11/2018	\$38.54 11-5600-602-000
0005638	Farmer Bros. Co.	Coffee Machine Supplies	5/2/2018	\$262.31 11-5700-693-000
0005638	Farmer Bros. Co.	Coffee Machine Supplies	5/2/2018	\$383.89 11-5700-693-000
0005656	Great Western Dining Service , Inc.	Welcome Back Cookies	5/2/2018	\$90.00 11-5700-693-000
0005695	Emert Chub Reynolds, LLC	Legal Services	5/9/2018	\$1,462.25 11-6000-662-000
EFT000000000815	Barwick, Dan Credit Card	Purchase Card Meal/Inge Fundraiser-Kansas City	5/11/2018	\$6.30 11-6100-602-000
0005702	Hasselmann's Floral & Gifts	Sympathy Plant/Mary Torrance Services	5/9/2018	\$55.00 11-6100-693-000
EFT000000000815	Barwick, Dan Credit Card	Certified Letter-Faculty Member	5/11/2018	\$5.45 11-6100-693-000
EFT000000000815	Barwick, Dan Credit Card	Monthly charge	5/11/2018	\$49.00 11-6100-693-000

EFT000000000815	Barwick, Dan Credit Card	Monthly subscription	5/11/2018	\$20.00 11-6100-693-000
EFT000000000815	Barwick, Dan Credit Card	Purchase card advertising	5/11/2018	\$8.99 11-6100-693-000
EFT000000000815	Barwick, Dan Credit Card	Purchase card advertising	5/11/2018	\$44.26 11-6100-693-000
EFT000000000815	Barwick, Dan Credit Card	Purchase Card monthly subscription	5/11/2018	\$20.00 11-6100-693-000
EFT000000000815	Barwick, Dan Credit Card	USB Drive/bottled water	5/11/2018	\$17.43 11-6100-701-000
0005704	Independence Daily Reporter	Display ads, HR	5/9/2018	\$88.90 11-6110-615-000
0005704	Independence Daily Reporter	Display ads, HR	5/9/2018	\$88.90 11-6110-615-000
0005704	Independence Daily Reporter	Display ads, HR	5/9/2018	\$88.90 11-6110-615-000
0005704	Independence Daily Reporter	Display ads, HR	5/9/2018	\$88.90 11-6110-615-000
0005704	Independence Daily Reporter	Display ads, HR	5/9/2018	\$88.90 11-6110-615-000
EFT000000000841	Isle, Wendy Credit Card	MVR for E. Wolfe	5/1/2018	\$18.00 11-6110-681-000
EFT000000000841	Isle, Wendy Credit Card	MVR for Kari Barrera	5/1/2018	\$13.70 11-6110-681-000
EFT000000000841	Isle, Wendy Credit Card	MVR Kelsey Jennings	5/1/2018	\$13.70 11-6110-681-000
EFT000000000841	Isle, Wendy Credit Card	MVR Ken Brown	5/1/2018	\$13.70 11-6110-681-000
EFT000000000841	Isle, Wendy Credit Card	T. Blaes MVR Request	5/1/2018	\$13.70 11-6110-681-000
EFT000000000841	Isle, Wendy Credit Card	Budget Workshop Registration	5/1/2018	\$120.00 11-6200-626-000
0005845	Get Right Graphics	1M check (blue middle)	5/23/2018	\$185.18 11-6200-701-000
0005845	Get Right Graphics	500 checks (red middle)	5/23/2018	\$140.00 11-6200-701-000
0005704	Independence Daily Reporter	Marketing Ad (Love Indy)	5/9/2018	\$60.00 11-6300-615-000
0005789	George Lay Signs, Inc.	George Lay Signs	5/16/2018	\$134.50 11-6300-615-000
0005792	KFJX Fox 14	77481-1	5/16/2018	\$1,280.00 11-6300-615-000
0005793	Montgomery County Chronicle	ADVERTISING	5/16/2018	\$190.00 11-6300-615-000
0005800	Morgan, Rob	GRADUATION PHOTOS	5/16/2018	\$200.00 11-6300-615-000
0005808	Kopco, Inc.	200 THEATER SHEETS	5/16/2018	\$85.00 11-6300-615-000
0005808	Kopco, Inc.	print	5/16/2018	\$201.50 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	Fuel on Film Fest. Trip	5/23/2018	\$12.50 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	24 HOUR FUEL STATION - NO ATTENDEE	5/23/2018	\$35.43 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	Agile	5/23/2018	\$154.49 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	cosmo promotional items	5/23/2018	\$236.82 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	EMT ads	5/23/2018	\$73.25 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	Fuel	5/23/2018	\$9.70 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	Fuel	5/23/2018	\$20.55 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	Fuel	5/23/2018	\$21.48 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	Fuel	5/23/2018	\$27.03 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	Fuel	5/23/2018	\$27.87 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	Fuel	5/23/2018	\$29.53 11-6300-615-000

EFT000000000842	Henderson, Brad Purchase Card	Fuel	5/23/2018	\$29.64 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	Fuel	5/23/2018	\$30.48 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	HLC Hotel	5/23/2018	\$73.00 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	HLC Hotel	5/23/2018	\$76.32 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	HLC Hotel	5/23/2018	\$90.93 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	HLC Hotel	5/23/2018	\$107.34 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	hotel	5/23/2018	\$268.80 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	hotel	5/23/2018	\$396.30 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	KCCLI MEAL	5/23/2018	\$16.73 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	KCCLI MEAL	5/23/2018	\$22.97 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	KCCLI MEAL	5/23/2018	\$24.01 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	KCCLI MEAL	5/23/2018	\$34.29 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	meal	5/23/2018	\$7.53 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	MEAL	5/23/2018	\$8.96 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	MEAL	5/23/2018	\$11.29 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	MEAL	5/23/2018	\$11.35 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	MEAL	5/23/2018	\$21.00 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	MEAL	5/23/2018	\$27.97 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	Pilot	5/23/2018	\$20.63 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	Pilot- Fuel	5/23/2018	\$8.46 11-6300-615-000
EFT000000000842	Henderson, Brad Purchase Card	Sun Valley retail	5/23/2018	\$16.35 11-6300-615-000
EFT000000000812	Bertie, Brett Credit Card	Formstack Yearly Renewal	5/11/2018	\$742.50 11-6300-646-000
0005694	Neosho County Comm College	International Students Cultural Trip	5/9/2018	\$303.15 11-6310-601-000
EFT000000000807	Hucke, Andrea Purchase Card	International Student Dinner	5/11/2018	\$106.76 11-6310-602-000
EFT000000000807	Hucke, Andrea Purchase Card	International Student Dinner	5/11/2018	\$23.25 11-6310-602-000
EFT000000000807	Hucke, Andrea Purchase Card	KIE CONFERENCE	5/11/2018	\$30.00 11-6310-626-000
EFT000000000815	Barwick, Dan Credit Card	Meal/8 employees-HLC/Chicago	5/11/2018	\$67.00 11-6420-601-000
EFT000000000815	Barwick, Dan Credit Card	Meal/HLC-Chicago	5/11/2018	\$15.17 11-6420-601-000
EFT000000000815	Barwick, Dan Credit Card	Meal/HLC-Chicago	5/11/2018	\$32.88 11-6420-601-000
EFT000000000815	Barwick, Dan Credit Card	Travel/Chicago-HLC	5/11/2018	\$5.84 11-6420-601-000
EFT000000000815	Barwick, Dan Credit Card	Travel/HLC-Chicago	5/11/2018	\$64.56 11-6420-601-000
EFT000000000815	Barwick, Dan Credit Card	Travel-Chicago/HLC	5/11/2018	\$7.89 11-6420-601-000
EFT000000000815	Barwick, Dan Credit Card	Travel-HLC/Chicago	5/11/2018	\$110.08 11-6420-601-000
EFT000000000841	Isle, Wendy Credit Card	Meal cost for Brad, Kara, Wendy, Brittany, Tamera, Christy, Anita	5/1/2018	\$93.64 11-6420-601-001
EFT000000000842	Henderson, Brad Purchase Card	HLC Parking	5/23/2018	\$49.00 11-6420-601-001
EFT000000000843	Thorton, Brittany Credit Card	HLC Travel	5/23/2018	\$2.00 11-6420-601-001

EFT000000000843	Thorton, Brittany Credit Card	HLC Travel	5/23/2018	\$7.30 11-6420-601-001
EFT000000000843	Thorton, Brittany Credit Card	HLC Travel	5/23/2018	\$8.51 11-6420-601-001
EFT000000000843	Thorton, Brittany Credit Card	Lunch for: Brad, Kara, Wendy, Brittany, Tamera, Christy, Anita	5/23/2018	\$70.13 11-6420-601-001
0005652	United Parcel Service	Weekly Serv. Chrg. 3/24-4/21/2018	5/2/2018	\$135.00 11-6500-611-000
0005842	Fedex	Shipping charges	5/23/2018	\$32.50 11-6500-611-000
EFT000000000841	Isle, Wendy Credit Card	1-Day shipping to Kokopelli Theatre Company	5/1/2018	\$24.70 11-6500-611-000
0005786	TouchTone Communications	Phone Bill 0518	5/16/2018	\$113.82 11-6500-631-000
0005855	AT&T	Phone Bill	5/24/2018	\$3,061.98 11-6500-631-000
0005678	City Of Independence	Water @ Admin Bldg.	5/9/2018	\$340.66 11-6500-632-000
0005678	City Of Independence	Water @ Cessna Bldg.	5/9/2018	\$75.58 11-6500-632-000
0005678	City Of Independence	Water @ ICC Main	5/9/2018	\$1,802.61 11-6500-632-000
0005678	City Of Independence	Water @ Practice Field	5/9/2018	\$21.55 11-6500-632-000
0005678	City Of Independence	Water @ Practice Field	5/9/2018	\$21.54 11-6500-632-000
0005678	City Of Independence	Water, Sewer, Trash @ ICC West	5/9/2018	\$341.75 11-6500-632-000
0005639	Atmos Energy	Gas - ICC West	5/2/2018	\$766.11 11-6500-633-000
0005840	Atmos Energy	Gas Bill Academic Building	5/23/2018	\$414.21 11-6500-633-000
0005840	Atmos Energy	Gas Bill Field House Building	5/23/2018	\$305.40 11-6500-633-000
0005840	Atmos Energy	Gas Bill Fine Arts Building	5/23/2018	\$587.22 11-6500-633-000
0005840	Atmos Energy	Gas Bill Maintenance Building	5/23/2018	\$51.04 11-6500-633-000
0005857	Atmos Energy	Gas Bill Admissions Building	5/24/2018	\$112.72 11-6500-633-000
0005857	Atmos Energy	Gas Bill Cessna Learning Bldg	5/24/2018	\$59.55 11-6500-633-000
0005857	Atmos Energy	Gas Bill Student Union Bldg	5/24/2018	\$756.45 11-6500-633-000
0005657	Cable One, Inc.	Cable TV - Student Union	5/2/2018	\$135.87 11-6500-636-000
0005780	Cable One, Inc.	Cable One- ICC West	5/16/2018	\$200.39 11-6500-636-000
0005828	Cable One, Inc.	Internet Bill ICC West	5/23/2018	\$900.00 11-6500-636-000
0005828	Cable One, Inc.	Internet Bill Main Campus	5/23/2018	\$2,000.00 11-6500-636-000
0005636	Indy Print Services	Xerox Page Pack Base	5/2/2018	\$3,546.94 11-6500-646-000
0005655	Xerox Corporation	Xerox #A2M-629707	5/2/2018	\$219.34 11-6500-646-000
0005655	Xerox Corporation	Xerox #A2M-646423	5/2/2018	\$225.69 11-6500-646-000
0005655	Xerox Corporation	Xerox #A2M-646473	5/2/2018	\$213.51 11-6500-646-000
0005655	Xerox Corporation	Xerox #A2M-646501	5/2/2018	\$190.32 11-6500-646-000
0005655	Xerox Corporation	Xerox #A2M-649144	5/2/2018	\$197.87 11-6500-646-000
0005655	Xerox Corporation	Xerox #EX9-305852	5/2/2018	\$251.94 11-6500-646-000
0005655	Xerox Corporation	Xerox #EX9-307645	5/2/2018	\$283.12 11-6500-646-000
0005655	Xerox Corporation	Xerox #VMA-649733	5/2/2018	\$35.42 11-6500-646-000
0005655	Xerox Corporation	Xerox #XNE-008637	5/2/2018	\$951.04 11-6500-646-000

0005685	Studebaker Refrigeration, Inc	Ice Machine Rent	5/9/2018	\$150.00 11-6500-646-000
0005713	Pitney Bowes	Lease Payment	5/9/2018	\$1,340.10 11-6500-646-000
0005836	Vendor Services Group	Rental Payment June	5/23/2018	\$905.99 11-6500-646-000
0005712	Republic Services #376	Trash Collection Services	5/9/2018	\$2,197.02 11-6500-679-000
0005708	Nelnet	Nelnet Maint. Fees	5/9/2018	\$778.85 11-6500-695-000
EFT000000000853	Morgan-Tate, Jessica Credit Card	Fuel during San Antonio trip	5/1/2018	\$31.20 11-6510-601-000
EFT000000000853	Morgan-Tate, Jessica Credit Card	Food for Jessica Morgan-Tate during conference	5/1/2018	\$22.00 11-6510-602-000
EFT000000000853	Morgan-Tate, Jessica Credit Card	Clery Act Training for Jessica Morgan-Tate	5/1/2018	\$575.00 11-6510-626-000
0005795	Four County Mental Health	Services	5/16/2018	\$490.00 11-6510-719-000
0005791	De Lage Landen Public Finance	Cisco software/smartnet/core	5/16/2018	\$5,646.25 11-6600-641-000
0005841	Unitas Global Kansas City, Inc	Unitas Backups	5/23/2018	\$2,310.73 11-6600-646-000
EFT000000000812	Bertie, Brett Credit Card	Amazon - Parts cable adapters	5/11/2018	\$63.84 11-6600-850-000
EFT000000000812	Bertie, Brett Credit Card	Amazon - Parts cables, AS400 clean tape	5/11/2018	\$106.27 11-6600-850-000
EFT000000000812	Bertie, Brett Credit Card	Replacement Battery for Lapotp - Football	5/11/2018	\$79.99 11-6600-850-000
0005684	PCMG, INC.	Microsoft License Renewal	5/9/2018	\$6,981.94 11-6600-852-000
EFT000000000812	Bertie, Brett Credit Card	Amazon Web Services	5/11/2018	\$2.07 11-6600-852-000
EFT000000000812	Bertie, Brett Credit Card	Jungle Disk Inge	5/11/2018	\$106.27 11-6600-852-000
EFT000000000812	Bertie, Brett Credit Card	Office 365	5/11/2018	\$372.30 11-6600-852-000
0005630	Fastenal	24" flourescent light bulgs for Fine arts and CLC	5/2/2018	\$97.61 11-7100-649-000
0005634	Newton's True Value	thermometers for grill cafeteria	5/2/2018	\$6.49 11-7100-649-000
0005787	Fastenal	grease certs for hvac unit	5/16/2018	\$190.65 11-7100-649-000
0005787	Fastenal	Parts for installation of Zerk	5/16/2018	\$5.47 11-7100-649-000
0005848	Helmer, Douglas R.	53# R22 Coolant to replace Student Union Chiller Leak	5/23/2018	\$3,200.00 11-7100-649-000
0005860	Woods Lumber of Independence, Ks. INC	3" door stop admin building Room 105	5/24/2018	\$3.89 11-7100-649-000
EFT000000000828	Kippenberger, Kris Credit Card	Admin Office Remodel paint newly sheetrocked walls (Michelle and Fernando office	5/1/2018	\$46.59 11-7100-649-000
0005631	Advantage Carpet Cleaning	steam clean Inge Theatre carpets	5/2/2018	\$795.00 11-7100-661-000
0005635	D & A Electrical Systems LLC	fire alarm and security monitoring Admin, CLC, SU April, May, June	5/2/2018	\$283.50 11-7100-661-000
0005688	Fastenal	grease certs for hvac unit	5/9/2018	\$4.28 11-7100-661-000
0005711	Lee's Cooling & Heating, Inc.	replace compressor kit-compressor under warranty/labor not covered	5/9/2018	\$568.25 11-7100-661-000
0005785	CPR Pest Management, Inc	April Student Union/kitchen pest control	5/16/2018	\$65.00 11-7100-661-000
0005804	Lee's Cooling & Heating, Inc.	trouble shoot student union chiller leak	5/16/2018	\$632.50 11-7100-661-000
0005860	Woods Lumber of Independence, Ks. INC	flex pipe cap for water line in Brian Foremans office	5/24/2018	\$3.97 11-7100-661-000
0005649	Hugo's Industrial Supply, Inc	paper towels and toilet paper week ending 4/13/2018	5/2/2018	\$332.09 11-7100-701-000
0005640	Four State Maintenance Supply, Inc.	floor wax and mops for wax Fine Arts Inge Lobby	5/2/2018	\$15.78 11-7100-708-000
0005697	Four State Maintenance Supply, Inc.	spray bottles for cleaner	5/9/2018	\$71.63 11-7100-708-000
0005703	Hugo's Industrial Supply, Inc	toilet paper and medium trash bags	5/9/2018	\$180.54 11-7100-708-000

0005796	Four State Maintenance Supply, Inc.	toilet bowl cleaner; white board cleaner	5/16/2018	\$74.05 11-7100-708-000
0005801	Hugo's Industrial Supply, Inc	2 cases toilet paper; 2 cases paper towels; medium latex gloves	5/16/2018	\$277.96 11-7100-708-000
0005858	Four State Maintenance Supply, Inc.	toilet bowl cleaner; white board cleaner	5/24/2018	\$99.10 11-7100-708-000
EFT000000000828	Kippenberger, Kris Credit Card	burn barrel for destroying old documents and records	5/1/2018	\$10.00 11-7100-719-000
0005654	Woods Lumber of Independence, Ks. INC	casing for Inge ticket booth window and sound booth door	5/2/2018	\$17.79 11-7100-825-000
0005654	Woods Lumber of Independence, Ks. INC	Admin 205 Office Replacement Door	5/2/2018	\$287.33 11-7100-825-000
EFT000000000828	Kippenberger, Kris Credit Card	2 gallons paint for Admin Building	5/1/2018	\$65.06 11-7100-825-000
EFT000000000828	Kippenberger, Kris Credit Card	paint and supplies for AC 102 classroom	5/1/2018	\$75.51 11-7100-825-000
EFT000000000828	Kippenberger, Kris Credit Card	paint for Admin buiding	5/1/2018	\$220.80 11-7100-825-000
0005687	Merchants Automotive Group	Lease Payment 046HTZ	5/9/2018	\$705.00 11-7200-645-000
0005687	Merchants Automotive Group	Lease Payment 92452	5/9/2018	\$795.00 11-7200-645-000
0005687	Merchants Automotive Group	Lease Payment 92453	5/9/2018	\$795.00 11-7200-645-000
0005687	Merchants Automotive Group	Lease Payment 92454	5/9/2018	\$795.00 11-7200-645-000
0005687	Merchants Automotive Group	Lease Payment 981HUF	5/9/2018	\$705.00 11-7200-645-000
0005687	Merchants Automotive Group	Lease Payment 982HUF	5/9/2018	\$705.00 11-7200-645-000
0005690	Toyota Financial Services	Lease Payment AX708	5/9/2018	\$398.63 11-7200-645-000
0005690	Toyota Financial Services	Lease Payment BZ057	5/9/2018	\$363.95 11-7200-645-000
0005691	Matran, Inc.	Lease Payment	5/9/2018	\$1,794.00 11-7200-645-000
0005788	Newton's True Value	key for 32 shuttle ignition	5/16/2018	\$1.99 11-7200-645-000
0005798	Houck, Michael J.	spare key for 32 shuttle bus door	5/16/2018	\$4.60 11-7200-645-000
0005831	Toyota Financial Services	Toyota Rental BT557	5/23/2018	\$528.69 11-7200-645-000
0005831	Toyota Financial Services	Toyota Rental BX605	5/23/2018	\$375.89 11-7200-645-000
0005831	Toyota Financial Services	Toyota Rental CA757	5/23/2018	\$543.00 11-7200-645-000
0005831	Toyota Financial Services	Toyota Rental CA758	5/23/2018	\$543.00 11-7200-645-000
EFT000000000828	Kippenberger, Kris Credit Card	cam shaft sychronizer for Ford Taurus	5/1/2018	\$44.95 11-7200-647-000
0005835	O'Reilly Auto Parts	starter and selenoid for ford taurus	5/23/2018	\$133.37 11-7200-719-000
0005641	Houck, Michael J.	13.082 gallons off road diesel for skid steer-ICC West project	5/2/2018	\$34.00 11-7200-721-000
0005651	Shanks Oil Company LLC	774.8 gallons unleaded fuel	5/2/2018	\$1,808.71 11-7200-721-000
0005807	Shanks Oil Company LLC	460.4 gallons unleaded fuel	5/16/2018	\$1,113.71 11-7200-721-000
0005807	Shanks Oil Company LLC	8 gallons diesel; 11.10 unleaded fuel	5/16/2018	\$47.42 11-7200-721-000
EFT000000000810	Shultz, Beau Credit Card	Baseball - fuel for team event	5/11/2018	\$15.00 11-7200-721-000
EFT000000000815	Barwick, Dan Credit Card	Fuel	5/11/2018	\$39.62 11-7200-721-000
EFT000000000815	Barwick, Dan Credit Card	Purchase Card/Travel	5/11/2018	\$26.99 11-7200-721-000
EFT000000000841	Isle, Wendy Credit Card	HLC Conference Fuel	5/1/2018	\$61.21 11-7200-721-000
0005626	Sandbagger Golf Cars	hydrostat filters for hustler mowers	5/2/2018	\$171.10 11-7300-649-000
0005634	Newton's True Value	axe and hatchet for tree and brush trimming	5/2/2018	\$50.98 11-7300-649-000

0005637	O'Reilly Auto Parts	hydrostat filters for mowers; grasshopper mower battery	5/2/2018	\$155.06 11-7300-649-000
0005637	O'Reilly Auto Parts	moly grease	5/2/2018	\$11.84 11-7300-649-000
0005641	Houck, Michael J.	reimburse for cash paid to purchase screenings Drive C repair	5/2/2018	\$15.00 11-7300-649-000
0005790	O'Reilly Auto Parts	5 Gal of hydrolic oil for Grasshopper mower	5/16/2018	\$39.99 11-7300-649-000
0005790	O'Reilly Auto Parts	repair kit for mower tire	5/16/2018	\$6.50 11-7300-649-000
0005628	TLC Groundskeeping, LLC	crack and crevice treatment icc parking lots	5/2/2018	\$139.68 11-7300-661-000
0005681	TLC Groundskeeping, LLC	plow truck for parking lots;sidewalk snow removal;ice melt parking lots	5/9/2018	\$1,371.88 11-7300-661-000
0005630	Fastenal	8 pairs safety glasses for groundskeeping	5/2/2018	\$10.36 11-7300-719-000
0005654	Woods Lumber of Independence, Ks. INC	rent skid steer to clear fence row at ICC West and Dr Epp property line	5/2/2018	\$110.00 11-7300-719-000
0005859	Houck, Michael J.	weed killer purchased by M. Houck for grounds keeing	5/24/2018	\$60.00 11-7300-719-000
EFT000000000828	Kippenberger, Kris Credit Card	phantom insecticide; tomcat bait; glue boards for campus pest control	5/1/2018	\$118.39 11-7300-719-000
EFT000000000828	Kippenberger, Kris Credit Card	Talstar Pest Control for campus pest control	5/1/2018	\$61.50 11-7300-719-000
0005781	CJ Threads	summer security t-shirts screen printing	5/16/2018	\$35.00 11-7300-724-000
0005692	Security Bank of Kansas City	Billing Fee	5/9/2018	\$1,325.00 11-7500-820-001
0005692	Security Bank of Kansas City	ICC COP 2015- IT Infrastructure Loan Payment	5/9/2018	\$137,069.54 11-7500-820-001
EFT000000000838	Lawrence, Tonda Credit Card	foot bath liners	5/1/2018	\$86.99 12-0100-485-000
EFT000000000838	Lawrence, Tonda Credit Card	hair color and supplies	5/1/2018	\$118.19 12-0100-485-000
EFT000000000838	Lawrence, Tonda Credit Card	silk wrap nail supplies	5/1/2018	\$31.94 12-0100-485-000
EFT000000000808	Dutton, Ann Credit Card	Yearly Rental on Oxygen Cylinder	5/11/2018	\$45.50 12-1220-641-000
EFT000000000808	Dutton, Ann Credit Card	Yearly Renewal for our MSDS Online Account	5/11/2018	\$499.00 12-1220-681-000
EFT000000000808	Dutton, Ann Credit Card	Annual contract for video series	5/11/2018	\$1,215.00 12-1220-700-000
0005717	Tidy Whities	Culinary laundry	5/9/2018	\$20.38 12-1221-700-000
0005717	Tidy Whities	Culinary laundry	5/9/2018	\$20.56 12-1221-700-000
0005717	Tidy Whities	Culinary laundry	5/9/2018	\$16.25 12-1221-700-000
0005717	Tidy Whities	Culinary laundry	5/9/2018	\$17.00 12-1221-700-000
EFT000000000831	DeGeorge, Patricia Credit Card	Cherries, milk, chocolate	5/1/2018	\$47.19 12-1221-700-000
EFT000000000831	DeGeorge, Patricia Credit Card	Cream, cocoa	5/1/2018	\$44.33 12-1221-700-000
EFT000000000831	DeGeorge, Patricia Credit Card	Food for pastry class, cream, cheese, eggs	5/1/2018	\$74.02 12-1221-700-000
EFT000000000831	DeGeorge, Patricia Credit Card	Guava paste	5/1/2018	\$22.23 12-1221-700-000
EFT000000000831	DeGeorge, Patricia Credit Card	Ingredients for ICC Cupcake Wars	5/1/2018	\$97.61 12-1221-700-000
EFT000000000831	DeGeorge, Patricia Credit Card	Pastry Class, eggs, milk, cheese, assisted living class	5/1/2018	\$62.76 12-1221-700-000
EFT000000000831	DeGeorge, Patricia Credit Card	Sugar, sour cream, yogurt	5/1/2018	\$24.04 12-1221-700-000
EFT000000000831	DeGeorge, Patricia Credit Card	Tea, dates, semolina	5/1/2018	\$44.17 12-1221-700-000
EFT000000000838	Lawrence, Tonda Credit Card	pizza for advisory board meeting	5/1/2018	\$113.34 12-1273-602-000
EFT000000000838	Lawrence, Tonda Credit Card	plates napkins water for advisory meeting	5/1/2018	\$22.09 12-1273-602-000
0005629	Lawrence, Tonda	milage for recruiting	5/2/2018	\$42.12 12-1273-617-000

EFT000000000838	Lawrence, Tonda Credit Card	general supplies, supplies for career fair	5/1/2018	\$82.59 12-1273-617-000
EFT000000000838	Lawrence, Tonda Credit Card	postage for open house recruitment	5/1/2018	\$14.50 12-1273-617-000
EFT000000000838	Lawrence, Tonda Credit Card	CEU class for Tonda	5/1/2018	\$10.95 12-1273-681-000
EFT000000000838	Lawrence, Tonda Credit Card	barbicide,wax sticks,oil	5/1/2018	\$491.42 12-1273-700-000
EFT000000000838	Lawrence, Tonda Credit Card	board test fees student	5/1/2018	\$75.00 12-1273-700-001
EFT000000000834	Manning, Sue Credit Card	GIFT CARDS FOR EMT PRECEPTORS-ER AND EMS	5/1/2018	\$15.00 12-1287-700-000
EFT000000000834	Manning, Sue Credit Card	o2 tank lease renreal	5/1/2018	\$319.60 12-1287-700-000
EFT000000000834	Manning, Sue Credit Card	supplies for EMT class	5/1/2018	\$14.00 12-1287-700-000
EFT000000000837	Vestal, Teresa Credit Card	Web Site Monthly Fee	5/1/2018	\$45.00 16-9300-646-000
0005653	Joe Smith Company	Food and Candy for Resale	5/2/2018	\$217.32 16-9300-740-000
0005794	The Fanatic Group	Notebooks and Tumblers for Resale	5/16/2018	\$316.10 16-9300-740-000
EFT000000000837	Vestal, Teresa Credit Card	Food and Drinks for Resale	5/1/2018	\$149.36 16-9300-740-000
EFT000000000837	Vestal, Teresa Credit Card	Food and Drinks for Resale	5/1/2018	\$65.54 16-9300-740-000
EFT000000000844	Rutherford, Eric Credit Card	Sweetwater Guitar	5/1/2018	\$379.90 16-9300-740-000
0005709	Westar Energy	Electric - ICC West	5/9/2018	\$1,855.07 16-9500-635-000
0005709	Westar Energy	Electric - ICC West Sign	5/9/2018	\$68.70 16-9500-635-000
0005803	Westar Energy	Electric/ Cessna Building	5/16/2018	\$761.08 16-9500-635-000
0005803	Westar Energy	Electric Main Campus	5/16/2018	\$13,615.31 16-9500-635-000
0005803	Westar Energy	Electric- Pond/Fountn/4000Rd	5/16/2018	\$60.83 16-9500-635-000
0005656	Great Western Dining Service , Inc.	Employee Meal Charges 4/25/18	5/2/2018	\$202.50 16-9600-602-000
0005656	Great Western Dining Service , Inc.	Student Meal Charges 4/25/18	5/2/2018	\$136.02 16-9600-602-000
0005656	Great Western Dining Service , Inc.	Student Meal Plan 04/25/18	5/2/2018	\$15,460.83 16-9600-602-000
0005715	Great Western Dining Service , Inc.	Employee Meal Charges 05/02/18	5/9/2018	\$270.00 16-9600-602-000
0005715	Great Western Dining Service , Inc.	Student Meal Charges	5/9/2018	\$136.02 16-9600-602-000
0005715	Great Western Dining Service , Inc.	Student Meal Charges 05/02/18	5/9/2018	\$123.90 16-9600-602-000
0005715	Great Western Dining Service , Inc.	Student Meal Plan 05/02/18	5/9/2018	\$15,460.83 16-9600-602-000
0005854	Great Western Dining Service , Inc.	5/10-5/11; 251 stu, 18 coaches	5/23/2018	\$4,696.74 16-9600-602-000
0005854	Great Western Dining Service , Inc.	5/3-5/9; 251 stu, 18 coaches	5/23/2018	\$16,438.59 16-9600-602-000
0005854	Great Western Dining Service , Inc.	Employee/guest meal charges	5/23/2018	\$238.56 16-9600-602-000
0005854	Great Western Dining Service , Inc.	Mgmt Fee 5/17-5/23	5/23/2018	\$900.00 16-9600-602-000
0005854	Great Western Dining Service , Inc.	Mngmt Fee 5/14-5/16	5/23/2018	\$540.00 16-9600-602-000
0005854	Great Western Dining Service , Inc.	Student meal charges	5/23/2018	\$96.49 16-9600-602-000
0005656	Great Western Dining Service , Inc.	Student Meal Plan 04/25/18	5/2/2018	\$977.76 16-9600-602-001
0005715	Great Western Dining Service , Inc.	Student Meal Plan 05/02/18	5/9/2018	\$977.76 16-9600-602-001
0005685	Studebaker Refrigeration, Inc	Ice Machine Rent	5/9/2018	\$150.00 16-9600-643-000
0005718	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$160.00 31-8501-540-000

0005719	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$40.00 31-8501-540-000
0005720	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$72.00 31-8501-540-000
0005721	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$150.00 31-8501-540-000
0005722	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$54.00 31-8501-540-000
0005724	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$110.00 31-8501-540-000
0005725	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$159.00 31-8501-540-000
0005726	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$155.00 31-8501-540-000
0005727	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$150.00 31-8501-540-000
0005728	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$80.00 31-8501-540-000
0005729	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$107.00 31-8501-540-000
0005730	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$110.00 31-8501-540-000
0005731	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$185.00 31-8501-540-000
0005732	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$190.00 31-8501-540-000
0005733	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$89.00 31-8501-540-000
0005734	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$74.00 31-8501-540-000
0005735	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$187.00 31-8501-540-000
0005736	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$85.00 31-8501-540-000
0005737	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$120.00 31-8501-540-000
0005739	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$92.00 31-8501-540-000
0005740	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$180.00 31-8501-540-000
0005741	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$185.00 31-8501-540-000
0005742	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$185.00 31-8501-540-000
0005743	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$187.00 31-8501-540-000
0005744	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$190.00 31-8501-540-000
0005745	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$72.00 31-8501-540-000
0005746	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$57.00 31-8501-540-000
0005747	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$29.00 31-8501-540-000
0005748	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$55.00 31-8501-540-000
0005749	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$145.00 31-8501-540-000
0005750	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$175.00 31-8501-540-000
0005751	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$155.00 31-8501-540-000
0005752	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$137.00 31-8501-540-000
0005753	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$24.00 31-8501-540-000
0005754	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$97.00 31-8501-540-000
0005755	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$50.00 31-8501-540-000
0005756	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$40.00 31-8501-540-000

0005757	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$127.00 31-8501-540-000
0005758	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$102.00 31-8501-540-000
0005759	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$150.00 31-8501-540-000
0005760	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$185.00 31-8501-540-000
0005761	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$159.00 31-8501-540-000
0005762	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$180.00 31-8501-540-000
0005763	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$24.00 31-8501-540-000
0005764	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$80.00 31-8501-540-000
0005765	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$37.00 31-8501-540-000
0005766	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$190.00 31-8501-540-000
0005767	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$185.00 31-8501-540-000
0005768	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$135.00 31-8501-540-000
0005769	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$160.00 31-8501-540-000
0005770	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$190.00 31-8501-540-000
0005771	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$42.00 31-8501-540-000
0005773	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$75.00 31-8501-540-000
0005774	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$80.00 31-8501-540-000
0005775	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$75.00 31-8501-540-000
0005776	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$45.00 31-8501-540-000
0005777	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$40.00 31-8501-540-000
0005778	Upward Bound Student	UB Stipends May 2018	5/9/2018	\$50.00 31-8501-540-000
0005823	Upward Bound Student	UB Stipends May 2018	5/23/2018	\$54.00 31-8501-540-000
0005825	Upward Bound Student	UB Stipends May 2018	5/23/2018	\$127.00 31-8501-540-000
0005633	Jones, Valon	cash for NYC trip	5/2/2018	\$1,000.00 31-8501-606-000
EFT00000000832	Finton, Sara Purchase Card	gas - Kstate campus visit	5/1/2018	\$22.44 31-8501-606-000
0005806	American Income Life Insurance	student ins (Jan - May)	5/16/2018	\$51.60 31-8501-622-000
0005632	Campus, Breta	Mileage Reimbursement Request	5/2/2018	\$173.34 32-8303-601-000
EFT00000000811	Campus, Breta Credit Card	Friday Lunch for Breta and Kari during Conference	5/11/2018	\$9.28 32-8303-601-000
EFT00000000811	Campus, Breta Credit Card	Supplies for Student Awards Banquet	5/11/2018	\$26.12 32-8303-601-000
EFT00000000811	Campus, Breta Credit Card	Supplies for Student Awards Banquet	5/11/2018	\$180.53 32-8303-601-000
EFT00000000811	Campus, Breta Credit Card	Supplies for Student Awards Banquet	5/11/2018	\$613.08 32-8303-601-000
EFT00000000811	Campus, Breta Credit Card	Conference Registration	5/11/2018	\$900.05 32-8303-626-000
EFT00000000811	Campus, Breta Credit Card	Office Supplies	5/11/2018	\$55.98 32-8303-701-000
EFT00000000811	Campus, Breta Credit Card	Office Supplies	5/11/2018	\$61.89 32-8303-701-000
EFT00000000811	Campus, Breta Credit Card	Rebecca Murrow Membership	5/11/2018	\$82.50 32-8303-719-000
0005856	O'Reilly Auto Parts	replace alternator and alternator belt Inge Escape	5/24/2018	\$205.81 34-1100-601-000

EFT000000000813	Peterson, Bruce Purchase Card	Parking Union State Garage KC Inge fund raising	5/11/2018	\$5.00 34-1100-601-000
0005680	Grass Roots Design Group, Inc.	Shipping of Mugs (Inge Fest)	5/9/2018	\$147.38 34-1100-611-000
EFT000000000813	Peterson, Bruce Purchase Card	Inge postage stamps	5/11/2018	\$10.00 34-1100-611-000
EFT000000000813	Peterson, Bruce Purchase Card	G and W food volunteer meeting inge	5/11/2018	\$1.93 34-1100-616-000
EFT000000000813	Peterson, Bruce Purchase Card	Wal Mart inge volunteer meeting	5/11/2018	\$9.88 34-1100-616-000
0005680	Grass Roots Design Group, Inc.	Design of Mug Artwork/ Screen charge for Mug (Inge Fest)	5/9/2018	\$115.00 34-1100-663-000
EFT000000000813	Peterson, Bruce Purchase Card	Agent fee blagen flight	5/11/2018	\$30.00 34-1200-601-000
EFT000000000813	Peterson, Bruce Purchase Card	Flight Gault Inge guest outbound	5/11/2018	\$168.00 34-1200-601-000
EFT000000000813	Peterson, Bruce Purchase Card	Inge booking fee Downs flight	5/11/2018	\$30.00 34-1200-601-000
EFT000000000813	Peterson, Bruce Purchase Card	Jamil Jude flight rt Inge guest	5/11/2018	\$380.40 34-1200-601-000
EFT000000000813	Peterson, Bruce Purchase Card	Jamil Jude Inge guest booking fee	5/11/2018	\$30.00 34-1200-601-000
EFT000000000813	Peterson, Bruce Purchase Card	Jennifer Blagen flight rt Inge guest	5/11/2018	\$394.41 34-1200-601-000
EFT000000000813	Peterson, Bruce Purchase Card	William Downs flight Inge guest rt	5/11/2018	\$298.96 34-1200-601-000
0005827	Chicken Annies Original	Inge Picnic catering Chicken Annies Original	5/23/2018	\$773.75 34-1200-602-000
0005847	The Yoke Bar and Grill	Catering Inge Festival	5/23/2018	\$5,198.50 34-1200-602-000
0005850	Lannings Downtown Grill	Moonglow catering for Inge Festival	5/23/2018	\$1,535.00 34-1200-602-000
0005829	Grass Roots Design Group, Inc.	Shipping for T Shirts (Inge)	5/23/2018	\$79.46 34-1200-611-000
0005839	Kopco, Inc.	Print Inge program	5/23/2018	\$1,711.00 34-1200-613-000
0005680	Grass Roots Design Group, Inc.	Design of Newspaper Ad (Inge Fest)	5/9/2018	\$60.00 34-1200-615-000
0005693	Taylor Newspapers	Ad for Inge chronicle 4.19 and 4.26	5/9/2018	\$483.00 34-1200-615-000
0005704	Independence Daily Reporter	Inge Festival Ad	5/9/2018	\$200.00 34-1200-615-000
0005704	Independence Daily Reporter	Inge Festival Ad	5/9/2018	\$267.75 34-1200-615-000
0005710	KGGF KUSN Inc	Inge radio ads kggf 20 spots	5/9/2018	\$210.00 34-1200-615-000
0005852	Guidebook Inc	First installment Guidebook service, Inge	5/23/2018	\$1,000.00 34-1200-615-000
0005680	Grass Roots Design Group, Inc.	155 Inge Fest Mugs 2018 (\$2.09 each)	5/9/2018	\$323.95 34-1200-616-000
0005829	Grass Roots Design Group, Inc.	258 Inge Fest T Shirts 2018 (various sizes)	5/23/2018	\$2,183.00 34-1200-616-000
0005833	DJ'S Photography and Framing	Photo framing Inge henley	5/23/2018	\$96.70 34-1200-616-000
EFT000000000813	Peterson, Bruce Purchase Card	Walgreens Inge promotional material	5/11/2018	\$8.74 34-1200-616-000
0005642	Collyard, Maxwell Louis	Inge video editing and captioning	5/2/2018	\$750.00 34-1200-663-000
0005643	Buddhabug Records Inc	sound designer and tech, Inge	5/2/2018	\$750.00 34-1200-663-000
0005645	Vaughn-Jones, Imani	Imani Vaughn-Jones performer, Inge	5/2/2018	\$750.00 34-1200-663-000
0005647	Cady, Ann M.	Ann Cady, costumer, Inge Festival	5/2/2018	\$800.00 34-1200-663-000
0005648	Pullam, Kory L.	Kory Pullam performer Inge	5/2/2018	\$750.00 34-1200-663-000
0005686	McHugh Video Productions	Video filming of Inge Triubte	5/9/2018	\$1,000.00 34-1200-663-000
0005689	Gault, Chuma	Chuma Gault director Inge Tribute scenes	5/9/2018	\$1,000.00 34-1200-663-000
0005698	Barnes, Alayna	Transcription for Inge script, raymond and wagen	5/9/2018	\$110.00 34-1200-663-000

0005716	Berry-Fisher, Beaufield	Beaufield Berry, Inge, respondent, presenter	5/9/2018	\$700.00	34-1200-663-000
0005779	Brooks, Hannah	Festival Tech	5/11/2018	\$400.00	34-1200-663-000
0005799	White, Amanda Deierling	Amanda White, Inge asst producer	5/16/2018	\$750.00	34-1200-663-000
0005829	Grass Roots Design Group, Inc.	Design of Inge Fest T Shirt/Screen Charges for T Shirt (4)	5/23/2018	\$230.00	34-1200-663-000
0005834	Canady, Darren	Darren Canady script writer Tribute	5/23/2018	\$2,000.00	34-1200-663-000
0005849	Linebarger, Robert	Bob Linebarger High School Competition judge	5/23/2018	\$150.00	34-1200-663-000
0005851	Johnson, Tyroene Michelle	Michelle Johnson judge high school play competition	5/23/2018	\$150.00	34-1200-663-000
EFT000000000824	NPI Entertainment Payroll	Actors Equity	5/11/2018	\$2,660.15	34-1200-663-000
EFT000000000824	NPI Entertainment Payroll	Actors Equity Payments	5/11/2018	\$2,691.05	34-1200-663-000
0005826	Smith, Joanne	Advertising/postcards and flyers	5/23/2018	\$229.34	37-1223-615-002
0005826	Smith, Joanne	1st payment/Verizon Grant -Management	5/23/2018	\$3,950.00	37-1223-661-002
0005846	Charter, Shelly L.	Pay for AZ Verison STEM training	5/23/2018	\$480.00	37-1223-661-002
0005805	Decker Construction	1st payment on Fab Lab new building	5/16/2018	\$50,979.60	37-1223-820-001
EFT000000000812	Bertie, Brett Credit Card	Purchase of Refurbished MacBook Air	5/11/2018	\$1,042.64	39-1269-850-000
EFT000000000844	Rutherford, Eric Credit Card	NYC Park Permit	5/1/2018	\$45.53	71-1151-285-005
EFT000000000844	Rutherford, Eric Credit Card	NYC Park Permit	5/1/2018	\$15.25	71-1151-285-005
EFT000000000844	Rutherford, Eric Credit Card	Country Meat Fundraiser	5/1/2018	\$356.00	71-1151-285-006
EFT000000000844	Rutherford, Eric Credit Card	Delivery Fee	5/1/2018	\$14.50	71-1151-285-006
EFT000000000844	Rutherford, Eric Credit Card	final phantom ticket payment	5/1/2018	\$275.00	71-1151-285-006
EFT000000000844	Rutherford, Eric Credit Card	Final wicked tickets payment	5/1/2018	\$375.00	71-1151-285-006
EFT000000000844	Rutherford, Eric Credit Card	Final wicked tickets payment	5/1/2018	\$55.00	71-1151-285-006
EFT000000000844	Rutherford, Eric Credit Card	Handling Charge	5/1/2018	\$14.50	71-1151-285-006
EFT000000000844	Rutherford, Eric Credit Card	Music NYC TOUR	5/1/2018	\$1,354.50	71-1151-285-006
EFT000000000844	Rutherford, Eric Credit Card	NYC tour music students tickets	5/1/2018	\$2,200.00	71-1151-285-006
EFT000000000844	Rutherford, Eric Credit Card	St John tmania fee for performance	5/1/2018	\$350.00	71-1151-285-006
EFT000000000844	Rutherford, Eric Credit Card	student tickets jazz lincoln center	5/1/2018	\$2,351.50	71-1151-285-006
EFT000000000844	Rutherford, Eric Credit Card	Wicked Ticket Handling Charge	5/1/2018	\$14.50	71-1151-285-006
EFT000000000844	Rutherford, Eric Credit Card	Props for les mis	5/1/2018	\$49.34	71-1151-285-007
EFT000000000844	Rutherford, Eric Credit Card	Concession Stand purchase for Solo and ensemble contest	5/1/2018	\$159.91	71-1151-285-011
EFT000000000844	Rutherford, Eric Credit Card	Donuts for solo and ensemble contest	5/1/2018	\$44.02	71-1151-285-011
EFT000000000844	Rutherford, Eric Credit Card	Meal for reward hockey trip after solo and ensemble	5/1/2018	\$76.87	71-1151-285-011
EFT000000000844	Rutherford, Eric Credit Card	Meal for reward hockey trip after solo and ensemble	5/1/2018	\$55.69	71-1151-285-011
EFT000000000844	Rutherford, Eric Credit Card	Microtel for Judge #2	5/1/2018	\$63.00	71-1151-285-011
EFT000000000844	Rutherford, Eric Credit Card	Microtel for Judge #3	5/1/2018	\$63.00	71-1151-285-011
EFT000000000844	Rutherford, Eric Credit Card	Microtel for Judge #4	5/1/2018	\$63.00	71-1151-285-011
EFT000000000844	Rutherford, Eric Credit Card	Mircotel for Judge #2	5/1/2018	\$68.70	71-1151-285-011

EFT000000000844	Rutherford, Eric Credit Card	NYC Park Permit	5/1/2018	\$116.06 71-1151-285-011
EFT000000000844	Rutherford, Eric Credit Card	NYC Park Permit	5/1/2018	\$22.73 71-1151-285-011
EFT000000000844	Rutherford, Eric Credit Card	NYC Park Permit	5/1/2018	\$104.00 71-1151-285-011
EFT000000000844	Rutherford, Eric Credit Card	Piza Hut for music competition	5/1/2018	\$143.43 71-1151-285-011
EFT000000000844	Rutherford, Eric Credit Card	Props for les mis	5/1/2018	\$53.57 71-1151-285-011
EFT000000000844	Rutherford, Eric Credit Card	Subway Lunch for Judges	5/1/2018	\$40.75 71-1151-285-011
EFT000000000830	Byrd, Mallory Credit Card	Nutrition/textures	5/1/2018	\$40.06 71-1288-285-001
EFT000000000830	Byrd, Mallory Credit Card	scrubs for 2 CNA classes	5/1/2018	\$198.45 71-1288-285-001
EFT000000000833	Owens, Sarah Credit Card	Amazon Prime Membership	5/1/2018	\$49.00 71-4100-285-011
EFT000000000818	Gillum, Jaicey Linn Credit Card	Lunch for couponing meeting (Jaicey, Breeze, & Brandie Reyes)	5/11/2018	\$24.04 71-5300-285-000
EFT000000000818	Gillum, Jaicey Linn Credit Card	NAVS- mugs for fine arts	5/11/2018	\$40.25 71-5300-285-000
EFT000000000818	Gillum, Jaicey Linn Credit Card	NAVS- mugs for fine arts	5/11/2018	\$476.16 71-5300-285-000
EFT000000000818	Gillum, Jaicey Linn Credit Card	Pirate pantry supplies	5/11/2018	\$1.48 71-5300-285-000
EFT000000000818	Gillum, Jaicey Linn Credit Card	Pirate pantry supplies	5/11/2018	\$2.14 71-5300-285-000
EFT000000000818	Gillum, Jaicey Linn Credit Card	Pirate pantry supplies	5/11/2018	\$2.14 71-5300-285-000
EFT000000000818	Gillum, Jaicey Linn Credit Card	Pirate pantry supplies	5/11/2018	\$2.48 71-5300-285-000
EFT000000000818	Gillum, Jaicey Linn Credit Card	Pirate pantry supplies	5/11/2018	\$6.55 71-5300-285-000
EFT000000000818	Gillum, Jaicey Linn Credit Card	Pirate pantry supplies	5/11/2018	\$7.40 71-5300-285-000
EFT000000000818	Gillum, Jaicey Linn Credit Card	Pirate pantry supplies	5/11/2018	\$9.10 71-5300-285-000
EFT000000000818	Gillum, Jaicey Linn Credit Card	Pirate pantry supplies	5/11/2018	\$9.10 71-5300-285-000
EFT000000000818	Gillum, Jaicey Linn Credit Card	Pirate pantry supplies	5/11/2018	\$9.10 71-5300-285-000
EFT000000000818	Gillum, Jaicey Linn Credit Card	Pirate pantry supplies	5/11/2018	\$9.10 71-5300-285-000
EFT000000000818	Gillum, Jaicey Linn Credit Card	Pirate pantry supplies	5/11/2018	\$9.10 71-5300-285-000
EFT000000000818	Gillum, Jaicey Linn Credit Card	Pirate pantry supplies	5/11/2018	\$9.10 71-5300-285-000
EFT000000000818	Gillum, Jaicey Linn Credit Card	Pirate pantry supplies	5/11/2018	\$25.69 71-5300-285-000
EFT000000000821	Overacker, Kelsey Credit Card	Softball - supplies	5/11/2018	\$24.09 71-5560-285-000
EFT000000000810	Shultz, Beau Credit Card	BAseball - supplies/equipment	5/11/2018	\$749.85 71-5580-285-000
EFT000000000848	Tyler, Tom Credit Card	Golf - meal for team event	5/24/2018	\$34.49 71-5595-285-000
0005682	NJCAA Region VI	Golf - District Playoff Tournament	5/9/2018	\$500.00 71-5596-285-000
0005706	Independence Country Club	Golf - Green Fee for school year 2017 - 2018	5/9/2018	\$500.00 71-5596-285-000
EFT000000000848	Tyler, Tom Credit Card	Golf - equipment	5/24/2018	\$117.07 71-5596-285-000
EFT000000000848	Tyler, Tom Credit Card	Golf - fuel for team event	5/24/2018	\$34.98 71-5596-285-000
EFT000000000848	Tyler, Tom Credit Card	Golf - lodging for team event	5/24/2018	\$78.96 71-5596-285-000
EFT000000000848	Tyler, Tom Credit Card	Golf - lodging for team event	5/24/2018	\$78.96 71-5596-285-000
EFT000000000848	Tyler, Tom Credit Card	Golf - meal for team event	5/24/2018	\$34.88 71-5596-285-000
EFT000000000848	Tyler, Tom Credit Card	Golf - meal for team event	5/24/2018	\$37.74 71-5596-285-000
EFT000000000848	Tyler, Tom Credit Card	Golf - meal for team event	5/24/2018	\$71.93 71-5596-285-000

EFT000000000848	Tyler, Tom Credit Card	Golf - meal for team event	5/24/2018	\$76.92	71-5596-285-000
EFT000000000848	Tyler, Tom Credit Card	Golf - registration for team event	5/24/2018	\$500.00	71-5596-285-000
EFT000000000848	Tyler, Tom Credit Card	Meal- Crestview Golf	5/24/2018	\$35.65	71-5596-285-000
0005625	Gutschenritter, Andrew	Food Evolution Event	5/2/2018	\$16.18	71-5700-285-000
EFT000000000852	Peitz, Rebeka Credit Card	Admissions - collgate farm bureau	5/1/2018	\$465.75	71-5700-285-016
EFT000000000832	Finton, Sara Purchase Card	tshirt for UB Student- sr night	5/1/2018	\$10.84	71-8500-285-000
EFT000000000840	Jones, Valon Credit Card	tshirt - UB Student - senior shirt	5/1/2018	\$16.41	71-8500-285-000
EFT000000000840	Jones, Valon Credit Card	tshirt for UB Student	5/1/2018	\$15.99	71-8500-285-000

Total Accounts Payable

\$492,603.46

Personnel Report June, 2018

Employment New Hires:

Angela Houston

Start Date: July 15, 2018

Role: Upward Bound Director

Previous Experience: Elementary School Principal Oklahoma City Schools

Rate of pay: \$3,599/month (\$43,188 annually)

Nathan Chaplin

Start Date: August 1, 2018

Role: Biology Instructor

Previous Experience: Teaching Assistant and Postdoctoral Research Assistant at Colorado State Univ.

Rate of pay: \$4,158/month (\$49,900 annually)

Tom Weaver

Start Date: August 1, 2018

Role: Biology Instructor

Previous Experience: Adjunct Professor at ICC and Labette Community College

Rate of pay: \$4,108/month (\$49,300 annually)

Kelsey Jennings

Start Date: April 9, 2018

Role: Upward Bound Director

Previous Experience: Food Technologist for Simmons Pet Food

Rate of pay: \$13.46/hour (\$28,000 annually)

Amanda McCormick

Start Date: August 1, 2018

Role: Vet Tech Director

Previous Experience: Veterinary Technician

Rate of pay: \$3,750/month (\$45,000 annually)

Joni Pratt

Start Date: June 25, 2018

Role: Navigator

Previous Experience: Chief Clerk of District Court

Rate of pay: \$2,750/month (\$33,000 annually)

Samantha Allen

Start Date: June 1, 2018

Role: Head Softball Coach

Previous Experience: Assistant Softball Coach at Neosho County Community College

Rate of pay: \$2,992/month (\$35,900 annually)

Madyson Smith

Start Date: June 1, 2018

Role: Assistant Softball Coach

Previous Experience: PT Asst. Softball Coach

Rate of pay: \$2,000/month (\$24,000 annually)

Jennifer Wilson

Start Date: August 1, 2018

Role: Sociology Instructor

Previous Experience: Adjunct Professor at Westminster College and University of Missouri

Rate of pay: \$4,100/month (\$49,200 annually)

Transfer/Promotion:

Hannah Marquez

Replaced: Fernando Patin-Betancourt

New Role: Accounts Payable Specialist

Start Date: May 14, 2018

Previous Role: Financial Affairs Specialist

Pay Rate: \$13/hour (\$21,632 annually)

Separations:

Breeze Jones

Role: Navigator

Dates of employment: June 1, 2016 thru June 30, 2018

Ending rate of pay: \$2,750/month (\$33,000 annually)

Joely Rogers

Role: Assistant Softball Coach

Dates of employment: June 15, 2017 thru May 31, 2018

Ending rate of pay: \$2,000/month (\$24,000 annually)

Eric Rutherford

Role: Assistant Dean of Fine Arts, Vocal Music Instructor, Interim AD for Inge

Dates of employment: August 16, 2010 thru June 30, 2018

Ending rate of pay: \$6,892/month (\$82,700 annually)

Michelle Rutherford

Role: Band Instructor

Dates of employment: August 8, 2012 thru June 30, 2018

Ending rate of pay: \$3,925/month (\$47,100 annually)

Employment Searches:

- Administrative Assistant Student Support Services
- Producing Director of William Inge Center for the Arts
- Financial Affairs Specialist
- Communications Instructor
- Fine Arts Recruiter
- Theatre Instructor
- Vocal Music Instructor
- PT Bookstore Assistant

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

Independence Community College
Operational Plan
Quarterly Review
June 14, 2018

Contents

President's Office.....	3-11
Academic Affairs.....	12-14
Technical Education.....	15-17
ICC Online Programs	18-19
Tutoring Services	20-22
Academic Advising.....	23-25
Library Resources	26-33
Registrar's Office	34-36
Student Support Services.....	37-42
Admissions.....	43-46
Marketing Department.....	47-48
Athletics.....	49-51
Student Life.....	52-54
Institutional Research.....	55-56
Financial Affairs	57-65
Information Technology.....	66-69
Human Resources.....	70-74
Upward Bound.....	75-78
Compliance	79-84
Accessibility Services	85-86

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>Q2: 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>Q3: 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> <p>Q4: To accurately reflect cash flow numbers, the Purchasing Policy is being enforced; goods and services are encumbered prior to purchase.</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>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, 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>Q3: 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.

	<ul style="list-style-type: none"> Following collaboration with the Artistic Director of the Inge Center and the Inge General Manager, solicitation letters were crafted to 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>Q4: Noel Levitz Student Satisfaction Inventory results dropped slightly in several areas associated with student benefits.</p> <ul style="list-style-type: none"> A different process was utilized by the Interim Artistic Director for the Inge Theater Festival. Positive comments on the “atmosphere” and improved level of public service have been received from community members. Student participation in Festival activities has increased. Academic Excellence, Cultural Enrichment, and Economic Development are addressed through the Festival and High School Choir Workshop.
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>Q2: 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>Q3: 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> <p>Q4: The ICC Foundation established the ICC Foundation Part-Time Student Scholarship; twenty-five \$200 scholarships will be awarded each semester, as well as for the summer session. The ICC Foundation provided funding for participation in the PTK Annual Convention.</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>Q2: 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>Q3: 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. <p>Q4: An update on the long-and-short-term Facilities Plan was given during the March Board of Trustees meeting.</p> <ul style="list-style-type: none"> • Benchmarks have not been developed for monitoring purposes.
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>Q2: 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>Q3: 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. <p>Q4: Complete. The Board will hold two meetings during the months of April, May, June, and July to facilitate Academic Program Review presentation/approvals, and participation in the budget planning cycle, as well as review and continued development of the Strategic Plan.</p>

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>Q2: 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>Q3: The Noel Levitz Student Satisfaction Inventory has not been administered; however, the Campus Culture Survey will administer soon and 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. <p>Q4: Noel Levitz Student Satisfaction Inventory results show a slight drop in this area: 4.73 to 4.67</p>
Measure 2:	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.
Measure 2 Results:	<p>Q2: 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>Q3: 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

	<p>President attends many community functions, and College employees are active participants in various community organizations.</p> <ul style="list-style-type: none"> The President's Advisory Council met and the President will provide an update during the February Board of Trustees meeting. <p>Q4: Satisfaction level dropped from 5.05 to 4.73</p>
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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>Q2: 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. • 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>Q3: 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.

	Q4: Benchmarks are being established for evaluation of future data.
Measure 2:	Individual Departmental Operational Plans are received in the President's office.
Measure 2 Results:	Q2: Individual Departmental Operational Plans were received by the stated deadline for inclusion in the December 14, 2017 Board Agenda packets. Q3: Individual Departmental Operational Plans were received by the stated deadline for inclusion in the March 8, 2018 Board Agenda packets. Q4: The process is established and continues to work well.
Measure 3:	The President provides Quarterly Reviews during the Institutional Operations section of the Board of Trustees meeting.
Measure 3 Results:	Q2: The President will present the December Quarterly Review during the regular Board of Trustees meeting for December. Q3: The President will present the March Quarterly Review during the regular Board of Trustees meeting for March. Q4: The process is established and continues to work well.
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:	Q2: 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. Q3: Posting of the Quarterly Operational Plan on the College website continues. Q4: The process is established and continues to work well.

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>Q2: 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>Q3: 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> <p>Q4: Budget-planning cycle begins soon; outcomes will drive the process. Three Task Forces were established to respond aggressively and appropriately to institutional needs: Cost-savings; Enrollment; and, Revenue.</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.
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Measure 1 Results:	Q2: In progress for presentation by the end of the second quarter of the 2017-2018 fiscal year. Q3: In progress. Q4: 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:	Q2: In progress for presentation by the end of the second quarter of the 2017-2018 fiscal year. Q3: In progress. Q4: 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:	<p>This goal is one of our Key Performance Indicators for KBOR. The denominator is the total number of students on the Follow-Up File provided by the college from KBOR. These students represent all graduates of ICC's career and tech ed. certificates and AAS programs. The numerator are the students who are working in their related field, and/or continuing their education.</p> <p>2012-13: 52% (146/280) 2013-14: 39% (90/229) 2014-15: 66% (11/169) Baseline: 51% (347/678)</p> <p>We have set a target of 55% for the upcoming year based on collection data from 2016-17.</p>
Measure 1 Results:	<p>Q2: 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.</p> <p>Q3: 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.</p> <p>Q4: Still at the same level as in Q3.</p>

Objective 2: *Academic Affairs will increase the completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course. (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:	<p>This goal is one of our Key Performance Indicators for KBOR. Our data set for this measure is:</p> <p>2012: 76% (22/29) 2013: 79% (33/42) 2014: 75% (9/12) Baseline: 77% (64/83)</p>
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Measure 1 Results:	<p>Q2: 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>Q3: 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> <p>Q4: Spring semester has ended, so IR can now start pulling data to see if we made our goal.</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 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:	Q2: 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

	<p>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.</p> <p>Q3: 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.</p> <p>Q4: Same as Q3.</p>
Measure 2:	<p>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."</p>
Measure 2 Results:	<p>Q2: At this time the Noel Levitz has not been completed. It will be administered in Spring 2018.</p> <p>Q3: Still waiting for the Noel Levitz to be implemented this spring.</p> <p>Q4: The performance gap between importance and satisfaction for Spring 2018 was 0.65. This is a bigger reduction than our target was set at, which means we made significant progress towards this goal.</p>

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:	Q2: The number of recognition forms conferred at the December division meeting was 12. Each individual received at least one certificate. Q3: Eight more recognition forms have been conferred. Faculty and staff have recommended each other for awards. Three bookstore gift certificates have been distributed. Q4: Eighteen more recognition certificates were conferred for a total of 38 certificates. Instructors worked together and recognized each other's accomplishments.
Measure 2:	Raising the score for "Our campus focuses on the positive rather than the negative" in the Campus Culture Survey.
Measure 2 Results:	Q2: The Campus Culture Survey has not been administered. Q3: The Campus Culture Survey has still not been administered. Q4: Last year's score was 3.22 and this year was 2.8 so there was a drop not an improvement.
Measure 3:	Identifying improvements in retention and success of students in technical programs.
Measure 3 Results:	Q2: This information is not yet available. Q3: Retention from Fall to Spring was steady in all technical programs. Perkins funding increased by almost \$2,000 due to more completers in 2017. Q4: Vet Tech: Fall17- 19 (8 returns) Spring18- 20 (8 returns) Cosmetology Cert: Fall17-5 (4 returns) (3 Grads) Spring18- 3 (2 returns) Cosmetology AAS: Fall 17- 11 (5 returns) (1 Grad) Spring18- 12 (7 returns) Culinary Cert: Fall17- 7 (1 return) Spring18- 8 (1 return) Cert EMS: Fall17-0 Spring18-3 Cert Advanced EMS: Fall17- Spring18-0 Web Design & Development AAS: Fall17- 2(1 return) Spring18-2(2 returns) Woodworking Cert: Fall17- 0 Spring18-0 Long Term Care Cert: Fall17- 6 Spring18- 8 (4 returns) Early Childhood AAS: Fall17-4 (3 returns) Spring18- 4 (2 returns) Computer Programming Cert: Fall17- 1 (1 return) Spring18- 1 (1 return) Computer Programming AAS: Fall17-1 Spring18- 1 (1 return) Computer Information Technology Cert: Fall17- 1 Spring18- 1 (1return) Computer Information Technology AAS: Fall17- 0 Spring18-2 Automotive Tech Cert: Fall17-0, Spring18- 0 Administrative Office Management AAS: Fall17- 0 Spring18-0

	Accounting AAS: Fall17- 1 (1 return), Spring18- 2 (1 return) We are making gains in most of these programs, but we also have a lot of work to do. Jaicey Gillum, our high school liaison has been working very hard to get students enrolled in CTE courses through SB155. Enrollment for Fall 2018 in these courses is looking good.
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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:	Q2: The December report was submitted on December 1, 2017. Q3: The March report is completed and ready to submit to Sarah Robb at NCCC. Q4: The final report is due by June 22nd. We will not receive Perkins funding next year due to not having a consortium to join or enough to participate alone.
Measure 2:	The Board of Trustees will approve, deny, or ask for changes to adding the Barbering program.
Measure 2 Results:	Q2: Cosmetology has met with the President and the VPAA to discuss the Barbering program. Q3: Due to budget issues the barbering program is on hold and research on Massage Therapy has begun. Q4: Due to a budget freeze new programs are on hold.
Measure 3:	The accreditation report for Vet tech will be read and any issues will be reported to the appropriate parties.
Measure 3 Results:	Q2: 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. Q3: Issues are being assessed and fixed. Q4: Issues in Vet Tech have been addressed and the Vet Tech program has been accredited!
Measure 4:	The floors in Cosmetology will be repaired.
Measure 4 Results:	Q2: The money for the floors has been budgeted and plans have been made to repair the floors. Q3: The company hired to fix the floors was here on February 20 th to assess the situation.

	Q4: There is a plan to repair the floors in Cosmetology over the summer.
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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:	Q2: Advisory Board members have increased for each department. Directors will work to get these industries submitted to KBOR. Q3: KBOR list will be updated by April 1, 2018. Q4: There was an increase in advisory board members, but no new employer initiatives were submitted to KBOR.
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:	Q2: 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). Q3: We will have spring numbers in May. Q4: This year we had 23 in the fall and 49 in the spring for a total of 72 up from 62 last year for an increase of 10.
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:	Q2: No articulation agreements are final yet. Early Childhood Education is in the final stages of articulation agreements with Pitt State and K-State Global. Q3: Education Tech is ready. Waiting on final approval from Pitt State and meeting with K-State Global on March 2 nd . Q4: K-State Global does not want to complete any articulation agreements until their new software program is running and Pitt State has everything, but has not completed their end. No new articulation agreements have been made this year.

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:	Q2: The Online Advisory Committee has been formed. The committee is set to meet December 11, 2017. Q3: The Online Committee has met 3 times and has made changes to the online handbook. Q4: The Online Committee completed the 2017-2018 Online Handbook and it has been uploaded to Sharepoint.
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:	Q2: I have attended training on Tk20, but am unsure what information to enter for online. Q3: I am working on finding, evaluating, and entering the information into TK20. Q4: The institution has decided to discontinue use of Tk20 and to use the Master Gradebook part of Canvas for assessment.

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:	Q2: The new Online Advisory Committee will work on this in the spring. Q3: 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. Q4: The Online Committee completed the handbook. No changes were made to 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:	Q2: The Associate Dean is working with all involved, including the ICC Now, Coordinator to keep this spreadsheet updated. Q3: 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. Q4: Online programs offered completely online increased from 1 to 8. Eight new adjuncts were hired and 12 new courses were added.
Measure 2:	Marketing will initiate a marketing campaign to promote online enrollment and program success by May 1, 2018.
Measure 2 Results:	Q2: The Associate Dean is adding information to the website. An appointment has been set to discuss other marketing strategies with advising and marketing. Q3: 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. Q4: The Associate Dean of Online sent out 90 emails to area businesses detailing the Rise Up Scholarship. One business replied. Rebekah Peitz has the numbers for enrollment from this campaign.
Measure 3:	At least 1 new fully online program will be approved and added by May, 2018.
Measure 3 Results:	Q2: 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. Q3: 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. Q4: As stated above, adjuncts, courses, and programs have been added. It has been determined that Business, Accounting, Math, and Science courses are needed.

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:	Q2: Tutor contacts have been logged and tutor contact sheets have been distributed to faculty. Progress on this metric will be communicated Q3. Q3: 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. Q4: Tutor contact sheets continued to be logged and distributed to faculty members.

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:	Q2: This cannot be measured yet since the Noel Levitz will be administered in the spring semester. Q3: 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.

	Q4: The result for the 2018 Noel-Levitz data is a performance gap score of .32 indicating a decrease in the number of students indicating they are using/tutoring services are readily available. With an increase in hours and a full peer tutoring staff, this difference will currently be treated as an anomaly.
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:	Q2: This cannot be measured yet since the Noel Levitz will be administered in the spring semester. Q3: Initial evaluation of online tutoring system (NetTutor) has occurred with the Associate Dean for Online. Noel-Levitz results are not yet available. Q4: Noel-Levitz results indicate a performance gap decrease from .56 to .52.

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:	Q2: Peer Tutors have not been evaluated yet for the fall semester. Q3: All tutors scored 60/80 or better on supervisor evaluation at the end of the fall semester. Q4: All tutors scored 60 or better on supervisor evaluation for the spring 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:	Q2: Currently the program is within budget.

	Q3: Program is within budget. Q4: Program has remained in budget.
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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:	Q2: Progress on this metric will be communicated Q3. Q3: Departmental review occurs in April and will thus be reported at a later date. Q4: Departmental Review has been completed.

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:	Q2: Evaluations will occur next week (final week of semester). Q3: All peer tutors scored 60/80 at the end of fall semester. Q4: All peer tutors scored 70 or better on supervisor evaluation. The Associate Dean for Tutoring and Accessibility has not received a performance evaluation as of 5/23/18.

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:	Q2: Progress on this metric will be communicated Q3. Q3: 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. Q4: This goal was exceeded. We have enrolled 57% of eligible students that will be returning for the fall by May 30 th , 2018.

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:	Q2: Noel Levitz will be administered in the spring semester. Q3: Noel Levitz will be administered this semester. Q4: We did not meet this goal. The gap widened to .63. I believe that the new navigator program will help decrease this gap in the future. The student will get to know and work with their advisor from the very beginning to work on transfer options. We will look at this measure as a team and set a new goal and brainstorm ideas to improve.

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:	Q2: Progress on this metric will be communicated Q3. Q3: Restructuring resulted in new areas of focus for Navigators. Q4: 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:	Q2: In process – due April 2018. Q3: Performance reviews for all Navigators are in process. Professional development conversations will be happening during these reviews. Q4: Navigators will continue to attend NACADA. We will be taking trips to D1 schools that we are building relationships with to get professional development for our navigators that work with our student athletes. We will be meeting with their eligibility departments. We are also looking into growing our partnerships with current transfer schools and setting up tour dates for navigators.

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:	Q2: The department budget is currently on target. Q3: After the transition to the Navigator program, the department budget was reviewed with the Chief Business Officer and is on target. Q4: The department came in under budget for this year.

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:	Q2: Progress on this metric will be communicated Q3. Q3: Noel-Levitz will be administered this spring. Q4: We were able to exceed this goal. We decreased the gap to .47

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:	Q2: We have been without staff position for the fall semester so training and presentation will commence when position is filled. Q3: Staff position will not be filled so this measure will not be completed. Q4: 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:	Q2: Noel-Levitz measurement has not been done for this school year. Q3: Noel-Levitz measurement has not been done for this school year. Q4: Decreased the performance gap on question 26 (regarding the friendliness and knowledge of staff) by .18.
Measure 3:	Collect baseline data on student usage through door counter statistics.
Measure 3 Results:	Q2: Data is being collected weekly and we are averaging around 800 counts per week with a steady increase as the semester has progressed. Q3: 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. Q4: Usage remained high in the last part of the semester. We maintained an average of 600 door counts per week. Which increased to closer to 700 per week near the end of April.
Measure 4:	Have 10 staff meetings to implement new technology updates, discuss needs and fix problems.
Measure 4 Results:	Q2: 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. Q3: 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. Q4: We hired no new staff nor student workers during this time. We did lose one student worker who frequently missed work and was let go after

	several warnings. The library has no workers this summer so training will resume when new student workers are hired in the fall.
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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:	Q3: I have not received feedback from CS instructors. Q4: 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:	Q2: Noel-Levitz measurement has not been done for this school year. Q3: Noel-Levitz measurement has not been done for this school year. Q4: Decreased the performance gap on #14 (regarding adequacy of Library resources and services) by .07
Measure 3:	Monthly theme in information literacy to be emphasized in library.
Measure 3 Results:	Q2: 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. Q3: We are currently focusing on “Fake News” in the library with passive programing 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. Q4: We continued weekly “this week in history displays” as well as Fake News displays through the end of the semester.
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:	Q2: 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. Q3: 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. Q4: The library continued to offer research courses to Comp classes and speech classes. Interacting with Comp I and II from Pinkard, Mydosh and Peralta. We also did some sessions with Speech (Wheeler).
Measure 5:	All students will be enrolled in library resources class by the end of first semester.
Measure 5 Results:	Q2: This is still in development. Q3: Still in development with online. Q4: Still in development.
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:	Q2: Still in development. Q3: 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. Q4: The tutorials are being updated to reflect updates in materials. We have also started discussion on OER work groups and reorganizing our resources on our webpage so that we can drop the yearly subscription to libguides.

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:	Q2: I attended Kansas Library Association State conference in October during fall break. Q3: Attended SEKALC meetings in November and February. Will likely not attend the second state conference (CULS) in April due to budget and staff concerns.

	Q4: Did not attend the CULS conference in April due to budget. Continue to attend local professional development activities through SEKLS.
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:	Q2: 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. Q3: 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. Q4: We remain active in SEKLS. Received a grant to help pay for courier services in 2018-2019.
Measure 3:	Staff will host at least 2 cultural and 2 educational programs per semester for the public and college community.
Measure 3 Results:	Q2: This has been postponed until staffing is filled to due to time demands. Q3: 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. Q4: We hosted two more game nights including one that was co-sponsored by the SSS which was a mentoring event. We also hosted 2 more Living Room Conversations.

Responsibilities:

1. Director of Library Services
2. Other library staff

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

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).
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Measure 1 Results:	<p>Q2: 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.</p> <p>Q3: 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.</p> <p>Q4: We remain below national and regional staffing levels and hours for this year. Working on possible solutions with the Academic office and financial aid to ensure coverage with student workers or a split position.</p>
Measure 2:	All full-time employees will participate in at least one work related conference or workshop every year.
Measure 2 Results:	<p>Q2: 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.</p> <p>Q3: 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.</p> <p>Q4: Continue to attend SEKLS meetings. Attended the annual Academics conference on May 23 at Fall River which focused on OERs and will be attending the annual meeting on June 1.</p>
Measure 3:	All staff will participate in at least 8 out of the 10 staff meetings.
Measure 3 Results:	<p>Q2: None have been held as we have no staffing.</p> <p>Q3: None have been held as there is no professional staff. I meet with student workers weekly or as needed.</p> <p>Q4: None have been held as there is no professional staff. I meet with student workers weekly or as needed.</p>
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:	<p>Q2: Reviews will take place during the week prior to finals. We are losing at least 1 possible 3 work study students at semester.</p> <p>Q3: 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.</p> <p>Q4: Two new student workers were reviewed. One was put on probation which he failed to follow and was terminated. We will have one returning work study in the fall and need to hire 3-4 more to provided coverage to the library.</p>
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:	<p>Q2: No professional staff at this time.</p> <p>Q3: No professional staff at this time.</p> <p>Q4: No Professional staff at this time.</p>
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:	<p>Q2: Survey will be done in April.</p> <p>Q3: Survey will be done in April.</p>

	Q4: Survey showed that overall satisfaction with library services was okay. Students were not happy about shortened hours and lack of staff available during all open hours. Satisfaction with those items were less than 60%.
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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:	Q2: Drafts are finished and ready for use. Final decisions on research and material fees are being researched. Q3: 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. Q4: In sue and working on transferring all to the single 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:	Q2: Drafts are finished and ready for use. Final decisions on research and material fees are being researched. Q3: Final drafts of usage papers are done and in place. Q4: Releases cannot be located in the theatre offices (last known to exist when Peter was here). Due to the instability in this area we will be starting to determine what releases we want to replace for production purposes and those not needed.
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:	Q2: 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.

	Q3: Volunteers have failed to show up in the second half of the first semester and the first part of the spring. Q4: Volunteers have failed to assist in this project although work study students have done a fair job at keeping up.
Measure 4:	Director of Library services will enroll in at least one course or attend at least one conference to increase knowledge and resources for the Inge collection.
Measure 4 Results:	Q2: Due to time constraints and budget DOL did not enroll in or attend a conference this semester. Q3: 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. Q4: 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:	Q2: Inge committee met in August for training on documenting the archive correspondence. Q3: Inge Collection Committee has not met yet this semester and I have not been informed of any Inge activities through the Inge Center. Q4: Communication with the Inge steering committee is terrible and I have asked to be included but have yet to be informed of meetings, plans, progress, etc.

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:	Q2: Noel-Levitz/CCSSE measurement has not been done for this school year.

	<p>Q3: Noel-Levitz/CCSSE measurement has not been done for this school year.</p> <p>Q4: Decreased the performance gap on #14 (regarding adequacy of Library resources and services) by .07</p>
Measure 2:	<p>Student/Faculty surveys.</p> <ul style="list-style-type: none"> Score at least 80% satisfactory on faculty/staff survey regarding library resources
Measure 2 Results:	<p>Q2: Given in April.</p> <p>Q3: Given in April.</p> <p>Q4: Received no faculty feedback</p>
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:	<p>Q2: No requests were made, however, our catalog screen was recently changed so we will need to retrain students to find and use the feature.</p> <p>Q3: No requests were made via catalog, but some were received via email and in person. Those are on hold due to budget.</p> <p>Q4: No requests were made via catalog, but some were received via email and in person. Those are on hold due to budget.</p>
Measure 4:	Publication of removed and added items during each program review within 90 days of the completed program review.
Measure 4 Results:	<p>Q2: 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.</p> <p>Q3: 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.</p> <p>Q4: 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.</p>

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:	Q2: Of the 257 transcript requests received in Q2, 99% were fulfilled within two business days. Q3: In Q3, 547 transcript requests were received. 97% of those requests were filled within two business days. Q4: In Q4, 281 transcript requests were received. Of those, 93% 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:	Q2: Review of manual has now evolved to include production of Process Manual. Processes are still being formulated to conform to new PowerCampus functions. Q3: Review of policy and procedures manuals remains ongoing. Q4: 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:	Q2: Expenditures for AY 2017-18 thus far are within given budget line amounts. Data collection will continue through AY. Q3: Expenditures for AY 2017-18 are within given budget line amounts. Q4: 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:	Q2: Of 42 graduation applications reviewed, 38 degrees/certificates will be awarded in December. Q3: At this time, 61 applications have been received for Graduation Spring 2018. Q4: Of the 188 graduation applications received, 77 participated in Commencement exercises on Saturday, May 5 th .

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:	Q2: 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. Q3: Continued review with no adjustments; no VA compliance audit due. VA representative toured ICC West on January 30 th and approved catalog updates. Q4: Continued review with no adjustments; no VA compliance audit due.

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:	<p>Q2: Registrar has attended 100% of Academic Council meetings. Numerous updates have been entered in KBOR system and training of new Registrar has begun.</p> <p>Q3: Registrar has attended 100% of Academic Council meetings. Updates are being entered in KBOR.</p> <p>Q4: Registrar has attended 100% of Academic Council meetings. Work on the KBOR course and program inventory is ongoing.</p>

Responsibilities:

Registrar

Operational Plan for Student Support Services

Objective 1: Increase the number of disadvantaged low-income, first generation college students and students with disabilities who complete a program of study at the postsecondary level (Board Goal or Strategic Plan Area: Excellence in Academics)

Strategies:

The SSS Program will achieve these objectives by a series of carefully planned interventions, including:

1. Identify, select, and retain 225 participants with academic need each program year.
 - Collaborate with various departments on campus to gain access to potential participants; facilitate students' application for enrollment into our program; provide services listed below in order to build strong working relationships that lead to positive academic outcomes
2. Assess participants' needs for specific services and develop an individualized graduation plan with each program participant.
 - Review students' applications, financial aid records, placement test scores and academic transcripts
 - Assess student study skills, learning strategies, and career interests through the Learning Assessment and Study Skills Inventory and the My Next Move inventories
3. Academic coaching
 - Specialists and the Director work with program participants to a) facilitate their adjustment to college, b) offer assistance with study skills or other learning strategies, c) help students learn to make healthy choices regarding life on campus and academics, d) develop individualized Graduation Plans, and e) monitor their academic progress. This strategy was a funded Competitive Preference Priority in the 2010 grant competition (a special project that was required for funding)
4. Academic tutoring
 - Tutoring provided by trained educational specialists and by peer tutors
5. Advice and assistance in course selection
 - Specialists work with students to increase their knowledge about the advising process and help students make informed choices regarding course selection and other academic decisions
6. Financial aid resources and application assistance
 - Students are required to complete selected educational modules regarding financial aid in CashCourse as part of their intake into SSS.
 - Specialists work with students individually and in group settings to offer information and education about financial aid resources, completion of the FAFSA, and scholarship opportunities.
 - SSS staff partner with the Office of Financial Aid to educate students about financial aid and to assist them in completing FAFSAs.
7. Personal, career and academic counseling
 - Specialists work with students individually to address any concerns they have regarding these areas, making referrals to other departments on campus or services in the community as appropriate.
8. Mentoring
 - Another funded Competitive Preference Priority during the 2010 grant competition included a "difference education" component associated with panel discussions about

adjustment to college followed by mentoring opportunities for students. The 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:	Q2: 83%. Q3: 83% (Annual measurement). Q4: 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:	Q2: 87%. Q3: Data has been requested from IR for Q3 but has not been received. Q4: 85% (does not include participants not enrolled in Spring 2018)
Measure 3:	32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years.
Measure 3 Results:	Q2: 42%. Q3: 42% (Annual measurement). Q4: 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:	Q2: 87%. Q3: 30% (New method of calculation as per ED). Q4: 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:	Q2: 83%. Q3: 83% (Annual measurement). Q4: 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:	Q2: 87%. Q3: Data has been requested from IR for Q3 but has not been received. Q4: 85% (does not include participants not enrolled in Spring 2018)
Measure 3:	32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years.
Measure 3 Results:	Q2: 42%. Q3: 42% (Annual measurement). Q4: 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:	Q2: 87%. Q3: 30% (New method of calculation as per ED). Q4: 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:	Q2: 83%. Q3: 83% (Annual measurement). Q4: 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:	Q2: 87%. Q3: Data has been requested from IR for Q3 but has not been received. Q4: 85% (does not include participants not enrolled in Spring 2018)
Measure 3:	32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years.
Measure 3 Results:	Q2: 42%. Q3: 42% (Annual measurement). Q4: 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:	Q2: 87%.

	Q3: 30% (New method of calculation as per ED). Q4: 30% (New method of calculation as per ED).
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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:	Q2: 22% Note: Participants have until Feb. 28, 2018 to complete. Q3: 20% of active participants have completed CashCourse modules and scored higher on post-test than on pre-test. Q4: 34% of participants received counseling/education to improve their financial/economic literacy. CashCourse data is unavailable for months prior to March, 2018 at this time.
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:	Q2: N/A- Participants have not been surveyed on this yet. Q3: Students will be surveyed in April 2018. Q4: Spring survey did not include this question. Data will be reported in August, 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:	Q2: Students will be surveyed in April 2018. Q3: Students will be surveyed in April 2018. Q4: April survey did not include this question. Data will be collected in August, 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:	Q2: Students will be surveyed in April 2018. Q3: Students will be surveyed in April 2018. Q4: April survey did not include this question. Data will be collected in August, 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:

Measure1:	<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>Q2:</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>Q3: 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> <p>Q4: ICC West Tech days were successfully completed during the Spring semester. We had over 200 students visit the ICC West campus. This will</p>

	be an ongoing event each semester to ensure awareness is spread regarding the programs at our West campus and what we have to offer.
Measure 2:	International enrollment increased by 10 students to raise international student population to 30 students by fall of 2018.
Measure 2 Results:	<p>Q2: 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>Q3: 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> <p>Q4: 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 are in the process of creating mutual marketing material to promote this agreement.</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>Q2: 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>Q3: 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> <p>Q4: We are currently in user testing acceptance for the new Fireworks CRM and hoping to go live by June 13th, 2018.</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:	Q2: We will be looking at results after Noel Levitz is administered in the spring. Q3: Noel Levitz will be administered this semester. Q4: This gap widened to .54. The new navigator program will be looking at this as a team. I believe the new navigator program will help by having registration in one department instead of multiple departments. Students will have the same advisor from admissions to graduation.
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:	Q2: We will be looking at results after Noel Levitz is administered in the spring. Q3: Noel Levitz will be administered this semester. Q4: This gap widened to .63. We will be looking at this as a team to set new goals and look at improvements.
Measure 3:	Use Ellucian to measure the percentage of students that complete setup in Pirate Portal.
Measure 3 Results:	Q2: 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. Q3: 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. Q4: Starting on June 11 th , students will automatically get their username and log on emailed to them. The navigators will also have a copy of username and password in a navigator shared folder that IT will automatically update.

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.
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Measure 1 Results:	<p>Q2: 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.</p> <p>Q3: Noel Levitz will be administered this spring. The in-house survey is currently being developed. We plan to administer the survey after spring break.</p> <p>Q4: Due to time constraints, we were not able to administer an in house survey. We will be looking at a navigator taking on this project for next year.</p>
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:	<p>Q2: We will be looking at these numbers in the Spring of 2018.</p> <p>Q3: This research will be looked at this semester by the new Navigator program.</p> <p>Q4: We are still needing to review this data. We will also be reaching out to other programs with similar programs to see how they are tracking this data. One navigator will be assigned to this for next year.</p>

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:	Q2: In progress. Q3: 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. Q4: The marketing/presidential Advisory Committee did not meet this quarter. A summer meeting will be scheduled in June, 2018.

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
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	YouTube. The marketing department estimates that 50% of the content will originate on the College's websites.
Measure 1 Results:	<p>Q2: Reports on social media and website analytics are available at http://www.indycc.edu/about-us/marketing/reports</p> <p>Q3: Reports on social media and website analytics are available at http://www.indycc.edu/about-us/marketing/reports</p> <p>Q4: Reports on social media and website analytics are available at http://www.indycc.edu/about-us/marketing/reports</p>

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 indyirates.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:	<p>Q2: In progress.</p> <p>Q3: 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.</p> <p>Q4: The marketing department has continued to work with accessibility and compliance officer to address issues with accessibility. The department met on Dec 14, 2017 to identify areas of concern. The accessibility team met on Feb 26, 2018 and worked through a spreadsheet, and attended an accessibility conference online on April 19, 2018.</p>

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 Athletic Experience Survey.
4. Maintaining the development of leadership skills in student athletes through athletic participation above 90% based on the ICC Student Athletic Experience Survey.

Measurement:

Measure 1:	We will use the Noel Levitz, ICC Student Athletic Experience Survey and web page online tracking.
Measure 1 Results:	<p>Q2: 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 Q3: 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. Q4: <u>Strategy 2</u> -FB views: Hype Video – 9.2 K, Midwest Bowl Highlights – 40K, Athletic Webpage Monthly Visits: Aug – 52,175, Sept – 61,480, Oct – 60,376, Nov – 63,929, Dec – 53,972, Jan – 32,421. Twitter followers for Dream U – 4,717 <u>Strategy 3</u> -There was an increase by 34% in satisfaction with regards to satisfaction in transportation to and from games. <u>Strategy 1</u> – There was an increase by 34% in satisfaction with regards to game/practice facilities. 78% of our SA were satisfied with the practice facilities and 93% of our SA were satisfied with their Game Facilities. You can see the 15% gap between practice and game facilities. This number was highly influenced by the football dissatisfaction of their practice facilities. <u>Strategy 4</u> – 98% of our SA felt splaying sports at ICC developed leadership qualities in themselves and their teammates (compared to 96% in 2016-17).</p>

Responsibilities:

All Athletic staff

Objective 2: *Maintain a coaching staff who recruits highly skilled full time student athletes who are committed to obtaining an education while furthering their athletic careers. (Board Goal or Strategic Plan Area: 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:	<p>Q2: Compiling information from other KJCCC schools and their bonus/salary structures for their fall sports.</p> <p>Q3: 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.</p> <p>Q4: <u>Strategy 1a</u> – Overall Athletic Retention Rate – 75%. By sport: Football – 82%, Men's Basketball – 96%, Women's Basketball – 100%, Baseball – 83%, Softball – 78%, Stunt 78%, Golf – 40%, Athletic Training – 43%.</p> <p><u>Strategy 2a,1b</u> – Won't have data until Equity Report is completed in August</p> <p><u>Strategy 2b</u> – 78% (29% strongly agree & 54% agree) of our SA's feel that the ICC Faculty understand their unique/diverse life experiences. The remaining 22% (which is 57 student athletes) do not feel that the ICC Faculty understand their unique/diverse life experiences.</p> <p><u>Strategy 3b</u> – 96% of our SA's are committed to continuing their educations at the four year level (81% strongly agree and 15% agree).</p>

Responsibilities:

Athletic Director and Coaches

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

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:	<p>Q2: Increased the donor gifts by \$17,000.00.</p> <p>Q3: 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.</p> <p>Q4: <u>Strategy 1</u> – Athletics as a whole performed 1465 hours of Community Service this year which is an average of 5.63 hours per student athlete.</p> <p><u>Strategy 3</u> – Fundraised dollars per program:</p> <ul style="list-style-type: none"> +Athletic Training - \$100 -Stunt - \$900 +Men’s Basketball - \$3000 +Women’s basketball - \$4749 +Softball - \$5095 +Football - \$11,281(not including gifts in kind) +Baseball - \$16,000

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:	Q2: N/A Surveys have not been issued yet. Q3: Updating surveys for 2018 will issue this Quarter. Q4: Using Noel Levitz data; Students are made to feel welcome on this campus. Data showed that there was no change from 2016 to 2018.
Measure 2:	Utilize data from scanners to identify student participation. After the first quarter benchmark is set the goal will be to increase student participation at games and events by 10%.
Measure 2 Results:	Q2: Still in the process of collecting data. Q3: Data collected was insufficient benchmark difficult to set. Q4: Creating new program to collect data.
Measure 3:	Using the in house Student Survey have 85% of students say "Yes" to the question "The college shows concern and makes an effort to provide activities for students."
Measure 3 Results:	Q2: N/A Survey has not been issued yet. Q3: Updating in house surveys for 2018 will issue this Quarter. Q4: From the in house survey 80% of students marked "Yes" to the question.

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:	Q2: N/A Surveys have not been issued yet. Q3: Updating in house surveys for 2018 will issue this Quarter. Q4: Budget constraints have limited the amount of innovation we were able to do in this space. New furniture was added to each of the game rooms which increased overall satisfaction when using game room. There remains a need to update the space with games attractions to keep the area up to date and useful for students. It was observed students began to use their own XBOX accounts on the systems and added their own games and Xbox Live playability.
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:	Q2: N/A Surveys have not been issued yet. Q3: Updating in house surveys for 2018 will issue this Quarter. Q4: The "Gap" went up from 0.42 to 0.47
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:	Q2: N/A Surveys have not been issued yet. Q3: Updating in house surveys for 2018 will issue this Quarter. Q4: Data showed that actual response for 2018 was 86% of students felt student union was a comfortable place.

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. Programing 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:	Q2: 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. Q3: 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. Q4: From the data 47.1% of students said yes and 25.5% of students said they learned about it but cannot remember what it was. Overall 72.6% of students reported they did learn about bystander intervention.
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:	Q2: N/A Surveys have not been issued yet. Q3: Updating in house surveys for 2018 will issue this Quarter. Q4: From the data 94.1% of students feel safe on campus.

Responsibilities:

1. Director of Student life- provide programming materials and issue materials to campus groups
2. RA’s- Help create awareness within the dorms about program materials
3. Dorm Supervisors- Direct students how to handle issues

Operational Plan for Institutional Research

Objective 1: *Institutional Research will administer the 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:	Q2: I have contacted Ruffalo Noel Levitz to gain access to the school's account and still plan to administer the survey in the Spring. Q3: 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. Q4: I randomly selected classes and administered the SSI survey to those classes in late March. I now have the results from RNL and am working on putting together a report summarizing this year's results. I've also sent the results to other departments so they can see some of the measurements they have used to assess their departments.

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:	Q2: 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.

	<p>Q3: 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.</p> <p>Q4: I've worked with Athletics and Fab Lab to create surveys needed by their department. I also helped with the surveying for Annual staff/faculty awards.</p>
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Objective 3: *Institutional Research facilitates institutional compliance with external accountability, regulation, and control. (Board Goal or Strategic Plan Area: Support Excellence)*

Strategies:

1. IR will learn and become more familiar with the external reporting requirements and data collection needs
2. IR will collect and/or report data for all external accountability needs including state (KBOR), federal (IPEDS), and accreditation-related (HLC)

Measurement:

Measure 1:	<p>The objective will be met if the deadline is met for every released report</p> <p>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.</p>
Measure 1 Results:	<p>Q2: 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.</p> <p>Q3: 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.</p> <p>Q4: I've continued to meet monthly deadlines for NSC Enrollment reports. I've also submitted the KHEER Spring report, IPEDS Spring Collection, KSPSD Special Collection.</p>

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>Q2: 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>Q3: 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> <p>Q4: The OSFA is on track to meet our spending goal of 90% of the awarded amount. We have currently spent 89.9% of the total awarded FWS funds and have one pay period remaining in the award year. The OSFA has also processed less loan funds during the current award year than at the same time last year; \$18,097 less loan funds have been disbursed this year. Additionally, OSFA has increased the total number of FWS recipients to 59 compared to 45 recipients at the same time last year.</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>Q2: 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 Admissions, Upward Bound, and Independence High School to hold another “Price Is Right” financial literacy gameshow tailored to high school students.</p> <p>Q3: 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> <p>Q4: Our office held the Price is Right financial literacy event for approximately 100 Independence High School students. We received positive feedback from the students and IHS staff. OFAS also held a budget workshop with 10 student in collaboration with SSS. We addressed budgeting for college students.</p>

Responsibility:

Financial Aid Director

Objective 3: *Increase the number of students completing their FAFSA earlier to allow students the opportunity to view financial awards from multiple institutions and make an informed decision about their choice(s) of school(s). (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:

Hold FAFSA completion events and provide students access to computers and parents to complete the FAFSA with financial aid staff available to assist. 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>Q2: 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>Q3: 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</p>

	<p>on March 7th, OSFA will package and send award notices to 225 students who are ready to be packaged and awarded.</p> <p>Q4: OSFA has packaged and awarded 305 students for the 2018-19 award year and the Inceptia Verification Gateway has been in place since March 7th. There have been 166 students who have signed up for Inceptia's Verification Gateway. However, only 15 students have completed the verification process. Our Q4 goal will be to compare enrolled students with pending verification and encourage them to complete the process.</p>
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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.
Measure 1 Results:	<p>Q2: 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>Q3: 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> <p>Q4: OFAS contacted students both electronically and by mail to complete exit counseling prior to the end of the spring term to apprise students of their loan obligations when leaving ICC. To-Date, W.I.S.S. has removed 97 students from delinquency, compared to 112 at the same time last year. W.I.S.S. has had 92 students enter into delinquency compared with 88 at the same time last year. Overall this is a smaller increase than initially expected based on the last quarter YTD data, but overall more students are entering into delinquency.</p>

Responsibility:

Financial Aid Director

Objective 5: *Improve the student's experience with the Office of Student Financial Aid (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

Strategy:

Collect customized survey data about students' experiences with the OSFA and tailor processes and modes of contact based on student responses. Use student feedback from the Graduate Exit Survey and CESSE to improve students' experience with ICC and the OSFA.

Measurement:

Measure 1:	Increase scores in CESSE and Graduate Exit Surveys related to students' experiences with the OSFA.
Measure 1 Results:	<p>Q2: The OSFA has formulated survey questions for students regarding their experience and satisfaction, but no survey has yet been conducted.</p> <p>Q3: OSFA has not yet conducted the student survey. OSFA intends to conduct the survey after the first disbursement of Spring financial aid.</p> <p>Q4: The OSFA reviewed the Noel Levitz survey and recognizes that student satisfaction has decreased across-the-board in all facets of student services. In order to reveal more information, the OSFA and Business Office will be conducting the additional surveys during the College Success courses during the summer session to target first-time freshman experience with financial affairs areas. Paper surveys will be distributed to students during College Success courses rather than online to garner higher participation amongst students.</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>Q2: 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 hosted by PowerFAIDS and the National Student Clearinghouse without any cost to ICC.</p> <p>Q3: 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 RMASFAA Summer Institute in June.</p> <p>Q4: Financial aid staff members attended KASFAA's annual conference & training in April. Each financial aid staff member attended multiple workshops conducted by KASFAA members and U.S. Department of Education trainer. The Financial Aid Director also received training by</p>

	NASFAA (national financial aid association) and received NASFAA U Credential Training in Cash Management. Financial Aid staff will attend the RNASFAA (regional financial aid association) Summer Institute training the first week of June. The Financial Aid Director earned a scholarship from KASFAA of \$750 to pay for the registration and cost of attendance at the Summer Institute.
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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:	Q2: 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. Q3: Spring 2018 plans for game sales are to attend at least 6 softball/Baseball games. Q4: No results to report.

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:	Surveys, Noel Levitz data, and Graduate Exit survey. Add 50% of new items to website.
Measure 1 Results:	Q2: Additional items have been added to the website, progress is being made towards the annual goal of 50% increase. Q3: 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. Q4: Added 18 new items. We have had a 57% increase in orders and a 108% increase in sales dollars on the website.

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:	Q2: Survey document has been created. Q3: Will work with Institutional Research office to distribute the survey with a goal of students and staff taking before April 15 th . Q4: Survey completed, results are being tabulated.

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:	Q2: Survey has been created and will be provided at the end of Fall 2017, Spring 2018, and Summer 2018 semesters. Q3: Pending survey results. Q4: Pending survey results
Measure 2:	Surveys, Noel Levitz data, and Graduate Exit survey.
Measure 2 Results:	Q2: Pending survey results. Q3: Pending survey results. Q4: Survey results were down on the Noel Levitz. Department will provide a new survey to capture where the dissatisfaction areas are and address in new Operational Plan.

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:	Q2: Data not available until end of Fall 2017 term. Q3: Fall 2017 A/R aging was captured at 8.68% which is a reduction over Fall 2016 of 3.79%. Q4: Spring 2018 A/R term aging was captured at 11.79% which is a reduction over Spring 2017 at 12.47%; Staff have completed online trainings to enhance and capture opportunities “Payment Plan Success” offered by University Business “Tips, tricks, and Best Practices” for collections by Nelnet, “Payment Plan Marketing Kit” webinar by Nelnet (new marketing strategies). “How to use digital channels to improve communications” by CampusSuite (website provider).
Measure 2:	Baseline FY 2017 data for statements and A/R Aging.
Measure 2 Results:	Q2: A/R data for Fall 17 pending end of December numbers. Q3: 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%). Q4: Completed. Baseline data was determined. Staff have created an “Accounts Receivable Summary” monthly report to track A/R aging data and currently are reviewing on a weekly basis.
Measure 3:	Surveys, Noel Levitz data, Graduate Exit survey.
Measure 3 Results:	Q2: 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. Q3: 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. Q4: Continued mailing of statements by 5 th of each month, constant communication with departments regarding student balances have continued.

Responsibility:

Chief Business Officer

Objective 12: <i>Improve Facilities. (Board Goal or Strategic Plan Area: Innovation and Service Excellence)</i>
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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:	Q2: 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

	<p>had 221 maintenance tickets, 212 tickets have been resolved and 9 are open tickets for preventative maintenance reminders and projects that require additional resources.</p> <p>Q3: 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).</p> <p>Q4: Based on current data we can extrapolate, we had 295 maintenance tickets submitted, 294 were resolved and 1 is still open. The 1 open ticket is a way for maintenance staff to track Preventative Maintenance of HVAC systems.</p>
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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.
Measure 1 Results:	<p>Q2: Expensed and encumbered 48.1% of published budget. Expensed and encumbered 48.47% of new operating budget with budget cuts.</p> <p>Q3: Expensed and encumbered 76.7% of published budget. Expensed and encumbered 77.2 % of new operating budget.</p> <p>Q4: Expensed and encumbered 92% of published budget. Expensed and encumbered 92.7% of new operating budget</p>
Measure 2:	Maintenance will take on projects previously contracted (vehicle maintenance, large painting projects, landscaping, floor refinishing).
Measure 2 Results:	<p>Q2: 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.</p> <p>Q3: Monthly fire extinguisher inspections will be performed by maintenance staff beginning Mar. 1st, 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.</p> <p>Q4: Floor refinished and painting in Inge Lobby complete; Football practice field water wheel and viewing tower repaired and ready for use; Monthly campus pest control now being completed by custodial staff (estimated annual savings of \$4,000).</p>

Responsibilities:

Director of Maintenance

Objective 14: *Service Excellence (Board Goal or Strategic Plan Area: Innovation and Service Excellence)*

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:	Q2: 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. Q3: 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. Q4: Survey has been sent out, results will be included in Q4 Results.
Measure 2:	100% of staff will be trained in CPR and AED.
Measure 2 Results:	Q2: CPR and AED trainings will be held in February 2018. Q3: Due to staffing cuts and absences due to seasonal sickness in February, training delayed until March 7, 2018. Q4: CPR Training provided to Maintenance Team 9, March 2018, certificates issued and on file.
Measure 3:	50% of staff will receive First Responder Training.
Measure 3 Results:	Q2: First Responder Training will be held by May 2018. Q3: Working on combining First Responder & AED training with March CPR training. Q4: Coordinating with Allied Health for the 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:	Q2: 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. Q3: 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. Q4: Completed in Q3.
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:	Q2: Currently the SSRS system has been integrated and we are working on linking the various reports within the Pirate Portal. Q3: 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. Q4: The process of writing reports for the institution will be an ongoing process throughout the life of the product. We continue to have, and fulfill requests, for special reports that are not part of the Ellucian and Dynamics GP product.
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:	Q2: 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. Q3: Ongoing. Due to staffing constraints, we are not able to make strides in projects outside of daily ticket activities. Q4: Ongoing. Due to staffing constraints, we are not able to make the strides we had hoped for to date.

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:	Q2: On Hold. We will start looking at projects and setting up focus groups in the Spring of 2018. Q3: On Hold. Due to staffing constraints. Q4: We will implement the new Ellucian Mobile Application, approved by user acceptance groups, by the end of summer 2018. Even though two action projects were identified the feasibility of accomplishing another action project by Q4 is very low.
Measure 2:	Focus of at least one advancement in educational technology.
Measure 2 Results:	Q2: 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. Q3: Complete. Desktop and graphics virtualization complete and being utilized by Fab Lab, Computer Science and eventually Fab Force. Q4: Completed in Q3.
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:	Q2: 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. Q3: In Process. We have implemented a password reset site and still tuning the automated account creation system. Q4: With the on boarding of the Ellucian Helpdesk we will be ramping up our efforts to have this applied by our go live date of July 1, 2018.

Operations and Infrastructure is the foundation for all services offered to the Institution, including networking, email, Student Information System, Learning Management Systems and all secondary processes. The Information Technology is responsible for key areas including network operations;

server and system administration; distributed IT support of desktops and servers; desktop virtualization; security systems and services.

Objective 3: Information Technology increases institutional efficiency through technological infrastructure. (Board Goal or Strategic Plan Area: Service and Support Excellence)

Strategies:

1. Continue evolving the Infrastructure Roadmap to develop a optimal digital identity life-cycle
2. Implement an inventory management system to help better identify necessary replacements as defined by acceptable standards
3. Implement technology based Security Systems

Measurements:

Measure 1:	Setup a series of checks to have less than a 10% active account overlap from semester to semester.
Measure 1 Results:	Q2: 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. Q3: Ongoing we are still having duplicates and double entries during the application process. Q4: We have identified a few possible issues within the system that could have caused double entry issues and now we will be working with Admissions for testing the system.
Measure 2:	Improve the technology replacement schedule to allow no greater than 33% of all platforms due for replacement.
Measure 2 Results:	Q2: Complete. To date we have replaced 110 student computers and have identified all upcoming replacements and migrations for the next 5 years. Q3: Completed in Q2. Q4: Completed in Q2.
Measure 3:	Implement physical security, within 30% of the campus, in conjunction with a campus wide altering.
Measure 3 Results:	Q2: On Hold. Due to budgetary constraints, we are putting this project on hold until 2018. Q3: On Hold. Due to budgetary constraints, we are putting this project on hold for Academic Year 2017-2018 due to budget constraints. Q4: Canceled. This objective has been moved to the 5 year maintenance plan.

Administration includes Project, Process Management, and general administration. In support of the operational areas the CIO will help to develop standard work processes to improve consistency of project and service delivery. Monitoring and review of this area are reviewed regularly by the President's Cabinet and the President.

Objective 4: Information Technology strives to improve departmental administration. (Board Goal or Strategic Plan Area: Support Excellence)

Strategies:

Develop and implement a communications plan to keep institution aware any changes or enhancements that may impact their daily workflow.

Measurements:

Measure 1:	The CIO will implement a communication plan, working in conjunction with Marketing and Human Resources to allow for minimum downtime for all institution platforms.
Measure 1 Results:	Q2: In process. We have successfully rolled out the new Pirate Portal, with the help of Marketing, using email and social media. Q3: Complete. Pirate Portal is fully implemented and connected to Power Campus. Q4: Completed in Q3.

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:	Q2: 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. Q3: Completed in Q2. Q4: Completed in Q2.

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>Q2: 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>Q3: 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> <p>Q4: Turnover for March through May is 9.5%. Of this turnover, 4% was turnover of employees who were "at" to "above" on their performance, 4.5% was planned turnover due to consolidation of roles and/or Early Retirement. Therefore, 1% of the turnover 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% • Good performances from staff or management receive favorable public commendation. 2016 rating is 52%
Measure 2 Results:	<p>Q2: New survey results will not be available until the Spring 2018.</p> <p>Q3: Campus Culture Survey will be administered in March and results will be available for April Board Meeting.</p> <p>Q4: Unfortunately, survey results did not show improvement in the areas identified and instead showed a decline.</p> <ul style="list-style-type: none"> • Our campus focuses on the positive rather than the negative. 2017 rating is 24%. • Stakeholders are loyal because your organization consistently does what it says it will do. 2017 rating is 23% <p>Good performances from staff or management receive favorable public commendation. 2017 rating is 41%</p>
Measure 3:	<p>Anecdotal stories from employees, community members, and students that describe “why they like ICC”.</p>
Measure 3 Results:	<p>Q2: 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>Q3: 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> <p>Q4: We have conducted more “Stay Interviews” and our newest employees are positive about their work experiences and the people that they work with. The one theme that comes out is that generally they want more work or more challenging work.</p>
Measure 4:	<p>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.</p>
Measure 4 Results:	<p>Q2: 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>Q3: 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>

	Q4: The Great Places to Work Committee received several positive comments on the Campus Culture Survey. Employees have enjoyed the various events/activities that have been planned and they have enjoyed helping with the planning of all the events. We have hosted monthly Tasty Treats, held a Cupcake Wars Bake-off, and are currently working on an ICC Garden and an Employee Cook-book.
Measure 5:	Interview at least 1 candidate per month for the express purpose of looking at talent for future hiring needs.
Measure 5 Results:	Q2: 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. Q3: Due to lower enrollment, we have not had many applicants for jobs as we have very few open positions. Q4: This measure did not materialize as planned. While we interview many candidates for open positions, this is mostly reactive vs. proactive.

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:	<p>Campus Culture Survey will reflect improvement in the areas of communication. Specifically, we will strive to improve the ratings of the following three statements.</p> <ul style="list-style-type: none"> • 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:	<p>Q2: HR has submitted articles in Staff Announcements to promote positivity. However, the new Campus Culture Survey will not be available until the Spring.</p> <p>Q3: 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.</p> <p>Q4: Unfortunately, survey results did not show improvement in the areas identified and instead showed a decline.</p> <ul style="list-style-type: none"> • Our campus focuses on the positive rather than the negative. 2017 rating is 24%. • Stakeholders are loyal because your organization consistently does what it says it will do. 2017 rating is 23% • Good performances from staff or management receive favorable public commendation. 2017 rating is 41%
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:	<p>Q2: Forums have not started yet.</p> <p>Q3: Academics has taken charge of the Forums and have hosted employees and faculty members.</p> <p>Q4: This action item has been taken by Academics and they have hosted some student and faculty forums.</p>
Measure 3:	Number of HR communications will increase to be at least one each week.
Measure 3 Results:	<p>Q2: 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.</p> <p>Q3: 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.</p> <p>Q4: HR continues to utilize Staff Announce to communicate various procedures and policies. However, we also just send a lot of communication to Cabinet members to disseminate to their organizations. It is very obvious that many employees do not read Staff Announce and new and better</p>

	communication tools needs to be developed to reach employees. We have recently established an all employee Update/Status meeting that is to be held monthly. This will be conducted primarily by Dan for the purpose of better communication with all employees.
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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:	<p>Q2: 90% of participants have a GPA of 2.5 or higher, in progress until 05/18.</p> <p>Q3: 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.</p> <p>Q4: Grade check- May 1, 2018—24% (16 out of 65) participants were put on Academic Probation due to the new tutoring policy changes above (i.e. not turning in documentation that they are working on grade improvement). Two students were put on an intervention and are receiving daily one-on-one tutoring with Upward Bound to graduate or move on to the next grade level.</p>
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:	<p>Q2: 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.</p> <p>Q3: In progress, 02/03/2018 32 of 49 (9th-11th 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.</p> <p>Q4: 29 out of 50 participants are enrolled in ACT Math and English for the Summer Program 2018 to improve efficiency on state assessments. Four of the six target schools have signed Articulation Agreements with ICC Upward Bound to give .5 elective credit for successful completion of the Summer Program.</p>

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:	94% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.
Measure 1 Results:	Q2: In progress until 05/18; currently on track for 100% progressing into spring semester; 21 participants attended fall campus visits. Q3: 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). Q4: 100% of participants graduated with a regular high school diploma, or moved on to the next grade level following the 2017-2018 academic year.
Measure 2:	75% of all current and prior year participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study.
Measure 2 Results:	Q2: In progress. Q3: 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. Q4: 100% of seniors graduated with a regular secondary school diploma and completed a rigorous program of study.

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:	85% 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 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:	Q2: 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. Q3: 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. Q4: 100% of seniors have been accepted into an institution of higher education. 13 of 15 participants are still completing their FAFSA due to complications. 5 out of 15 seniors have already enrolled for the Fall 2018 at their college of choice; the other seniors have specific college freshmen enrollment days that will be attending. 13 out of 15 seniors have qualified for the summer Bridge program and will be taking up to six credit hours at ICC.

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
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	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:	<p>Q2: In progress; 14 out of 14 juniors qualify for 2018 Junior Scholarship Program; 15 (juniors and seniors) participating in ICC NOW classes.</p> <p>Q3: 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).</p> <p>Q4: 13 out of 15 seniors have qualified for the summer Bridge program and will be taking up to six credit hours at ICC; 25 juniors and sophomores have enrolled in one (1) three (3) credit ICC college class for the first summer session.</p>

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:	<p>Q2: 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.</p> <p>Q3: 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.</p> <p>Q4: The Student Satisfaction and Complaints Review Committee met in April 2018 to discuss student satisfaction using the data submitted to the College through the new Maxient program. After reviewing the data, the</p>

	committee decided on two action projects for the fourth quarter: 1) continued marketing of the Maxient system with a focus on encouraging comments from students and the Independence community and 2) fine-tuning the reports produced through the Maxient system in order to provide more usable data to the committee and college administration.
Measure 2:	The Compliance Department will make quarterly reports to the President's Cabinet regarding aggregated data and trends revealed through the Maxient software and solutions and action projects developed by the Student Satisfaction and Complaints Review Committee.
Measure 2 Results:	<p>Q2: The President's Cabinet received a report of aggregate data and trends identified through the complaints 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>Q3: 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> <p>Q4: The President's Cabinet received a report of aggregate data and trends identified through the complaints, concerns and compliments submitted to the College through the new Maxient system. Cabinet will receive a similar report at the end of June 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.
Measure 1 Results:	<p>Q2: 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>Q3: 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> <p>Q4: Efforts to review and update <i>Clery Act</i>, Title IX, and HLC priority processes continue. As a new department on campus this year, the Compliance Department's plan to review and approve one-third of the College's policy, procedure and compliance related documents was an ambitious one. Although the Compliance Department will not completely satisfy this requirement, it does intend to review and revise the most urgent policies, procedures and compliance related documents during the fourth quarter for review and final approval by the appropriate committees and the Board in Fall 2018. Specifically, the Compliance Department will be focusing on the following: Title IX policies, procedures, and reporting forms/documents; <i>Clery Act</i> and other security related policies and procedures; Student Handbook revisions; and, a written policy on student complaint review processes.</p>

Responsibilities:

Compliance Officer in conjunction with staff from each department of the College

Objective 3: *Implement campus wide compliance training to ensure that ICC faculty and staff have the tools they need to properly respond to legal and ethical obligations on behalf of the College. (Board Goal or Strategic Plan Area: Respond aggressively and appropriately to institutional needs identified by external accrediting organizations; Support Excellence)*

Strategies:

1. The Compliance Department will coordinate, and when necessary, provide the following compliance related training to the College's students, faculty and staff:
 - Maxient complaints/concern log training;
 - Title IX/Section 504 training;
 - CLERY Act Reporting and Campus Security Authorities training;
 - Federal, state and local reporting requirements;
 - Fire and safety training; and
 - General compliance related topics.
2. The Compliance Department will ensure that the above trainings meet federal and state requirements and provide relevant and up-to-date information to the College community by:
 - Assisting in obtaining/creating training materials when requested;
 - Maintaining a record of all compliance training provided to the College community; and
 - Retaining a copy of all training materials offered to students, faculty and staff.
3. The Compliance Officer will strive to stay up-to-date on current developments relevant to compliance in higher education by regularly attending compliance training webinars and/or regional conferences.

Measurement:

Measure 1:	Over 90% of College faculty and staff will attend two or more live compliance training sessions, with over 90% of faculty and staff completing 100% of assigned LawRoom webinars.
Measure 1 Results:	<p>Q2: 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.</p> <p>Q3: 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.</p> <p>Q4: The Compliance Department continues to provide live Title IX training tailored to the needs of specific departments across campus including the faculty and the business office. College employees and students also participated in a campus-wide tornado drill in April 2018. In addition, the Compliance Department hopes to schedule a special CSA, Title IX and Accommodations training for all athletic coaches before the end of the fourth quarter and plans to provide compliance related training to College staff as part of the College's summer Lunch & Learn campus-wide training initiative.</p>
Measure 2:	Over 90% of freshman enrolled in College Success, student-athletes and students living in resident housing will attend two or more compliance training sessions and over 60% of the general student population will attend at least one compliance training session during the 2017-2018 school year.
Measure 2 Results:	Q2: 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

	<p>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.</p> <p>Q3: College Success students have received both online and live Title IX training. Residence assistants also received compliance related in-service training in January 2018.</p> <p>Q4: Students continue to participate in training through College Success. Students also participated in two tornado drills in April 2018, the first of which occurred during the school day and the second of which occurred in the evening in the residence halls.</p>
Measure 3:	The Compliance Officer will attend monthly compliance training webinars and/or conferences.
Measure 3 Results:	<p>Q2: The Compliance Officer has attended at least one compliance training webinar or conference per month on various compliance related topics including <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.</p> <p>Q3: 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.</p> <p>Q4: The Compliance Officer attended at least one compliance training webinar or in-person conference per month including an intensive one-week training on <i>Clery Act</i> security and reporting requirements.</p>

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:	Q2: 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.

	<p>Q3: 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.</p> <p>Q4: The Compliance Department continues to assist the College in its efforts to comply with HLC requirements through continued development of Student Complaints, Title IX and <i>Clery</i> policies and processes. The Compliance Department hopes to complete revision of these policies and processes in July 2018 to allow for review and approval by the appropriate College committees in Fall 2018.</p>
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:	<p>Q2: The Compliance Department has assisted departments across campus in completing federal, state and local legal and regulatory reporting requirements in a timely manner.</p> <p>Q3: The Compliance Department has assisted departments across campus in completing federal, state and local legal and regulatory reporting requirements in a timely manner.</p> <p>Q4: The Compliance Department continues to assist departments across campus in completing federal, state and local legal and regulatory reporting requirements in a timely manner.</p>

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 Q4. Q4: An ADA checklist was completed for every building. A report and 5 year plan has been created with the results.
Measure 2:	Complete Web Content Accessibility Guide (WCAG) checklist.
Measure 2 Results:	This process will be completed Q4. Q4: WCAG checklist continues to be a project. The checklist is very detailed and requires attention from several departments on campus.
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 Q4. Q4: An information resource guide has been created. This guide will be updated as needed.
Measure 4:	Develop Accessibility webpage by June 1 st 2018.
Measure 4 Results:	Received training to create webpage content in Q3. Q4: Accessibility webpage created in April.

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. Q4: All accommodation requests are processed using the Maxient system.
Measure 2:	Create online form for students to submit accommodation requests.
Measure 2 Results:	This measure will be completed during Q4. Q4: An online form for requesting accommodations and uploading documentation went live on the website April 25 th .
Measure 3:	Review and Revise Accommodations Handbook as necessary.
Measure 3 Results:	Handbook revisions will be completed by end of spring semester. Q4: Academic Accommodations Handbook has been revised and uploaded to the Accessibility webpage.

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 Q4. Q4: Accessibility Departmental Review has been completed.

Responsibility: Associate Dean for Tutoring and Accessibility



**Independence Community College
2017-2018 Strategic Planning Annual Review**

Part One: Introduction

Strategic Plan Annual Review Process

The College's Strategic Plan uses three primary review processes for strategic planning:

1. On a quarterly basis, operational divisions review their progress against their Operational Plan goals, each of which is tied to the Strategic Plan.
2. On an annual basis, administration produces a report for Board review ("Strategic Plan Annual Review"), which provides data on the College's progress in the nine areas of measure named in the Strategic Plan, as well as year-end summaries of the progress divisions made toward their goals.
3. On an annual basis, following the review described in #2, the Board of Trustees makes any needed adjustments to the Strategic Plan, using data presented in the review and feedback from employees.

This report, the "2017-2018 Strategic Plan Annual Review," is the second step of the process described above.

Strategic Plan History

Work began on the current Strategic Plan in 2015, when the Trustees had a special public meeting to receive feedback from the College community and to discuss whether the existing Mission and Vision Statements remained appropriate. The Board elected to continue the Mission and Vision statements unchanged, and then assigned the President to create a broad-based workgroup to draft a plan for review. The President assembled a ten-member team of faculty and staff who were chosen specifically because they represented all areas of the College and both physical campus locations. The team members solicited feedback from each of their areas. The team's meetings were open to all, and the team's draft was then presented to the Board of Trustees, which also provided input. In addition, ICC's Institutional Researcher completed an environmental scan using interviews with 52 community members, and internally, the College had just completed a SWOT analysis which every employee was able to complete. All of this material was made available to the Board. The Board then held a special public meeting to discuss institutional goals, and four goals were selected. In all, the 2015 Strategic planning process included over a dozen faculty and staff in the writing process, the entire campus in the research process, 52 members of the community in the same research process, and the entire Board of Trustees. In addition, any member of the faculty, staff, or public were included in the public comment and discussion periods prior to adoption.

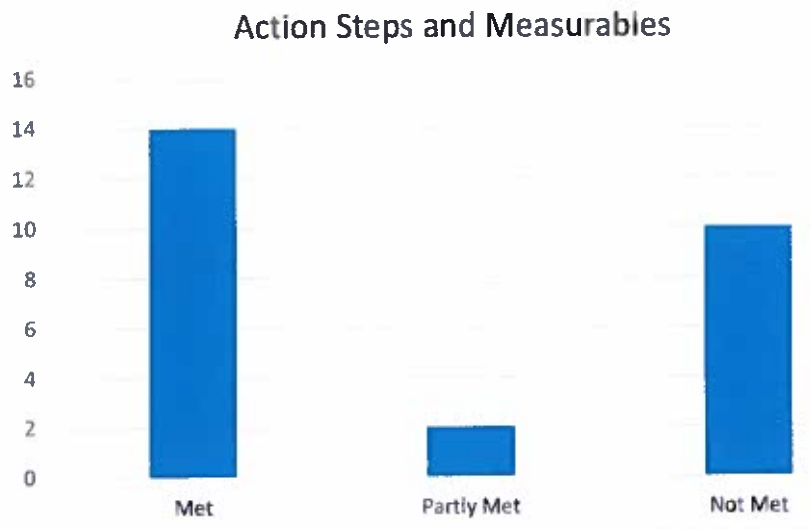
The result was a three-year Strategic Plan for 2016-2019. The Board of Trustees set a vision for the school in which the College progresses on a path of continuous improvement in the areas of academics, student services, and staff support services. The continuous improvement is in defined areas which are quantitative and lend themselves to the use of comparative data to measure progress and to drive resource and policy decisions, with the goal of further improvement. Departmental Operational Plans were developed to measure continuous improvement in achieving the Board of Trustees' vision of excellence, and were documented in Tk20 for tracking purposes. Through the use of Tk20, areas for improvement were identified, goals set, measures established, and analysis conducted throughout each area of the campus. Compilation of the individual Departmental Operational Plans resulted in the 2016-2017 ICC Operational Plan, which ties to the Board of Trustees' Strategic Goals and the College Strategic Plan. The first annual Operational Plan was presented to the Board of Trustees during the April 14, 2016 Board meeting. Quarterly Reports were presented during the July and October 2016 meetings, as well as the January and

April 2017, Board meetings; an Annual Report was also to be provided in a standardized format and published on the College website.

The Board of Trustees reviewed the 2016-2017 Strategic Plan Annual Review in June of 2017, and adopted a number of recommendations for the Strategic Plan in July of 2017. The college 2017-2018 budget was created based on the strategic priorities contained in the updated Strategic Plan. Operational Plans for each area, which are based on the Board's strategic goals, are created following revision to the Strategic Plan and subsequent budget development. The Board of Trustees continued to receive Operational Plan Quarterly Reviews during the 2017-2018 year.

Part Two: Review/Report Card of Current Strategic Plan Mission, Vision, Areas of Measure, and Goals

Overall:



Strategic Plan Detail:

(The summary below is a condensed version of the current strategic plan.)

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.

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.

STRATEGIC GOALS

1. Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate.

Institutional Action Steps:

- Based on local market research and state data, introduce one new program per year – **Not met**
- Continue ongoing program review process (review schedule to ensure that each year of the review schedule includes a technical program) - **Met**

2. Improve the College's relationship with the community.

Institutional Action steps:

- In 2017-2018 fiscal year, implement Community Pirate Partnership program - **Met**
- Improve community participation in Inge Festival, measured by dollar support, volunteer participation, and local attendance - **Met**
- Increase the number of Community Service hours performed by student athletes to 5 hours annually per athlete. - **Met**
- Emphasize those aspects of the Facilities Master Plan which are most likely to see public use. - **Met**

3. Enhance programs through innovation to improve the overall student experience.

Institutional Action Steps:

- In 2017-2018 fiscal year, implement Community Pirate Partnership program - **Met**
- Focus the 2017-2018 Repair and Renovation Fund expenditures on improving the student experience - **Not Met**
- Operational Plans for each area that serve students should adopt a specific CSSE or Noel Levitz measure or measures that the area's activities influence - **Met**
- Research and identify funding sources for implementation of a professional recruiting software system - **Met**

4. Respond aggressively and appropriately to institutional needs identified by external accrediting organizations.

Institutional Action Steps:

- At close of regional accreditation cycle, identify accreditation requirements not yet addressed - **Met**
- Meet any critical needs identified by 2017 Vet Tech Accreditation - **Met**
- Meet any facilities needs identified by 2017 Cosmetology site inspection - **Not Met**

5. In anticipation of a decrease in public funding, create structures and processes to increase private support, and tuition and fee support.

Institutional Action steps:

- Work with the ICC Foundation to increase private support for scholarships by 25% over 2016-2017 levels. - **Not Met**
- Create new structures and processes to increase unrestricted support for the College by 300% over 2016-2017 baseline levels - **Partly Met**
- Increase Booster Club membership by 10% per year - **Not Met**
- Lead by the Online division, the College should research and produce a recommendation to the Board for the use of marginal cost pricing for students outside of our service area. - **Not met**

6. Ensure continuous improvement of educational quality.

Institutional Action Steps:

- Complete current three-year assessment plan - **Met**
- Implement planned updates to Assessment Plan - **Met**
- Begin participation in Assessment Academy - **Met**
- Begin two-year renovation to main Academic Building - **Not Met**

ENSURING THE MISSION - ACHIEVING THE VISION

For the purpose of this plan, the Board will consider an educational experience exceptional if it is part of a comprehensive program of continuous quality improvement, as defined in our Core Value – Excellence.

We will achieve the Board's vision through excellence in the following three areas:

- Academic Excellence
- Service Excellence
- Support Excellence

We will measure our continuous improvement (excellence) using five areas of measure:

- Student Satisfaction - **Met**
- Enrollment – **Not Met**
- Retention – **Not Met**
- Recruitment – **Partly Met**
- Completion – **Not Met**

Student Satisfaction Goals

There are three primary vehicles for measuring students' satisfaction: Graduate Exit Survey, CSSE, and Noel Levitz. Because the latter two are administered on alternating years and are nationally normed, they provide excellent long-term data about satisfaction trends.

Each Division should identify those items which are pertinent to their areas and implement Operational Plan tactics that are designed to increase satisfaction in those areas. The institution-wide goals will be an average increase of 5% in all areas that were measured that year.

Enrollment Goals

1. Because funding at the state level is no longer tied to FTE for most courses, the College's primary strategic goal should be to fill its dorms, as the payments on those dorms represent a fixed cost. This does not necessarily favor out of district students, since some in-district students may either prefer to or be required to live in the residence halls. However, our primary measure of enrollment success should be whether we have maximum dorm occupancy.

Enrollment measure: Create a recruitment and scholarship structure that maximizes dorm residency. The next strategic plan should establish a baseline from which future enrollment can be compared.

2. The enrollment measure in the Strategic Plan should be enlarged to include an optimal/target enrollment mix. The President's Cabinet should work to create a proposal for Board Review in time for the next round of scholarship policy-setting and recruiting cycle.

Retention Goals

The appropriate division should identify students who actually plan to finish a degree or credential at ICC, and that cohort should be tracked to determine retention among them. ("Degree-seeking" is not an accurate measure of this cohort, so an agreed upon subset percentage should be determined.) Among this cohort, retention should increase 3% per year.

Recruitment Goals

Measurement 1: Athletic enrollment should remain steady

Measurement 2: Concurrent enrollment should increase, but only by those percentages that represent the capacity of the local high schools to generate an increase

Measurement 3: Online enrollment should increase by 25% per year

Measurement 4: Residential enrollment should increase to full dorm capacity (increase will be approximately 30 headcount)

Completion Goals

Measurement: ICC's position is that we view the success of our transfer students and the success of our local completers to be of equal value if the student has met his/her self-identified educational goal. Therefore, our goal is to increase our % Cohort Rank for "% Completed OR Transferred" by an average of 2% each year for the next five years. Note that because of the need to track transfers, this is a lagging indicator, and so steps taken to achieve this goal may result in modest results for the next 2-3 years.

Part Three: Recommendations for Strategic and Operational Plans for Upcoming Year

Strategic Plan Recommendations:

1. The data clearly shows that the online area, as a source of new headcount and billable credit hours, is stagnant. We recommend a completely new emphasis on online, in which online becomes its own virtual campus. ***The recommendation is for the Director of Online should report directly to the President and should be a member of the president's cabinet, and should be tasked with and evaluated on his/her success in reaching a minimum target of 25 new, unduplicated students in the fall semester of 2018 and a minimum target of an additional 25 new, unduplicated students in the spring semester of 2019.***
2. The cost of the dorms is constant, and created a significant cost/revenue imbalance when residential enrollment declined. This is because the loss of a residential students hurts the college twice – we lose instructional income (tuition and fees) and housing fees that would have been used to pay dorm expenses. ***The recommendation is that some portion of academic scholarship dollars be devoted to the recruitment of residential students.***
3. The revenue decrease in 2017-2018 has the potential to persist into 2018-2019. ***The recommendation is for the budget to reflect this potential shortfall to prevent our cash balance from dropping too low.***
4. The 2017-2018 Strategic Plan began to address the possibility of decreased public funding. The issue should be continued, and recommendations made for supplementing public funds with additional private funds, including ensuring a long-term supply of unrestricted funds, not simply restricted funds. ***The recommendation is for a simple unrestricted quasi-endowment fund to be created with the current Capital Reserve account and any other available funds, for the primary but not exclusive purpose of funding capital projects in perpetuity.***
5. ***ADA improvements and structural improvements to existing facilities should be prioritized.***
6. The existing Facilities Master Plan has seen good progress on project completion. However, the projects later in the timeline were less structured from a timeline perspective. ***The projects that remain the Facilities Master Plan should be prioritized, based on campus need and donor partner potential.***

Operational Plan Recommendations:

1. Service must be improved to increase student satisfaction. There is simply no reason why a school of our size should not be able to offer service that is seen positively by students in all areas. The student service data we have also requires no guesswork – because it is broken down by area, each area should be able to continue to use this data to identify specific measurable steps for improvement. Also, examination of the national data shows clear areas that demand attention – for example, there are four student satisfaction areas in the Noel-Levitz data (Appendix B) in which ICC ranks lower than the national average and lower than its 2016 results. Areas such as these should be a priority. ***The recommendation for each area is that for student satisfaction operational goals, priority should be given to what the data shows are the weakest areas or the areas of greatest return.***

2. Although we have a significant amount of data about enrollment in different areas and how that enrollment changes over time, data is lacking about how each potential student is identified and recruited. This is because our Admissions area has only recently acquired the normal tracking software that most Admissions Departments have, software that would track a student through the entire recruitment cycle; generating data about the number of prospects, contacts, interests, and real-time success rates from varying zip codes. ***The recommendation for Admissions and Recruiting is that the operational plan for 2018-2019 make thorough use of the reporting function of such software in that division's quarterly reports.***

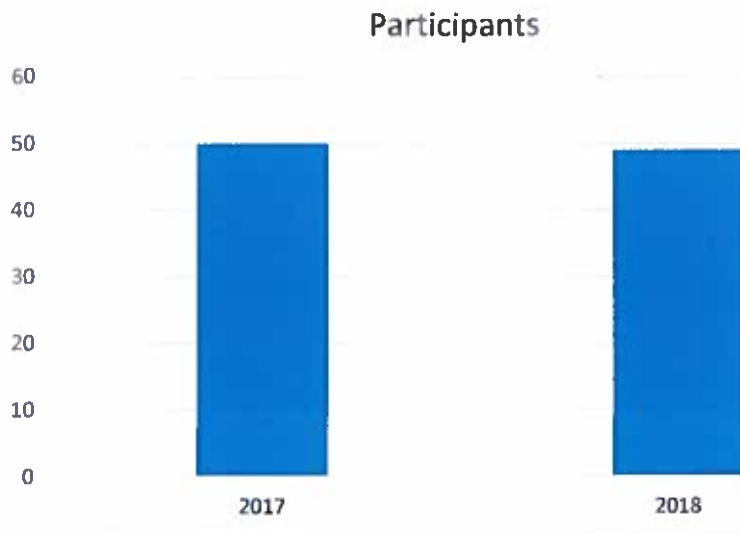
Part Four: Data Measurements Related to Strategic Plan

The section proceeds sequentially through the strategic plan.

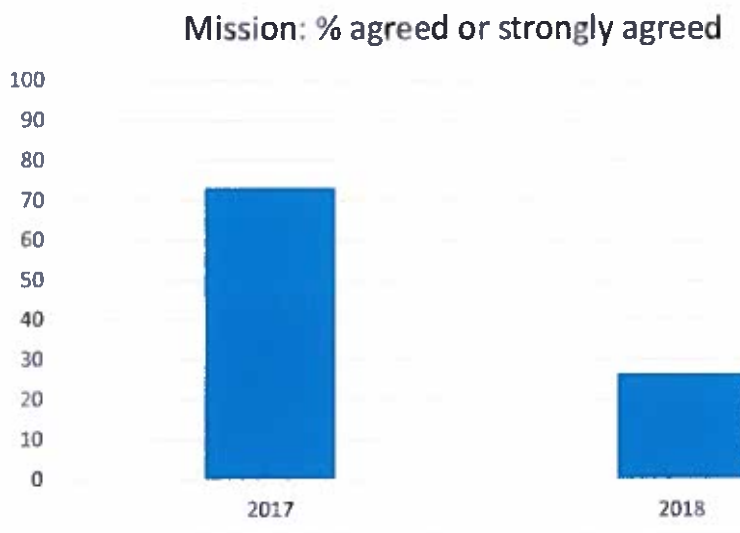
Mission and Vision Statement Survey

For the last two years, an annual survey is conducted of employees to determine their opinions of the ongoing suitability of the current mission and vision statements.

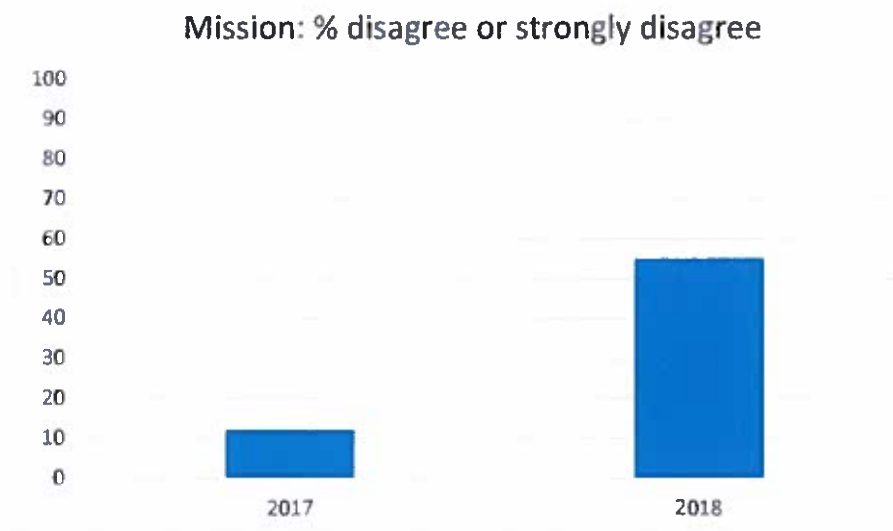
Participation in the survey remained nearly constant:



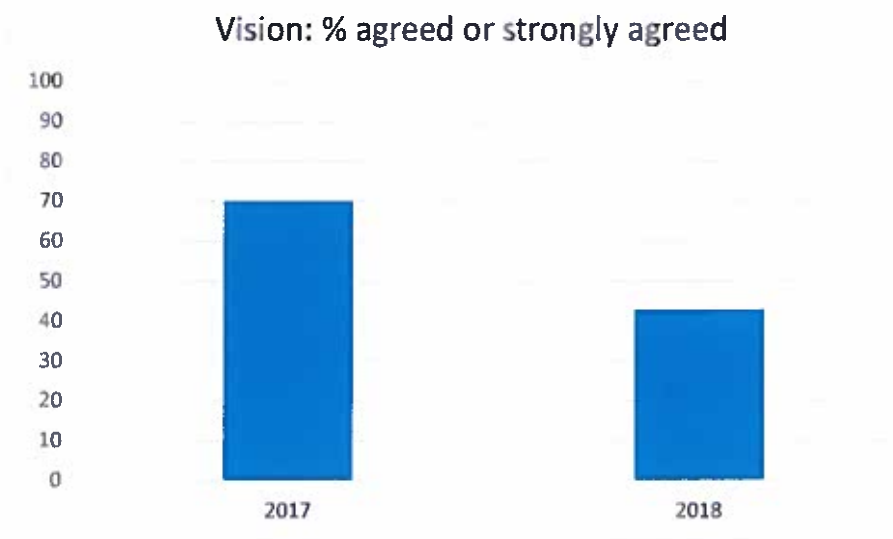
The result showed a decline in agreement with the mission of the college, measured against the results from 2017:



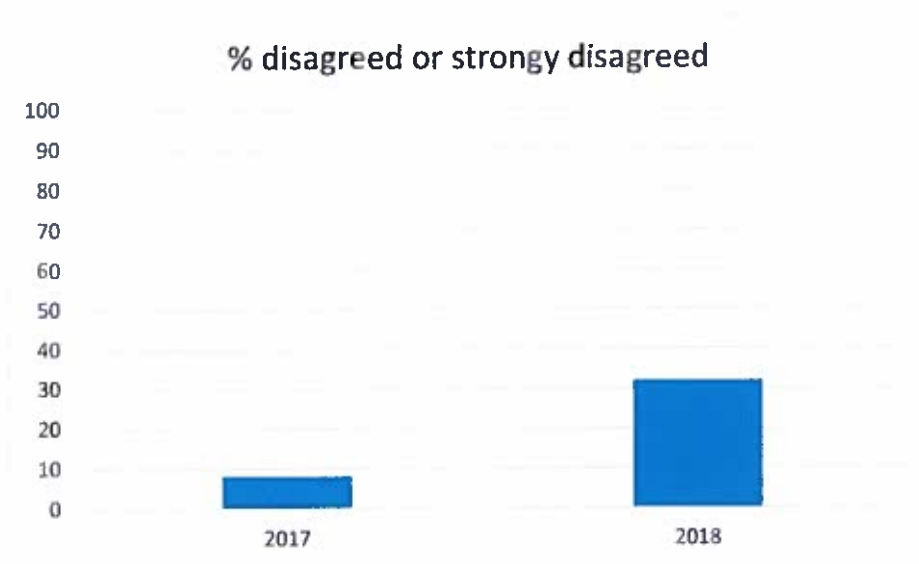
The result showed an increase in disagreement with the mission of the college, measured against the results from 2017:



The results for the Vision Statement were similar, showing a decline in agreement with the vision of the college, measured against the results from 2017:



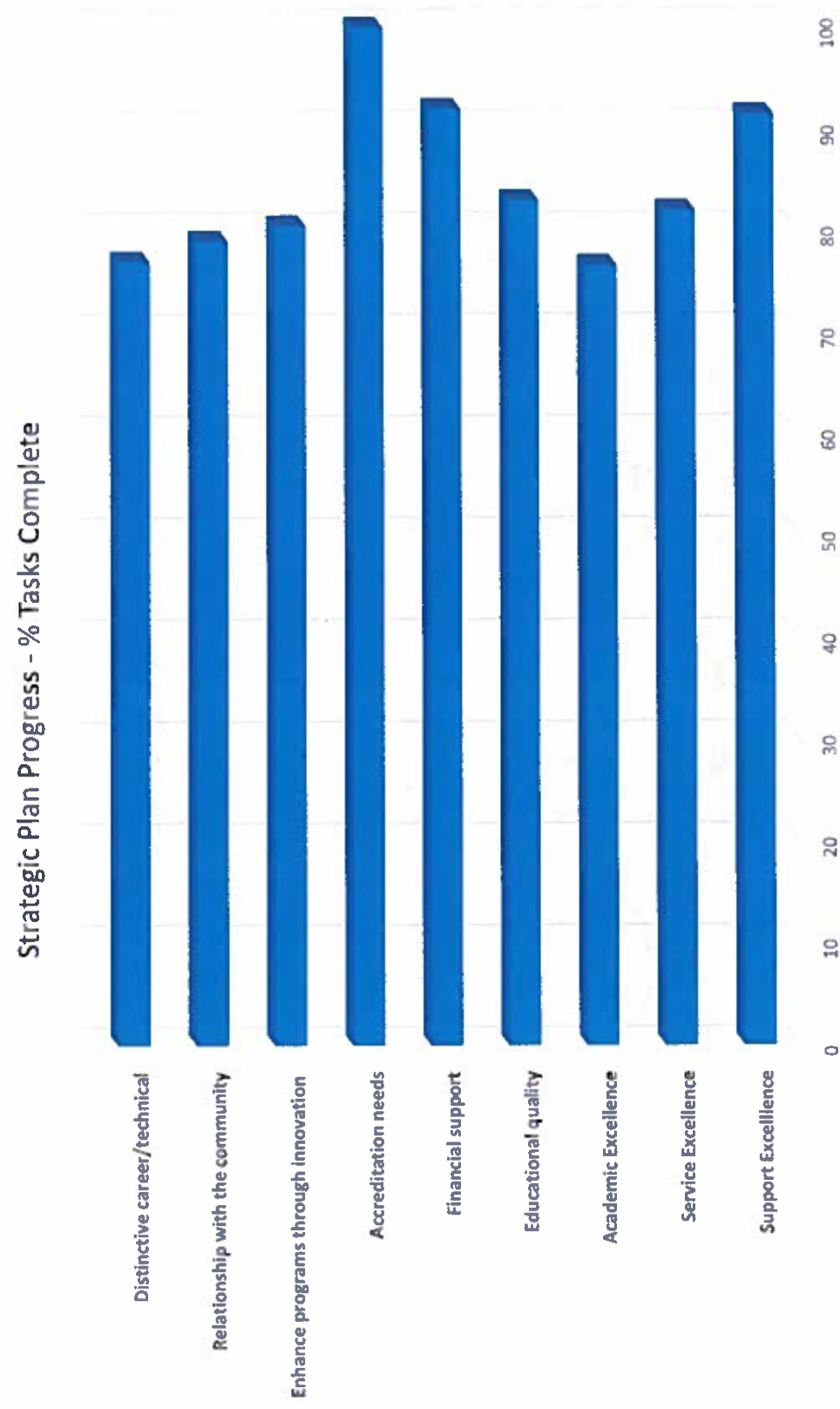
The result showed an increase in disagreement with the vision of the college, measured against the results from 2017:



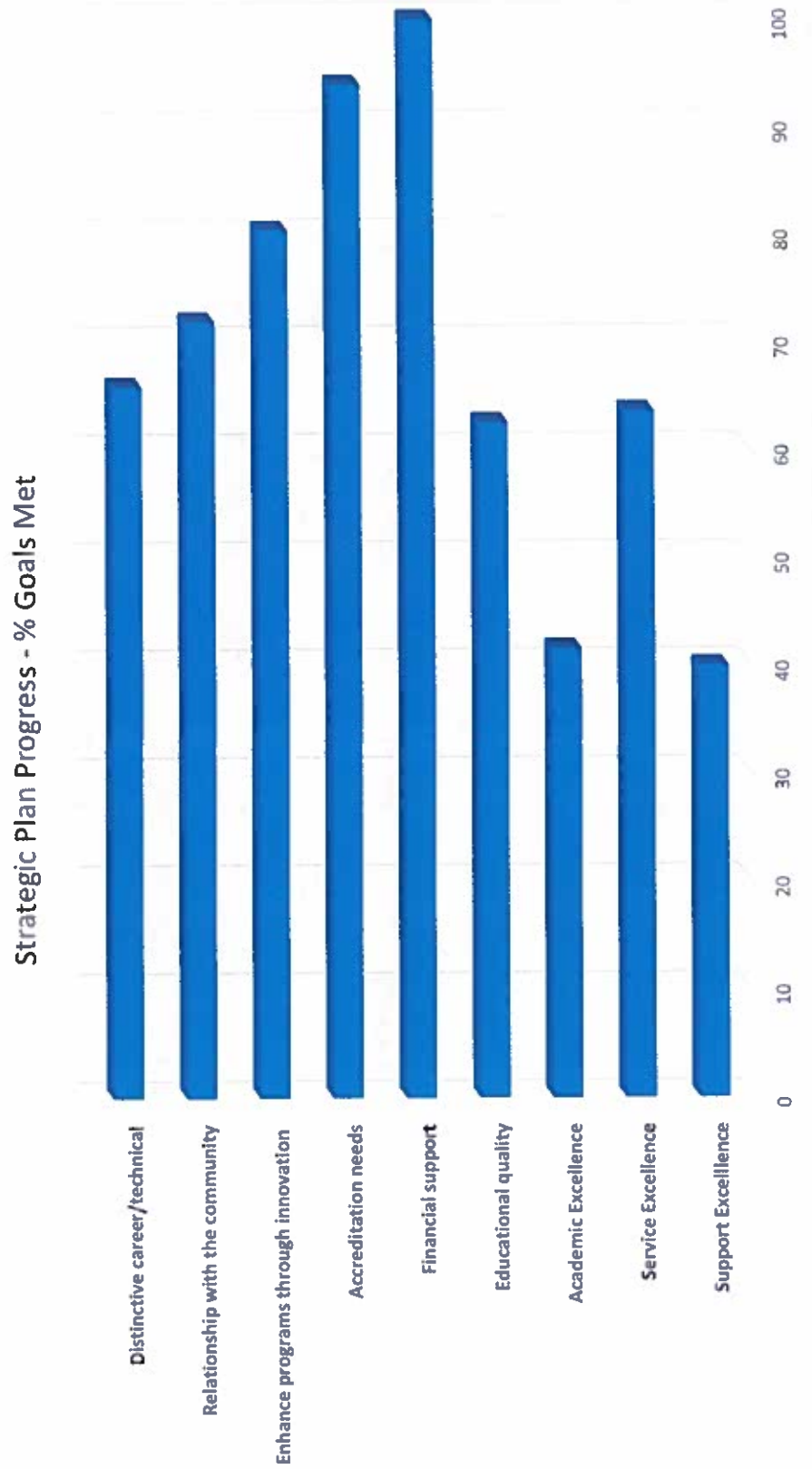
The qualitative comments that accompanied the survey suggest strongly that the those who disagreed with the mission or vision did not feel that the mission or vision are inappropriate. Many actually stated that the mission or vision were appropriate. But the common theme was the perception that one or more areas of the college were not taking the mission or vision seriously, or whose actions were at odds with the lofty ideals they contain.

Recommendation: Due to the conflict between the quantitative responses and the qualitative responses, no change is recommended to the mission or vision statement for the 2018-2019 year. However, it is recommended that the college conduct a more in-depth study of the mission and vision statements in preparation for the 2019-2020 strategic planning process.

The following chart summarizes the completion rate of the individual initiatives contained in Operational Plans that support the six board goals and three areas of excellence that are described in the 2017-2018 Strategic Plan:



The following chart summarizes the percentage of goals met of the individual initiatives contained in Operational Plans that BOTH support the six board goals and three areas of excellence that are described in the 2017-2018 Strategic Plan, AND have measurable outcomes:



Board Strategic Goal #1. Create distinctive career/technical education programs that are equally ready to serve the needs of transfer students and the employment goals of students seeking a two-year degree or certificate.

Actions Taken and Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. Technical Education/Increase the number of industry partners submitted to the employer engagement initiative in order to draw tech students seeking industry skills	Complete	KBOR industry list updated
2. Technical Education/Each Tech program will increase industry partner list by at least 2 each semester	Incomplete	Not Met - There was an increase in advisory board members, but no new employer initiatives were submitted to KBOR
3. Technical Education/The Associate Dean, ICC faculty/staff and the ICC NOW coordinator will work to market to area high school students	Ongoing	N/A
4. Technical Education/Technical programs offered to high school students will increase the number of high school students by at least 2 for the year	Complete	Met - This year we had 23 in the fall and 49 in the spring for a total of 72 up from 62 last year for an increase of 10
5. Technical Education/Each technical program will increase the number of articulation agreements with four-year universities by at least 1 per semester	K-State Global does not want to complete any articulation agreements until their new software program is running and Pitt State has everything, but has not completed their end. No new articulation agreements have been made this year	Not Met
6. Online/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	Complete and ongoing	Online programs offered completely online increased from 1 to 8 Eight new adjuncts were hired and 12 new courses were added
7. Online/Marketing will initiate a marketing campaign to promote	Complete	N/A

online enrollment and program success by May 1, 2018		
8. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8
9. Registrar/100% of Academic Council meetings will be attended by Registrar's office staff. KBOR course inventory, program inventory, and course matrix will be maintained	Complete	N/A

Board Strategic Goal #2: Improve the College's Relationship with the Community
Actions Taken and Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. President/President hosts monthly initiatives with community members	Ongoing	
2. President/Continue meetings with President's Advisory Council	Ongoing	
3. President/President hosts monthly initiatives with faculty and staff members	Ongoing	
4. Technical Education/Increase the number of industry partners submitted to the employer engagement initiative in order to draw tech students seeking industry skills	Complete	KBOR industry list updated
5. Technical Education/Each Tech program will increase industry partner list by at least 2 each semester		Not Met - There was an increase in advisory board members, but no new employer initiatives were submitted to KBOR
6. Technical Education/The Associate Dean, ICC faculty/staff and the ICC NOW coordinator will work to market to area high school students	Ongoing	
7. Technical Education/Each technical program will increase the number of articulation agreements with four-year universities by at least 1 per semester	K-State Global does not want to complete any articulation agreements until their new software program is running and Pitt State has everything, but has not completed their end. No	Not Met

	new articulation agreements have been made this year	
8. Technical Education/Technical programs offered to high school students will increase the number of high school students by at least 2 for the year	Complete	Met - This year we had 23 in the fall and 49 in the spring for a total of 72 up from 62 last year for an increase of 10
9. Online/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	Complete and ongoing	Online programs offered completely online increased from 1 to 8. Eight new adjuncts were hired and 12 new courses were added
10. Online/Marketing will initiate a marketing campaign to promote online enrollment and program success by May 1, 2018	Complete	
11. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8
12. President/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	Complete	Not Met Satisfaction level dropped from 5.05 to 4.73
13. Library Resources/The Director of Library Services will attend at least two professional conferences per year to become aware of regional initiatives	Complete	Met
14. Library Resources/The Director of Library Services will seek opportunities to cooperate with other institutions in consortia purchasing	Complete	
15. Library Resources/The Director of Library Services will seek opportunities to cooperate with other institutions in grant writing	Complete	3 grants received and working on NE grant for January 2019
16. Library Resources/The Director of Library Services will seek opportunities to cooperate with other institutions in regional project development	Complete and Ongoing	
17. Library Resources/ Staff will host at least 2 cultural and 2 educational programs per semester for the public and college community	Incomplete-postponed until staffing is filled due to time demands	

18. Registrar/Fulfill 85% of transcript requests within two business days	Complete and ongoing	
19. Registrar/Semester review of policy manual and procedure manual to provide for clear direction and instructions for all services provided by the Registrar's office	Complete and ongoing	
20. Registrar/Expenditures will be tied to operational plan and stay within given restraints	Complete	
21. Registrar/Conduct reviews in conjunction with Academic Affairs team, help coordinate campus FERPA training, incorporate new relevant information, and successfully complete VA compliance audits	Complete	
22. Admissions/Use National Student Clearinghouse Research Student Tracker Service to see if implementing Community Pirate Partnership had impact on student retention numbers		Not Met – Data under review
23. Admissions/Use CP2 to increase student satisfaction to support institutional retention rates		Not Met- Survey not administered
24. Marketing Department/Will improve community relations by including community leaders as advisors to marketing strategies for special events happening throughout the academic calendar	Complete and ongoing	
25. Marketing Department/Will develop and implement an inbound marketing plan for the Fall 2017/Spring 2018 academic school year	Complete	
26. 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.	Complete and ongoing	
27. Athletics/Increase the number of Community Service hours performed by student athletes to 5 hours annually per athlete		Met - Athletics as a whole performed 1465 hours of Community Service this year which is an average of 5.63 hours per student athlete
28. Athletics/Establish a baseline to engage spectators and sponsors by Creating a 'Fan Experience' at home sporting contests	Complete	
29. Athletics/Increase the number of dollars in Fundraising by individual teams	Complete	Met - Fundraised dollars per program: +Athletic Training - \$100 -Stunt - \$900 +Men's Basketball - \$3000

		+Women's basketball - \$4749 +Softball - \$5095 +Football - \$11,281(not including gifts in kind) +Baseball - \$16,000
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Board Strategic Goal #3: Enhance programs through innovation to improve the overall student experience.

Actions Taken and Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. President/Vet Tech Task Force Created	Complete	
2. President/Resolution of various accreditation deficiencies will be considered during the budget-planning process where appropriate funding is earmarked	In progress	
3. President/Structure Program Reviews in alignment with the Strategic Plan	Complete	
4. President/Program Review outcomes will drive the budget planning process	In progress	
5. Technical Education/ICC TECH increases institutional effectiveness and positive moral through a recognition incentive program	Complete and ongoing	
6. Online/Associate Dean of Online will meet with the Online Advisory Committee a minimum of once a month to continually update the online manual	Complete	
7. Online/Online Advisory Committee will reevaluate the outcomes and goals for annual data collection	Incomplete	
8. Online/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	Complete and ongoing	Online programs offered completely online increased from 1 to 8. Eight new adjuncts were hired and 12 new courses were added
9. Online/Marketing will initiate a marketing campaign to promote online enrollment and program success by May 1, 2018	Complete	
10. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8.
11. ICC Tech/Raise the score for "Our campus focuses on the positive rather than the negative" in the Campus Culture Survey		Not Met - Last year's score was 3.22 and this year was 2.8 so there was a drop not an improvement

12. Library Services/Review all materials with programs scheduled for program review this year by December 2017 and obtain a list of desired materials from each program	Complete	
13. Library Services/Remove items which instructors find outdated or which will not be used	Complete	
14. Library Services/Noel-Levitz- decrease the performance gap by .05 for question #14		Met - Decreased the performance gap on #14 (regarding adequacy of Library resources and services) by .07
15. Library Services/Score at least 80% satisfactory on faculty/staff survey regarding library resources	Incomplete – No feedback received	
16. Library Services/Promote the new request feature available in the online catalog and receive at least 1 suggestion in the first 3 months of use	Complete and ongoing	No requests were made via catalog, but some were received via email and in person
17. Registrar/Conduct reviews in conjunction with Academic Affairs team, help coordinate campus FERPA training, incorporate new relevant information, and successfully complete VA compliance audits	Complete	
18. Financial Affairs/Provide economically-disadvantaged students with more opportunities to graduate or transfer from ICC without student debt	In progress	The OSFA is on track to meet our spending goal of 90% of the awarded amount. We have currently spent 89.9% of the total awarded FWS funds and have one pay period remaining in the award year
19. Financial Affairs/Continue increasing the number of students positively impacted by the FWS program, the OSFA will target spring student 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	Complete	Met - OSFA has increased the total number of FWS recipients to 59 compared to 45 recipients at the same time last year
20. Financial Affairs/Educate students about personal financial wellness	Complete and ongoing	Increased number of workshops and presentations for students and staff by utilizing Cash Course program in tandem with Student Support Services
21. Financial Affairs/Collaborate with Admissions, Upward Bound, and Independence High School to hold another "Price Is Right" financial literacy gameshow tailored to high school students	Complete - Price Is Right financial literacy event for 100 Independence High School students and staff was held in March	

22. Financial Affairs/Conduct a Lunch & Learn in conjunction with Student Support Services to provide students information on budgeting financial aid refunds	Complete – Budget Workshop held for 10 College students	
23. Financial Affairs/Hold FAFSA completion events and provide students access to computers and parents to complete the FAFSA with financial aid staff available to assist	Complete	
24. Financial Affairs/Increase the number of early FAFSAs completed by 10% by February 1, 2018	Complete -	Met - An increase of 30% over last year, and OSFA has received those 3 months earlier than last year
25. Financial Affairs/Reduce the annual 3-Year Cohort Default Rate (CDR) calculated by the Department of Education	Complete	Met - An increase of 8.47% in the number of students no longer being reported as delinquent
26. Financial Affairs/Increase scores in CESSE and Graduate Exit Surveys related to students' experiences with the OSFA	Incomplete	
27. Financial Affairs/Successfully complete conferences and workshops by earning continuing education credits and certifications. Reduce or eliminate audit findings through proper training and understanding of regulations	Complete	
28. Financial Affairs/Increase visibility and sales at Athletic games and events by 50%. Increase advertisements in local paper and media outlets	Complete	Met - 38% increase in web orders and 73% increase in sales dollars
29. Financial Affairs/Improve the college's relationship with the community by expanding and enhancing the College Bookstore webpage/sales	Complete	Met - 38% increase in web orders and 73% increase in sales dollars
30. Financial Affairs/Reduction of Fall 2017 A/R Aging by 2%		Met - Fall 2017 A/R aging was captured at 8.68% which is a reduction over Fall 2016 of 3.79%. Spring 2018 A/R term aging was captured at 11.79% which is a reduction over Spring 2017 at 12.47%;
31. Financial Affairs/Baseline FY 2017 data for statements and A/R Aging	Complete - Baseline data was determined. Staff have created an "Accounts Receivable Summary" monthly	

	report to track A/R aging data and currently are reviewing on a weekly basis	
32. Financial Affairs/Reduce the amount of debt owed by students when leaving ICC through improved communications and payment options	Complete and Ongoing/ Continued mailing of statements by 5 th of each month, constant communication with departments regarding student balances have continued	
33. Facilities/Respond to campus facility maintenance and needs in a timely fashion	Complete and Ongoing	Met - 295 maintenance tickets submitted, 294 were resolved and 1 is still open. The 1 open ticket is a way for maintenance staff to track Preventative Maintenance of HVAC systems
34. Facilities/Stay within budgeted dollars allotted for the Maintenance Department	Complete	Met - Expensed and encumbered 92% of published budget. Expensed and encumbered 92.7% of new operating budget
35. The ICC Maintenance department will create and maintain fiscally responsible practices in the areas of maintenance/repairs, security, transportation, and grounds/landscaping	Complete and Ongoing	
36. ICC Maintenance staff/100 % will be trained in CPR and AED	Incomplete	
37. ICC Maintenance staff/50% will receive First Responder Training	Incomplete	
38. Compliance/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	Complete. Student Satisfaction and Complaints Review Committee formed	
39. Compliance/Provide campus-wide training for the new Maxient program	Complete	

40. Compliance/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	Complete and Ongoing	
41. Compliance/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	Complete and Ongoing 33/41 80.5%	First data report following April meeting 15/16 94%

Board Strategic Goal #4: Respond aggressively and appropriately to institutional needs identified by external accrediting organizations.

Actions Taken and Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. President/Specific requirements are included in Departmental Operational Plans	Complete	
2. President/Data is gathered for setting targets and establishing benchmarks	Ongoing	
3. President/Deficiencies noted in the HLC Comprehensive Quality Review Final Report are resolved	Ongoing – ahead of schedule	
4. President/Cabinet meetings will focus around strategies for resolution of deficiencies noted	Complete and Ongoing	
5. President/Continue weekly Cabinet discussion of individual accreditation Criteria findings	Complete and Ongoing	
6. President/Distribute Cabinet meeting minutes "All Staff", "All Students", and the Board of Trustees for campus-wide inclusion and transparency	Complete and Ongoing	
7. President/Set targets for goal achievement	Complete	
8. President/Outcomes drive the budget-planning process	Ongoing	
9. President/Operational Plans reflect the Strategic Plan and Board of Trustees Goals	Complete	

10. President/Identify funding requirements where appropriate to facilitate inclusion for consideration during the budget-planning cycle	Ongoing	
11. President/Establish link between Strategic Plan, Operational Plan, and budget process; earmark funding where appropriate	Complete	
12. President/Develop Operational Plans through Strategic Plan directives and Board Goals	Complete	
13. President/Present quarterly reviews of Operational Plans to Board of Trustees	Complete	
14. President/Present to the Board annual progress report toward achieving goals stated in Operational Plans	Complete	
15. President/Present monthly accreditation progress report to Board of Trustees	Complete and Ongoing	
16. President/Post Quarterly Reviews on the College website	Complete and Ongoing	
17. President/Address deficiencies during weekly Cabinet meetings with responsible parties for achieving resolution identified and timelines set for completion	Complete and Ongoing	
18. President/Collaborate with HLC liaison to confirm strategies for addressing deficiencies are appropriate	Complete and Ongoing	
19. Compliance/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	Complete/Student Satisfaction and Complaints Committee formed.	
20. Compliance/Provide campus-wide training for the new Maxient program	Complete	
21. Compliance/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	Complete and Ongoing	

22. Compliance/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	Complete and Ongoing	First data report delivered at April 2018 meeting
23. Compliance/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	Ongoing/Specific areas of focus implemented: Clery Act, Title IX and HLC priorities	
24. Compliance/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	Complete and Ongoing	
25. Compliance/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	Complete	Met
26. Compliance/Compliance Officer will attend monthly compliance training webinars and/or conferences	Complete	
27. Compliance/Respond to the Higher Learning Commission and ensure that all federal, state, and local reporting requirements are met	Ongoing	

Board Strategic Goal #5: In anticipation of a decrease in public funding, create structures and processes to increase private support, and tuition and fee support.

Actions Taken and Results:

Tasks	Complete/Incomplete?	Measurable Outcome Met?
1. President/Private support for scholarships increases 25% over 2016-2017 levels	Ongoing	Foundation awarding (25) \$200 part-time student scholarships
2. President/Processes are established for supplementing decreasing level of	In progress	Anticipated completion end of second quarter of the 2017-2018 fiscal year

public funds with additional private unrestricted funds-at least two options for structures or mechanisms will be submitted		
3. President/Checks and balances are implemented and 98% accuracy of financial forecasting reports is achieved	Complete	
4. President/Inge Center activities are aligned with College Mission and Vision.	Complete	
5. President/Financial predictability of Inge Center achieves stability	Complete	
6. President/Sections of Noel Levitz Student Satisfaction Inventory regarding Inge Center activities show improvement in areas associated with student benefits	Complete	Results show a slight drop in various areas associated with student benefits
7. President/Identify potential Inge Honoree donors, craft letters personal information, and follow-up with phone conversations and solicitations	Complete	Donations received
8. President/Mail solicitation letters to recipients of <i>New Voices in the American Theater Award</i> . Follow-up phone conversations	Complete	Donations received
9. President/Host meeting of the Inge Artistic Advisory Committee.	Complete and Ongoing	
10. President/Independence Community College and Independence Community College Foundation objectives are aligned for cohesiveness between the entities	Ongoing	
11. President/Requested and received ICC Foundation financial assistance sending football athletic students to the Midwest Classic Bowl game	Complete	
12. President/Raise funds for Pirate Pantry through ICC Foundation hosting Dancing With The Indy Stars	Complete	
13. President/Poll Trustees for level of satisfaction with: involvement in the budgeting process, and degree of oversight	Incomplete	
14. President/Interim Artistic Director for the Inge Center will utilize a different process for the Inge Theater Festival to improve financial stability and predictability	Complete	

Board Goal #6: Ensure continuous improvement of educational quality.

Actions Taken and Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. Academic Affairs/Increase the completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course	Incomplete - Spring semester has ended, so IR can now start pulling data to see if we made our goal	
2. Academic Affairs/Identify areas for improvement based on data received from common assessments in both developmental and English Comp I courses	In progress	
3. Technical Education/Identify improvements in retention and success of students in technical programs	Ongoing	
4. Technical Education/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	Complete	
5. Technical Education/Associate Dean and the Vet tech staff will meet any critical needs identified by the 2017 Vet Tech Accreditation	Complete	Reinstatement of Full Accreditation Status Received
6. Technical Education/Associate Dean and the Cosmetology staff will meet any critical needs identified by the 2017 Cosmetology site inspection	In progress	Floor inspection done
7. Online/Associate Dean of Online will meet with the Online Advisory Committee a minimum of once a month to continually update the online manual	Complete and ongoing	
8. Online/Online Advisory Committee will review and update processes for evaluating online instruction to meet the needs of the expanding department by May 30, 2018	In progress	
9. Online/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	Complete and ongoing	Met - Online programs offered completely online increased from 1 to 8. Eight new adjuncts were hired and 12 new courses were added

10. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8.
11. Library Resources/Noel-Levitz-decrease the performance gap by .05 for question #14. Library resources and services are adequate	Complete	Met - Decreased the performance gap on #14 (regarding adequacy of Library resources and services) by .07
12. Library Resources/Analysis of post instruction activities in College Success with student success rate of 70% or better for each semester	Incomplete – Feedback not received from College Success instructors	
13. Library Resources/Monthly theme in information literacy to be emphasized	Complete and Ongoing	
14. Library Resources/Director or Staff will interact with 100% of college success classes and 85% of English classes each semester for the 2017-2018 academic year	Complete	
15. Library Resources/All students will be enrolled in library resources class by the end of first semester	Incomplete - In development with online	
16. Library Resources/Statistical analysis of use of online tutorials and library skills course on Canvas	Incomplete	Possible redevelop with new ADA requirements
17. Library Resources/Survey library patrons once per year to determine satisfaction with library staff. Satisfaction will be at 80% or higher	Complete	Not Met - Survey showed that overall satisfaction with library services was okay. Students were not happy about shortened hours and lack of staff available during all open hours. Satisfaction with those items were less than 60%
18. Library Resources/Maintain an appropriate room and storage conditions for archival materials including developing a needs list by December 2017	Complete	
19. Library Resources/Work with the Inge Director and staff to create a file of signed releases for digital archives and for historical purposes and begin obtaining releases for items in the back log to be completed by May 2018	Complete	
20. Student Support Services/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	Complete and Ongoing	

21. Student Support Services/73% of all participants will meet the performance level required to stay in good academic standing at the applicant institution	Complete	
22. Student Support Services/32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years	Complete	
23. Student Support Services/80% of SSS participants will complete CashCourse modules and score higher on post-tests assessment than on pre-test assessment	Complete	Not Met - 20% of active participants completed CashCourse modules and scored higher on post-test than on pre-test

Board Area of Excellence #1: Academic Excellence
Actions Taken and Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. Academic Affairs/Increase the percentage of students employed in a related field and/or continuing their education within one year of successfully completing any Program	In progress	
2. Academic Affairs/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)	Ongoing	
3. Academic Affairs/Increase the completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course	In progress	
4. Academic Affairs/Identify areas for improvement based on data received from common assessments in both developmental and English Comp I courses	In progress	
5. Academic Affairs/Instructors will notify students early in the term if they are doing poorly in a class	Ongoing- Navigators took this responsibility	
6. Academic Affairs/Noel Levitz - 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."	Complete	Met - The performance gap between importance and satisfaction for Spring 2018 was 0.65. This is a bigger reduction than our target was set at, which means we made significant progress towards this goal

7. Technical Education/Raise the score for "Our campus focuses on the positive rather than the negative" in the Campus Culture Survey	Complete	Not Met - Last year's score was 3.22 and this year was 2.8 so there was a drop not an improvement.
8. Technical Education/Identify improvements in retention and success of students in technical programs	Ongoing	
9. Technical Education/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	In progress	
10. Technical Education/Follow up on the barbering program that was taken to Academic Council in 2017	Incomplete	On Hold/Budget Restrictions
11. Technical Education/Associate Dean and the Vet tech staff will meet any critical needs identified by the 2017 Vet Tech Accreditation	Complete	Reinstatement of Full Accreditation Status Received
12. Technical Education/Associate Dean and the Cosmetology staff will meet any critical needs identified by the 2017 Cosmetology site inspection	In progress	Floor inspection done
13. Online/Associate Dean of Online will meet with the Online Advisory Committee a minimum of once a month to continually update the online manual	Complete and ongoing	
14. Online/Online Advisory Committee will review and update processes for evaluating online instruction to meet the needs of the expanding department by May 30, 2018	In progress	
15. Online/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	Complete and ongoing	Online programs offered completely online increased from 1 to 8. Eight new adjuncts were hired and 12 new courses were added
16. Online/Marketing will initiate a marketing campaign to promote online enrollment and program success by May 1, 2018	Complete	
17. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8
18. Library Resources/Noel-Levitz-decrease the performance gap by .05 for question #14. Library resources and services are adequate	Complete	Met - Decreased the performance gap on #14 (regarding adequacy of Library resources and services) by .07

19. Library Resources/Analysis of post instruction activities in College Success with student success rate of 70% or better for each semester	Incomplete	
20. Library Resources/ Monthly theme in information literacy to be emphasized	Complete and ongoing	
21. Library Resources/Director or Staff will interact with 100% of college success classes and 85% of English classes each semester for the 2017-2018 academic year	Complete	Met
22. Library Resources/All students will be enrolled in library resources class by the end of first semester	Incomplete	In development with online
23. Library Resources/Statistical analysis of use of online tutorials and library skills course on Canvas	Incomplete	Possible redevelop with new ADA requirements
24. Library Resources/Survey library patrons once per year to determine satisfaction with library staff. Satisfaction will be at 80% or higher	Incomplete	Not Met - Survey showed that overall satisfaction with library services was okay. Students were not happy about shortened hours and lack of staff available during all open hours. Satisfaction with those items were less than 60%
25. Library Resources/Maintain an appropriate room and storage conditions for archival materials including developing a needs list by December 2017	Complete	
26. Library Resources/Proper legal documents for usage of William Inge Collection materials by others, and copyright/performance clearance completed by December 2017	Complete	
27. Library Resources/Work with the Inge Director and staff to create a file of signed releases for digital archives and for historical purposes and begin obtaining releases for items in the back log to be completed by May 2018	Complete	
28. Library Resources/Director of Library Services will work with Inge community to seek out resources to maintain the collections	Incomplete	Volunteers failed to show up in the second half of the first semester and the first part of the spring
29. Library Resources/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	Incomplete	Due to time constraints and budget
30. Library Resources/Inge Collection Committee will meet at least 2 times per semester to assess the progress of projects	Incomplete	Inge Collection Committee has not met yet this semester and has not informed Library Director of any Inge activities through the Inge Center

31. Student Support Services/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	Ongoing	
32. Student Support Services/73% of all participants will meet the performance level required to stay in good academic standing at the applicant institution	Complete	
33. Student Support Services/32% of participants will graduate from the institution with an associate's degree or certificate within four (4) years	Ongoing	
34. Student Support Services/31% of participants will receive an associate's degree and transfer to a four-year institution within four (4) years	Ongoing	
35. Student Support Services/80% of SSS participants will complete CashCourse modules and score higher on post-tests assessment than on pre-test assessment	Complete	Not Met - 20% of active participants completed CashCourse modules and scored higher on post-test than on pre-test
36. Student Support Services/60% of SSS participants surveyed will report that their financial and economic literacy was improved by participation in targeted SSS activities	Incomplete	Not Met - Spring survey did not include this question. Data will be collected in August, 2018
37. Student Support Services/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	Incomplete	Not Met - Spring survey did not include this question. Data will be collected in August, 2018
38. Student Support Services/60% of identified stakeholders will report that SSS social media interactions are somewhat or very helpful to them	Incomplete	Not Met - Spring survey did not include this question. Data will be collected in August, 2018
39. Information Technology/ Implement reusable and Administratively wide accessible reports for 100% of the KBOR and IPEDs collections	Complete	
40. Information Technology/ Complete the integration of SQL Server Reporting Services with Ellucian and GP Dynamics to allow access to all 140 faculty and staff	Ongoing	

41. Information Technology/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	Complete and Ongoing	
42. Upward Bound/ <u>85%</u> 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	Complete	Q2: Met - 90% of participants have a GPA of 2.5 or higher, in progress until 05/18 Q3: Met - Grade check - Feb. 1, 2018 - 4% (3 of 62 participants) below 2.5 GPA Q4: Not Met - Grade check- May 1, 2018— 24% (16 out of 65) participants were put on Academic Probation due to the new tutoring policy changes
43. Upward Bound/ <u>50%</u> of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math	In progress	Not Met - 29 out of 50 participants are enrolled in ACT Math and English for the Summer Program 2018 to improve efficiency on state assessments
44. Upward Bound/ <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	In progress	Met - 100% of participants graduated with a regular high school diploma, or moved on to the next grade level following the 2017-2018 academic year
45. Upward Bound/ <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	In progress	Met - 100% of seniors graduated with a regular secondary school diploma and completed a rigorous program of study
46. Upward Bound/ <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 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	Complete	Met - 100% of seniors have been accepted into an institution of higher education
47. Upward Bound/ <u>44%</u> 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	In progress - 13 out of 15 seniors have qualified for the summer Bridge program and will be taking	

bachelor's degree within six years following graduation from high school	up to six credit hours at ICC; 25 juniors and sophomores have enrolled in one (1) three (3) credit ICC college class for the first summer session	
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Board Area of Excellence #2: Service Excellence
Actions Taken/Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. President/Improve service through adoption of specific CSSE measures, or measures that each area's activities influence, to increase student satisfaction	Complete	
2. President/Install survey kiosk for collecting data regarding students' levels of satisfaction in various area across campus; associated reports will identify areas for improvement	Complete	
3. President/Establish benchmarks for evaluating future data from Survey kiosk reports	In progress	Benchmark set at spring 2018 monthly average
4. President/Sections of the Noel Levitz Student Satisfaction Inventory show improvement in areas associated with student benefits	Complete	Results show a slight drop in various areas associated with student benefits
5. President/Host monthly initiatives with faculty and staff members	Complete and Ongoing	
6. President/Host monthly initiatives with community members	Complete and Ongoing	
7. Online/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	Complete and ongoing	Online programs offered completely online increased from 1 to 8. Eight new adjuncts were hired and 12 new courses were added
8. Online/Marketing will initiate a marketing campaign to promote online enrollment and program success by May 1, 2018	Complete	

9. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8
10. President/Raise funds for Pirate Pantry through ICC Foundation hosting Dancing With The Indy Stars	Complete	
11. President/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	Complete	Not met - Satisfaction level dropped from 4.73 to 4.67
12. Tutoring Services/Maintaining CRLA Certification for Tutor Training Program – logging all tutor contacts weekly	Complete	
13. Tutoring Services/Maintaining CRLA Certification for Tutor Training Program –distributing tutor contact sheets to faculty daily	Complete	
14. Tutoring Services/Maintaining CRLA Certification for Tutor Training Program – updating tutor training program in July/August	Incomplete	
15. Tutoring Services/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.	Complete	
16. Tutoring Services/Complete Departmental Review by April of 2018		
17. Tutoring Services/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	Complete	
18. Academic Advising/Director of Enrollment and Retention Management will lead annual departmental review	Complete	
19. Academic Advising/Utilize practices and approaches that are fiscally responsible	Complete	
20. Academic Advising/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	Complete	Met - Decreased the gap to .47

21. Library Resources/Noel-Levitz- Decrease the performance gap for question #26 by .05	Complete	Met - Decreased the performance gap on question 26 (regarding the friendliness and knowledge of staff) by .18
22. Library Resources/Collect baseline data on student usage through door counter statistics	Complete	
23. Library Resources/Have 10 staff meetings to implement new technology updates, discuss needs and fix problems	Complete	Orientation has been done with student workers/staff position will not be filled
24. Library Resources/The Library will meet or exceed the national staffing averages at peer institutions (e.g. see NCES)	Incomplete	Remain below national and regional staffing levels and hours
25. Library Resources/All full-time employees will participate in at least one work related conference or workshop every year	Complete	
26. Library Resources/All staff will participate in at least 8 out of the 10 staff meetings	Incomplete	No professional staff; meetings held with student workers weekly or as needed
27. Library Resources/Survey library patrons once per year to determine satisfaction with library staff. Satisfaction will be at 80% or higher		Not Met - Survey showed that overall satisfaction with library services was okay. Students were not happy about shortened hours and lack of staff available during all open hours. Satisfaction with those items were less than 60%
28. Registrar/Fulfill 85% of transcript requests within two business days	Complete	
29. Registrar/Semester review of policy manual and procedure manual to provide for clear direction and instructions for all services provided by the Registrar's office	Complete and ongoing	
30. Registrar/ Expenditures will be tied to operational plan and stay within given restraints	Complete	
31. Registrar/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	Complete	
32. Registrar/Conduct reviews in conjunction with Academic Affairs team, help coordinate campus FERPA training, incorporate new relevant information, and successfully complete VA compliance audits	Complete	
33. Registrar/100% of Academic Council meetings will be attended by Registrar's office staff. KBOR course	Complete	

inventory, program inventory, and course matrix will be maintained		
34. Admissions/Increase satisfaction rating for Noel Levitz item number 5 "The personnel involved in registration are helpful" from 0.08 – 0.10		Not Met - Gap widened to .54
35. Admissions/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		Not Met - Gap widened to .63
36. Admissions/Use Ellucian to measure the percentage of students that complete setup in Pirate Portal	Complete	Fireworks system will fix this process; Starting on June 11 th , students will automatically get their username and log-on emailed to them
37. Admissions/Use CP2 to increase student satisfaction to support institutional retention rates		Not Met- Survey not administered
38. Admissions/Use National Student Clearinghouse Research Student Tracker Service to see if implementing Community Pirate Partnership had impact on student retention numbers		Not Met – Data under review
39. Marketing Department/Will develop and implement an inbound marketing plan for the Fall 2017/Spring 2018 academic school year	Complete	
40. 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	Complete	
41. Athletics/Establish a baseline for user hits on Live Streaming Games and Webpage/Social Media interaction with our athletic programs	Complete	FB views: Hype Video – 9.2 K, Midwest Bowl Highlights – 40K, Athletic Webpage Monthly Visits: Aug – 52,175, Sept – 61,480, Oct – 60,376, Nov – 63,929, Dec – 53,972, Jan – 32,421. Twitter followers for Dream U – 4,717
42. Athletics/Increase student athlete satisfaction by providing safe and exceptional Athletic Practice and Game Facilities by 2% based on ICC Student Athletic Experience Survey	Complete	Met - There was an increase by 34% in satisfaction with regards to game/practice facilities. 78% of our SA were satisfied with the practice facilities and 93% of our SA were satisfied with their Game Facilities. You can see the 15% gap between practice and game facilities. This number was highly influenced by the football dissatisfaction of their practice facilities
43. Athletics/Increase student athlete satisfaction by providing a safe and exceptional student athlete travel	Complete	Met - There was an increase by 34% in satisfaction with regards to satisfaction in transportation to and from games

experience by 5% based on ICC Student Athlete Experience Survey		
44. Athletics/Maintain the development of leadership skills in student athletes through athletic participation above 90% based on the ICC Student Athletic Experience Survey		Met - 98% of our SA felt splaying sports at ICC developed leadership qualities in themselves and their teammates (compared to 96% in 2016-17)
45. Athletics/Establish a baseline to increase student athlete retention rates based on NJCAA Athletic Department Review Report	Complete	Overall Athletic Retention Rate – 75%. By sport: Football – 82%, Men’s Basketball – 96%, Women’s Basketball – 100%, Baseball – 83%, Softball – 78%, Stunt 78%, Golf – 40%, Athletic Training – 43%
46. Athletics/Increase women’s salaries by 2% as a step in meeting gender equity guidelines based on Equity in Athletics Report	Incomplete	Not Met – Won’t have data until Equity Report is completed in August
47. Athletics/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	Incomplete	Not Met - Won’t have data until Equity Report is completed in August
48. Athletics/Establish a baseline to enhance and increase the level of faculty understanding of student athletes with unique and diverse life experiences	Complete	Met - 78% (29% strongly agree & 54% agree) of our SA’s feel that the ICC Faculty understand their unique/diverse life experiences. The remaining 22% (which is 57 student athletes) do not feel that the ICC Faculty understand their unique/diverse life experiences
49. Athletics/Maintain the percentage of student athletes at 80% who are committed to continuing their educations at the four-year level based on the ICC Student Athlete Experience Survey	Complete	Met - 96% of our SA’s are committed to continuing their educations at the four-year level (81% strongly agree and 15% agree)
50. Student Life/Encourage students to participate in Student Organizations and activities that enhance the student experience	Complete and Ongoing	
51. Student Life/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	Complete	
52. Student Life/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%	Incomplete	Data collected was insufficient benchmark difficult to set

53. Student Life/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."	Complete	Not Met - 80% of students marked "Yes" to the question
54. Student Life/Create innovative spaces in the student union that will engage students and create a better student experience	Incomplete	
55. Student Life/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	Complete	Not Met - the "Gap" went up from 0.42 to 0.47
56. Student Life/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	Complete	Met - 86% of students felt student union was a comfortable place
57. Student Life/Campus Clarity- Have students participate in online training during college success classes	Complete	
58. Student Life/Campus Clarity- Before each movie show a short clip about campus safety, sexual awareness, bystander intervention, etc.	Complete	
59. Student Life/Using the in house Student Survey have 95% of students respond "yes" to the question "Did you learn about Bystander Intervention while at ICC?"	Complete	Not Met - 47.1% of students said yes and 25.5% of students said they learned about it but cannot remember what it was. Overall 72.6% of students reported they did learn about bystander intervention
60. Student Life/Programing training and ongoing prevention for sexual misconduct Guest Speakers and Webinars	Complete	
61. Student Life/ 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	Complete	Met - 94.1% of students feel safe on campus
62. Financial Affairs/Provide economically-disadvantaged students with more opportunities to graduate or transfer from ICC without student debt	Complete and ongoing	Met - 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%
63. Financial Affairs/Continue increasing the number of students positively impacted by the FWS program, the OSFA will target spring student-athletes who participate in the football program because these students have a less	Complete	Met - 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

rigorous schedule in the spring and more availability to earn FWS monies		
64. Financial Affairs/Educate students about personal financial wellness	Complete	Met - Increased number of workshops and presentations for students and staff by utilizing Cash Course program in tandem with Student Support Services
65. Financial Affairs/Collaborate with Admissions, Upward Bound, and Independence High School to hold another "Price Is Right" financial literacy gameshow tailored to high school students	Complete	
66. Financial Affairs/Conduct a Lunch & Learn in conjunction with Student Support Services to provide students information on budgeting financial aid refunds	Complete	
67. Financial Affairs/Hold FAFSA completion events and provide students access to computers and parents to complete the FAFSA with financial aid staff available to assist	Complete	
68. Financial Affairs/Increase the number of early FAFSAs completed by 10% by February 1, 2018	Complete	Met - An increase of 30% over last year, and OSFA has received those 3 months earlier than last year
69. Financial Affairs/Reduce the annual 3-Year Cohort Default Rate (CDR) calculated by the Department of Education	Complete	Met - An increase of 8.47% in the number of students no longer being reported as delinquent
70. Financial Affairs/Increase scores in CESSE and Graduate Exit Surveys related to students' experiences with the OSFA.	Incomplete	
71. Financial Affairs/Successfully complete conferences and workshops by earning continuing education credits and certifications. Reduce or eliminate audit findings through proper training and understanding of regulations	Complete	
72. Financial Affairs/Increase visibility and sales at Athletic games and events by 50%. Increase advertisements in local paper and media outlets	Complete	
73. Financial Affairs/Improve the college's relationship with the community by expanding and enhancing the College Bookstore webpage/sales.	Complete	Met - 38% increase in web orders and 73% increase in sales dollars
74. Financial Affairs/Improve the college's relationship with the stakeholders through targeted surveys	Ongoing work with Institutional Research	

75. Financial Affairs/Reduction of Fall 2017 A/R Aging by 2%	Complete	Met - captured at 8.68% which is a reduction over Fall 2016 of 3.79%
76. Financial Affairs/Baseline F& 2017 data for statements and A/R Aging	Complete	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%)
77. Financial Affairs/Reduce the amount of debt owed by students when leaving ICC through improved communications and payment options	Complete and Ongoing/ Continued mailing of statements by 5 th of each month, constant communication with departments regarding student balances have continued	
78. Facilities/Respond to campus facility maintenance and needs in a timely manner	Complete	Met - 204 maintenance tickets submitted, 203 have been resolved and 1 is open (Cosmetology floors)
79. Facilities/Stay within budgeted dollars allotted for the Maintenance Department	Complete	Met - Expensed and encumbered 48.1% of published budget. Expensed and encumbered 48.47% of new operating budget with budget cuts
80. Facilities/Stay within budgeted dollars allotted for the Maintenance Department	Complete	Met - Expensed and encumbered 76.7% of published budget. Expensed and encumbered 77.2 % of new operating budget
81. The ICC Maintenance department will create and maintain fiscally responsible practices in the areas of maintenance/repairs, security, transportation, and grounds/landscaping	Complete and Ongoing	
82. ICC Maintenance staff/100 % will be trained in CPR and AED	Incomplete	
83. ICC Maintenance staff/50% will receive First Responder Training	Incomplete	
84. Information Technology/ Setup focus groups, with the help of Marketing, to identify possible technological improvements	Incomplete/set up Spring of 2018	
85. Information Technology/Focus of at least one advancement in educational technology	Complete	

86. Information Technology/ Redesign our current infrastructure to offer online account creation and password reset abilities	Complete/Ongoing	
87. Information Technology/ Continue evolving the Infrastructure Roadmap to develop an optimal digital identity life-cycle	Ongoing	
88. Information Technology/ Implement an inventory management system to help better identify necessary replacements as defined by acceptable standards	Complete	
89. Information Technology/ Implement technology based Security	On hold/budget constraints	
90. Compliance/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	Complete/Student Satisfaction and Complaints Review Committee formed	
91. Compliance/Provide campus-wide training for the new Maxient program	Complete	
92. Compliance/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	Complete and Ongoing	
93. Compliance/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	Complete and ongoing	First data report following April meeting
94. Accessibility Services/Complete ADA checklists for every building and program at ICC	Incomplete	
95. Accessibility Services/ Complete Web Content Accessibility Guide (WCAG) checklist	Incomplete	
96. Accessibility Services/Disseminate information to students with disabilities regarding available campus and	Incomplete	

community resources through an information packet		
97. Accessibility Services/ Develop Accessibility webpage by June 1, 2018	Incomplete	
98. Accessibility Services/Move student accommodations process to Maxient	Complete	
99. Accessibility Services/Create online form for students to submit accommodation requests	Incomplete	
100. Accessibility Services/Review and Revise Accommodations Handbook as necessary	Incomplete	
101. Accessibility Services/ Complete Departmental Review at end of Spring Semester	Incomplete	
102. Technical Education/Raise the score for "Our campus focuses on the positive rather than the negative" in the Campus Culture Survey	Complete	Not Met - Last year's score was 3.22 and this year was 2.8 so there was a drop not an improvement

Board Area of Excellence #3: Support Excellence
Actions Taken/Results:

Tasks	Complete/ Incomplete?	Measurable Outcome Met?
1. President/Checks and balances are implemented and 98% accuracy of financial forecasting reports is achieved	Complete	
2. President/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	Complete	
3. President/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.)	Complete	
4. President/Currently the Monthly Bank Statement is compared to the Cash Receipt report to gauge accuracy	Complete	
5. President/Enforce the Purchasing Policy to accurately reflect cash flow numbers; goods and services are encumbered prior to purchase	Complete	
6. President/Inge Center activities are aligned with College Mission and Vision	Complete	

7. President/Financial predictability of Inge Center achieves stability	Ongoing	
8. President/Independence Community College and Independence Community College Foundation objectives are aligned for cohesiveness between the entities	Ongoing	
9. President/The Board of Trustees are provided quarterly long-and-short-term Facilities Plan reports	Complete	
10. President/Facility Planning is incorporated in the budget-planning process	Complete	
11. Restructure the Technology Committee to a Technology Steering Committee for alignment with the Strategic Plan and Board goals, and to drive the budget	Complete	
12. President/Poll Trustees for level of satisfaction with: involvement in the budgeting process, and degree of oversight	Incomplete	
13. President/Processes utilized by sister institutions are identified	Complete	Poll showed wide variance in processes
14. President/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	Complete	Not Met - Satisfaction level dropped from 5.05 to 4.73
15. President/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	Complete	Not Met - Satisfaction level dropped from 4.73 to 4.67
16. President/Processes are established for supplementing decreasing level of public funds with additional private unrestricted funds-at least two options for structures or mechanisms will be submitted	Incomplete	Not met - Anticipated completion end of second quarter of the 2017-2018 fiscal year
17. Online/Online Advisory Committee will review and update processes for evaluating online instruction to meet the needs of the expanding department by May 30, 2018	In progress	
18. Online/The Associate Dean of Online will work with full-time faculty and	Complete and ongoing	Met - Online programs offered completely online increased from 1 to 8. Eight new

adjuncts to continuously update the spreadsheet of courses to be added each semester		adjuncts were hired and 12 new courses were added
19. Online/Marketing will initiate a marketing campaign to promote online enrollment and program success by May 1, 2018	Complete	
20. Online/At least 1 new fully online program will be approved and added by May, 2018	Complete	Met - Online programs offered completely online increased from 1 to 8
21. President/Host monthly initiatives with faculty and staff members	Complete	
22. President/Host monthly initiatives with community members	Complete	
23. President/The ICC Foundation established the ICC Foundation Part-Time Student Scholarship; twenty-five \$200 scholarships will be awarded each semester, as well as for the summer session	Complete	
24. President/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	Complete	Not Met - Satisfaction level dropped from 4.73 to 4.67
25. President/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	Complete	Not Met - Satisfaction level dropped from 5.05 to 4.73
26. President/Hold two ICC Board meetings during the months of April, May, June, and July to facilitate Academic Program Review presentations/approvals and participation in the budget planning cycle, as well as review, and continued development of, the Strategic Plan	Complete and Ongoing	
27. President/Inform Trustees 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	Complete	
28. President/Inform Trustees of personnel cuts and additional discretionary budget cuts made in order to adjust for revenue reductions and maintain adequate cash flows	Complete	

29. President/Requested and received ICC Foundation financial assistance sending football athletic students to the Midwest Classic Bowl game	Complete	
30. President/Raise funds for Pirate Pantry through ICC Foundation hosting Dancing With The Indy Stars	Complete	
31. Tutoring Services/ Decrease Gap score for 2016 Noel Levitz Item 50, "Tutoring Services are readily available," from -0.26 to -0.2	Complete	Not Met - The result for the 2018 Noel-Levitz data is a performance gap score of .32 indicating a decrease in the number of students indicating they are using/tutoring services are readily available. With an increase in hours and a full peer tutoring staff, this difference will currently be treated as an anomaly
32. Tutoring Services/Decrease Mean Difference score from 2016 Noel Levitz Item 55, "Academic support services adequately meet the needs of students," from -0.56 to -0.51	Complete	Not Met - Noel-Levitz results indicate a performance gap decrease from .56 to .52
33. Tutoring Services/ CRLA Certification Process; Peer tutors will score 60/80 or better on supervisor evaluation	Complete	
34. Academic Advising/45% of eligible (no holds preventing enrollment) returning students will be enrolled for the spring semester by December 15 th	Complete	Met - This goal was exceeded. We have enrolled 57% of eligible students that will be returning for the fall by May 30 th , 2018
35. Academic Advising/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	Complete	Not Met - The gap widened to .63
36. Academic Advising/increases stakeholder knowledge about career planning	Incomplete	Restructuring resulted in new areas of focus for Navigators
37. Admissions/Reach out and connect with high schools and potential students locally, regionally, nationally and internationally to increase enrollment	Ongoing	Met - 22 students on track for vet tech in the Fall. 6 students enrolled for the EMT Fall semester and 7 more students in the pipeline; on track to have 13 students enrolled for the Fall Semester with the course having a maximum capacity of 15 students. Cosmetology has 12 incoming students for the fall semester and looking at 17 students in total for the fall
38. Admissions/International enrollment increased by 10 students to raise international student population to 30 students by fall of 2018	Complete	Met - 34 in pipeline for Fall 2018 creating an MOA with ESU regarding a 2+2 program for international students. This program should be active Fall 2018

39. Admissions/Ellucian enrollment reports are run and future recruiting software package is included for consideration during the budget-planning process	Complete	Went with a CRM called Fireworks by Fire Engine RED and hoping to go live by June 13 th , 2018
40. Admissions/Use National Student Clearinghouse Research Student Tracker Service to see if implementing Community Pirate Partnership had impact on student retention numbers	Complete	Not Met – Data under review
41. Admissions/Use CP2 to increase student satisfaction to support institutional retention rates	Incomplete	
42. Institutional Research/ Administer the Noel Levitz Student Satisfaction Inventory survey	Complete	
43. Institutional Research/Use Noel Levitz data received back to identify strengths and areas for improvement for the college	Ongoing	
44. Institutional Research/ 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	Complete	
45. Institutional Research/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	Complete	
46. Institutional Research/Learn and become more familiar with the external reporting requirements and data collection needs	Complete	
47. Institutional Research/Collect and/or report data for all external accountability needs including state (KBOR), federal (IPEDS), and accreditation-related (HLC)	Complete	
48. Information Technology/ Implement reusable and Administratively wide accessible reports for 100% of the KBOR and IPEDs collections	Complete	
49. Information Technology/ Complete the integration of SQL Server Reporting Services with Ellucian and GP Dynamics to allow access to all 140 faculty and staff	Ongoing	

50. Information Technology/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	Incomplete and Ongoing	
51. Information Technology/Focus of at least one advancement in educational technology	Complete	
52. Information Technology/ Redesign our current infrastructure to offer online account creation and password reset abilities	Complete and Ongoing	
53. Information Technology/ Continue evolving the Infrastructure Roadmap to develop an optimal digital identity life-cycle	Ongoing	
54. Information Technology/ Implement an inventory management system to help better identify necessary replacements as defined by acceptable standards	Complete	
55. Information Technology/ Implement technology based Security	Incomplete - On hold/budget constraints	
56. Information Technology/CIO will implement a communication plan, working in conjunction with Marketing and Human Resources to allow for minimum downtime for all institution platforms	Complete	
57. Information Technology/Provides increased opportunities for departmental employee training	Complete	
58. Human Resources/Quarterly review of turnover statistics reflect that ICC is retaining both "at" and "above expectation" employees	Complete and Ongoing	<p>Q2: 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>Q3: 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> <p>Q4: Turnover for March through May is 9.5%. Of this turnover, 4% was turnover of employees who were "at" to "above" on their performance, 4.5% was planned turnover due to consolidation of roles and/or Early Retirement. Therefore, 1% of</p>

		the turnover would be considered good turnover for ICC
59. Human Resources/ Organizational survey results will demonstrate a positive change in "Our campus focuses on the positive rather than the negative." 2016 rating is 45%	Complete	Not Met - 2017 rating is 24%
60. Human Resources/ Organizational survey results will demonstrate a positive change in "Stakeholders are loyal because your organization consistently does what it says it will do." 2016 rating is 45%	Complete	Not Met - 2017 rating is 23%
61. Human Resources/ Organizational survey results will demonstrate a positive change in "Good performances from staff or management receive favorable public commendation." 2016 rating is 52%	Complete	Not Met - 2017 rating is 41%
62. Human Resources/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	Ongoing	
63. Human Resources/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	Complete	
64. Human Resources/Interview at least 1 candidate per month for the express purpose of looking at talent for future hiring needs	Complete and Ongoing	
65. Human Resources/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	Complete/Academics has taken charge of the Forums and have hosted employees and faculty members	
66. Human Resources/Number of HR communications will increase to be at least one each week	Complete	Met
67. Upward Bound/85% of participants served during the project year will have a cumulative GPA of 2.5 or better on a	Complete	Q2: Met - 90% of participants have a GPA of 2.5 or higher, in progress until 05/18.

four-point scale at the end of the school year		<p>Q3: Met - Grade check - Feb. 1, 2018 - 4% (3 of 62 participants) below 2.5 GPA. Changed UB policy on tutoring/Academic Probation</p> <p>Q4: Not Met - Grade check- May 1, 2018— 24% (16 out of 65) participants were put on Academic Probation due to the new tutoring policy changes</p>
68. Upward Bound/ <u>50%</u> of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math	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	Not Met
69. Upward Bound/ <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	Complete	Met - 100% of participants graduated with a regular high school diploma, or moved on to the next grade level following the 2017-2018 academic year
70. Upward Bound/ <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	Complete	Met - 100% of seniors graduated with a regular secondary school diploma and completed a rigorous program of study
71. Upward Bound/ <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	Complete	<p>Q2: Met - 90% of participants have a GPA of 2.5 or higher, in progress until 05/18.</p> <p>Q3: Met - Grade check - Feb. 1, 2018 - 4% (3 of 62 participants) below 2.5 GPA</p> <p>Q4: Not Met - Grade check- May 1, 2018— 24% (16 out of 65) participants were put on</p>

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		Academic Probation due to the new tutoring policy changes
72. Upward Bound/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	In progress - 13 out of 15 seniors have qualified for the summer Bridge program and will be taking up to six credit hours at ICC; 25 juniors and sophomores have enrolled in one (1) three (3) credit ICC college class for the first summer session	
73. Compliance/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	Complete	Student Satisfaction and Complaints Review Committee formed
74. Compliance/Provide campus-wide training for the new Maxient program	Complete	
75. Compliance/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	Complete and Ongoing	
76. Compliance/The Compliance Department will make quarterly reports to the President's Cabinet regarding aggregated data and trends	Complete and Ongoing	First data report following April meeting

revealed through the Maxient software and solutions and action projects developed by the Student Satisfaction and Complaints Review Committee		
77. Compliance/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	Ongoing/Specific areas of focus implemented: Clery Act, Title IX and HLC priorities	
78. Compliance/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	Complete and Ongoing	
79. Compliance/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	Complete	Met
80. Compliance/Compliance Officer will attend monthly compliance training webinars and/or conferences	Complete	
81. Compliance/Respond to the Higher Learning Commission and ensure that all federal, state, and local reporting requirements are met	Ongoing	

Areas of Measure

1. Student Satisfaction

Ratings from the ICC Graduate Exit Survey

The information below reflects the satisfaction ratings from those students who completed an academic program and the corresponding graduation request with the Registrar's Office during academic years 2014, 2015, 2016, and 2017.

All collected information reflects the voluntary contributions of the respondents.

1. Illustration 1. Student Evaluation of College Services

	<u>2014</u>		<u>2015</u>		<u>2016</u>		<u>2017</u>	
	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>
Admissions	112	4.25	121	4.23	113	4.20	107	4.27
Advising	110	4.18	121	4.40	113	4.38	107	4.42
Business Office	112	4.00	120	4.02	113	3.96	107	4.02
Career/Transfer	111	4.18	121	4.17	101	4.06	107	4.36
Faculty	112	4.44	120	4.34	114	4.24	107	4.28
Financial Aid	112	4.09	117	3.99	110	3.87	107	4.03
Food Services	112	3.16	119	3.09	86	3.01	106	3.83
Housing	112	3.17	119	3.67	76	3.71	105	4.56
Library	111	4.34	120	4.28	106	4.27	106	4.44
Student Activities	112	3.48	120	3.89	95	3.99	107	4.37
Student Support Services	109	4.24	120	4.37	103	4.40	107	4.60

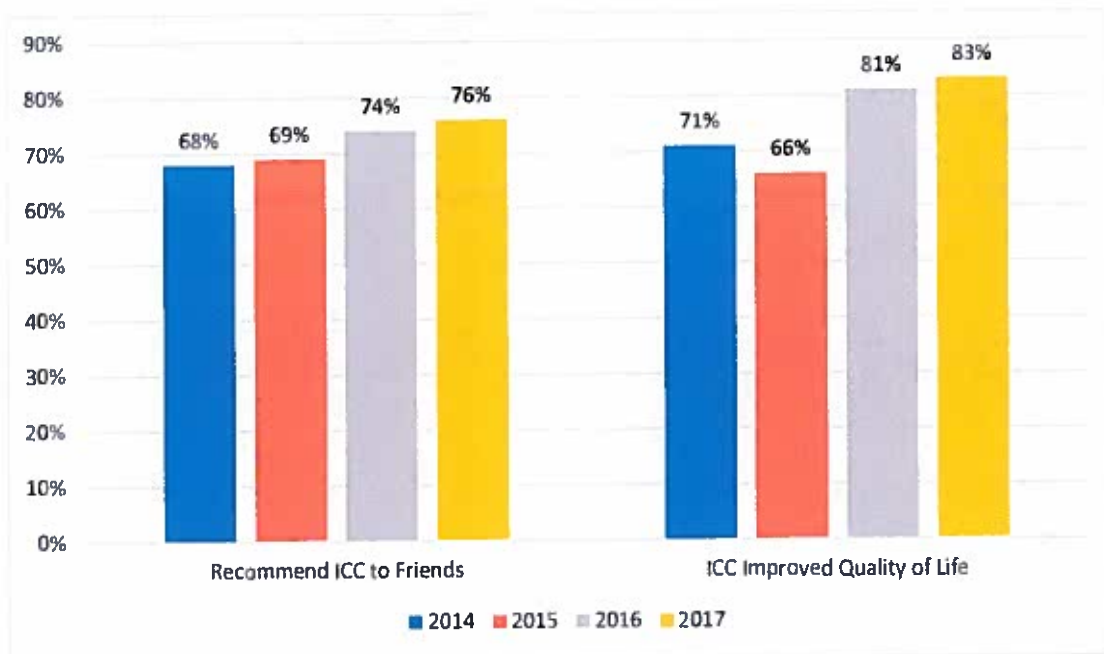
Did you achieve your educational goal(s) through attendance at ICC?

- 2014: 99% or 106 of 107 105 respondents selected *Partially* or *Yes*
- 2015: 100% or 120 of 120 respondents selected *Partially* or *Yes*
- 2016: 100% or 109 of 109 respondents selected *Partially* or *Yes*
- 2017: 100% or 101 of 101 respondents selected *Partially* or *Yes*

2. Illustration 2. Student Evaluation of Instructional Services

	<u>2014</u>		<u>2015</u>		<u>2016</u>		<u>2017</u>	
	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>
Quality of instruction	111	4.13	120	3.98	115	4.10	107	4.12
Instructors' knowledge of subjects	112	4.26	120	4.23	115	4.24	107	4.31
Clear course objectives and requirements	112	4.13	120	4.03	115	4.13	107	4.20
Course content	110	4.03	120	3.93	114	4.09	107	4.16
Methods of instruction	111	4.05	120	3.93	115	3.97	107	4.04
Class size	111	4.32	120	4.08	115	4.28	107	4.32
Satisfaction with course schedule	111	3.95	119	3.82	115	3.96	107	4.02
Instructor availability during office hours	110	4.01	120	3.99	114	4.07	106	4.11
Availability of advisors	106	4.08	114	4.06	114	4.18	106	4.24
Timely response of online instruction	107	3.82	114	3.75	114	3.94	106	3.97
Availability of services for online students	102	3.80	114	3.69	113	3.99	106	4.01

Illustration 3. Overall Satisfaction with ICC



How do you rate your two-year college experience at ICC as preparation for continuing your education? (Scale of 5 where 1=Very poor and 5=Very good)

1. 2014: 4.01 (N=111)
2. 2015: 3.92 (N=116)
3. 2016: 4.04 (N=117)
4. 2017: 4.08 (N=109)

Illustration 4. Peer Comparison Information from the National Community College Benchmarking Project (NCCBP)

Institutional Characteristics									
Benchmark	2015 (Fall 2013)			2016 (Fall 2014)			2017 (Fall 2015)		
	Reported Value	% Rank	m	Reported Value	% Rank	m	Reported Value	% Rank	m
IPEDS Enrollment	1031	1%	5984	945	1%	5798	976	2%	5628
Full-time Credit Headcount	575	2%	2540	537	2%	2326	579	4%	2234
Part-time Credit Headcount	456	3%	3358	408	2%	3315	397	2%	3250
% of Full-time Students	55.7%	89%	40%	56.8%	93%	38%	59.3%	95%	38%
% High School Student Enrollment	26%	88%	10%	31%	91%	12%	31%	88%	14%
% High School Student Credit Hours	13%	84%	6%	12%	78%	6%	12%	74%	7%
% Transfer Credit Hours	70%	83%	57%	70%	84%	57%	73%	86%	59%
% Technical/Career Credit Hours	23%	30%	31%	10%	4%	32%	9%	<1%	31%
% Developmental Credit Hours	7%	22%	10%	7%	37%	9%	7%	40%	8%
Average Credit Section Size	14.5	11%	18.2	14.2	8%	18	12.8	4%	17.7
Student/Faculty Ratio	10.5	5%	17.3	10.3	7%	17	10.9	9%	16.3
% Credit Hours by Full-time Faculty	77.6%	91%	54%	75.7%	89%	55%	73.2%	86%	55%
% Sections by Full-time Faculty	70.3%	88%	51%	72%	88%	53%	71.6%	88%	53%
Student Demographics									
Benchmark	2015 (Fall 2013)			2016 (Fall 2014)			2017 (Fall 2015)		
	Reported Value	% Rank	m	Reported Value	% Rank	m	Reported Value	% Rank	m
Credit Student Median Age	19	6%	22	22	62%	22	22	65%	22
% Female Credit Students	55%	28%	51%	51%	8%	58%	52%	11%	58%
% Nonresident Alien	1%	79%	0.2%	2%	86%	0.2%	1.7%	82%	0.5%
% Hispanic of Any Race	3%	29%	5%	4%	34%	6%	2.6%	19%	6.7%
% Black or African American	9%	58%	7.4%	14%	76%	7%	13.8%	74%	7.6%
% White	79%	70%	70%	73%	61%	69%	73%	62%	65.7%
% Two or More Races/Ethnicities	3%	84%	2%	4%	91%	2%	4.9%	93%	2.4%
% Minority Credit Students	20%	39%	25%	24%	46%	26%	24.7%	48%	26%
% Minority Employees	8%	37%	12%	7%	26%	12%	7.4%	27%	11.9%

Student Completion and Transfer: Fall IPEDS GRS Cohort										
Benchmark	2015 (Fall 2012 cohort)			2016 (Fall 2013 cohort)			2017 (Fall 2014 cohort)			m
	Reported Value	% Rank	m	Reported Value	% Rank	m	Reported Value	% Rank	m	
% Completed in 2 Years, Full-time	19.6%	77%	12%	15.8%	63%	13%	21.8%	75%	13%	
% Transferred in 2 Years, Full-time	10.5%	55%	9%	18.9%	87%	10%	7.3%	28%	10.5%	
% Completed AND Transferred in 2	2.7%	66%	1.2%	3.1%	62%	2.1%	4.6%	64%	2.3%	
Benchmark	2015 (Fall 2011 cohort)			2016 (Fall 2012 cohort)			2017 (Fall 2013 cohort)			m
	Reported Value	% Rank	m	Reported Value	% Rank	m	Reported Value	% Rank	m	
% Completed in 3 Years, Full-time	27.4%	75%	22%	26.3%	68%	21%	21.7%	46%	22%	
% Transferred in 3 Years, Full-time	21.4%	74%	16%	23.2%	81%	15%	28.2%	93%	15.2%	
% Completed AND Transferred in 3	13.2%	87%	4.8%	14.1%	85%	6.7%	12.4%	71%	8.3%	
Retention										
Benchmark	2015 (Fall 2013)			2016 (Fall 2014)			2017 (Fall 2015)			m
	Reported Value	% Rank	m	Reported Value	% Rank	m	Reported Value	% Rank	m	
Fall-Fall Persistence Rate	23.1%	<1%	49%	31.8%	3%	48%	32.2%	4%	48.4%	
Next-Term Persistence Rate	58.2%	3%	72%	65.2%	14%	72%	69.9%	32%	72%	
Student Satisfaction and Engagement										
CCSSE Benchmarks	Spring 2013			Spring 2015			Spring 2017			m
	Reported Value	% Rank	m	Reported Value	% Rank	m	Reported Value	% Rank	m	
Active & Collaborative Learning	--	--	--	49.9	62%	48.9	47.8	29%	49.6	
Student-Faculty Interaction	--	--	--	52.5	75%	50.3	49.4	39%	50.6	
Support for Learners	--	--	--	45.7	10%	49.6	47.6	33%	49.7	
Credit Courses, Completer Success Rates										
Benchmark	2015 (Fall 2013)			2016 (Fall 2014)			2017 (Fall 2015)			m
	Reported Value	% Rank	m	Reported Value	% Rank	m	Reported Value	% Rank	m	
All Credit College-level Courses	96.7%	97%	91%	80.9%	21%	84%	83.4%	38%	84.8%	
Developmental Math	64.9%	34%	68%	53.5%	8%	69%	47%	<1%	71.5%	
Developmental Writing	77.1%	57%	75%	50.8%	1%	75%	81.3%	66%	76.9%	
First College-level Math	61.2%	3%	78%	67.4%	13%	79%	74%	35%	78.8%	
First College-level Writing	81.5%	63%	79%	80.9%	52%	81%	75%	21%	81.2%	

English Comp I	87.4%	87%	80%	79.4%	40%	81%	81.5%	48%	81.7%
English Comp II	78.7%	32%	81%	73%	13%	81%	87.2%	78%	82%
Speech	89.4%	67%	87%	85.1%	37%	87%	93%	86%	88%
College Algebra	67.5%	52%	75%	68.7%	21%	75%	80.8%	61%	77.9%

Illustration 5. Peer Comparison Information from the Community College Survey of Student Engagement: CCSSE Key Findings 2015 & 2017

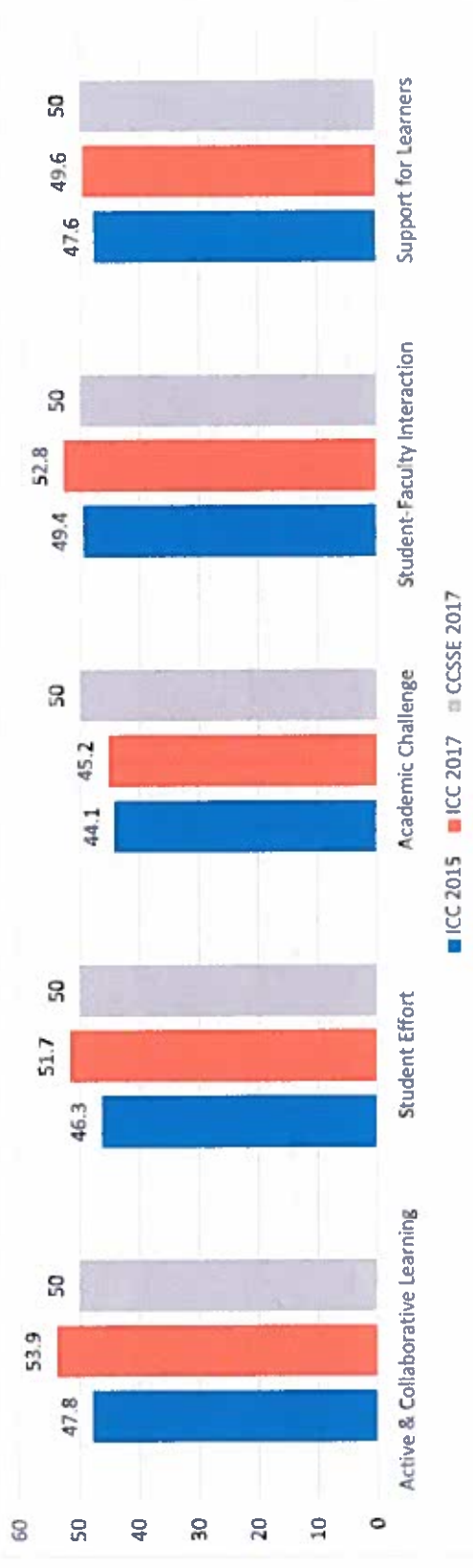


Illustration 6. CCSSE Means Comparisons 2015 & 2017

Active and Collaborative Learning				
In your experiences at this college during the current academic year, about how often have you done each of the following? (1=never, 2=sometimes, 3=often, 4=very often)	ICC 2015	ICC 2017	CCSSE 2017	
Asked questions in class or contributed to class discussions	2.97	3.00	2.94	
Made a class presentation	1.99	2.18	2.20	
Worked with other students on projects during class	2.37	2.53	2.59	
Worked with classmates outside of class to prepare class assignments	2.01	2.13	1.98	
Tutored or taught other students (paid or voluntary)	1.52	1.60	1.38	
Participated in a community-based project (service-learning activity) as part of a regular course	1.51	1.47	1.38	
Discussed ideas from your readings or classes with others outside of class (students, family members, etc.)	2.22	2.60	2.54	
Student Effort				

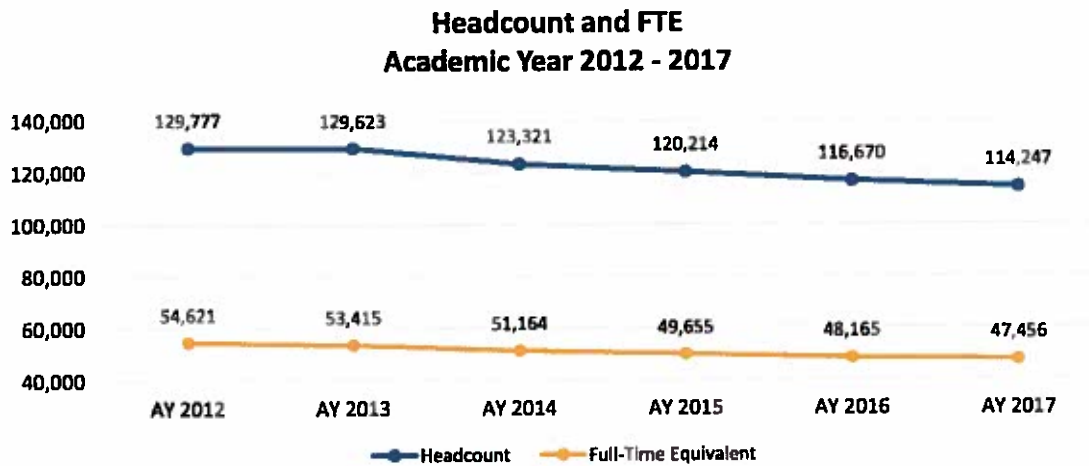
In your experiences at this college during the current academic year, about how often have you done each of the following? (1=never, 2=sometimes, 3=often, 4=very often)	ICC 2015	ICC 2017	CCSSE 2017
Prepared two or more drafts of a paper or assignment before turning it in	2.58	2.46	2.51
Worked on a paper or project that required integrating ideas or information from various sources	2.62	2.86	2.86
Come to class without completing readings or assignments	1.84	1.92	1.85
During the current academic year, how much reading and writing have you done at this college? (0=none, 1=1-4, 2=5-10, 3=11-20, 4=more than 20)	ICC 2015	ICC 2017	CCSSE 2017
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.10	1.01	0.98
About how many hours do you spend in a typical 7-day week doing each of the following? (0=none, 1=1-5, 2=6-10, 3=11-20, 4=21-30, 5=more than 30)	ICC 2015	ICC 2017	CCSSE 2017
Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.78	1.91	1.99
How often have you used the following services during the current academic year? (0=never, 1=1 time, 2=2-4 times, 3=5 or more times)	ICC 2015	ICC 2017	CCSSE 2017
Peer or other tutoring	1.58	0.96	0.71
Skill labs (writing, math, etc.)	1.64	0.90	0.90
Computer lab	1.89	1.44	1.50
Academic Challenge			
In your experiences at this college during the current academic year, about how often have you done each of the following? (1=never, 2=sometimes, 3=often, 4=very often)	ICC 2015	ICC 2017	CCSSE 2017
Worked harder than you thought you could to meet an instructor's standards/expectations	2.57	2.64	2.63
During the current academic year, how much has your coursework emphasized the following mental activities? (1=very little, 2=some, 3=quite a bit, 4=very much)	ICC 2015	ICC 2017	CCSSE 2017
Analyzing the basic elements of an idea, experience, or theory	2.74	2.74	2.91
Forming a new idea or understanding from various pieces of information	2.56	2.68	2.88
Making judgments about the value or soundness of information, arguments, or methods	2.46	2.55	2.66
Applying theories or concepts to practical problems or in new situations	2.61	2.57	2.75
Using information you have read or heard to perform a new skill	2.79	2.72	2.86

During the current academic year, how much reading and writing have you done at this college? (0=none, 1=1-4, 2=5-10, 3=11-20, 4=more than 20)	ICC 2015	ICC 2017	CCSSE 2017
Number of assigned textbooks, manuals, books, or packets of course readings	2.87	1.96	2.04
Number of written papers or reports of any length	3.04	1.95	1.83
Test/Exam Challenge Rating (1 to 7, Extremely easy to Extremely challenging)	ICC 2015	ICC 2017	CCSSE 2017
Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work	4.64	4.71	4.90
How much does this college emphasize the following? (1=very little, 2=some, 3=quite a bit, 4=very much)	ICC 2015	ICC 2017	CCSSE 2017
Encouraging you to spend significant amounts of time studying	2.79	2.88	3.03
Student-Faculty Interaction			
In your experiences at this college during the current academic year, about how often have you done each of the following? (1=never, 2=sometimes, 3=often, 4=very often)	ICC 2015	ICC 2017	CCSSE 2017
Used e-mail to communicate with an instructor	3.00	2.97	2.95
Discussed grades or assignments with an instructor	2.63	2.75	2.64
Talked about career plans with an instructor or advisor	2.04	2.13	2.21
Discussed ideas from your readings or classes with instructors outside of class	1.89	2.01	1.81
Received prompt feedback (written or oral) from instructors on your performance	2.55	2.65	2.79
Worked with instructors on activities other than coursework	1.61	1.79	1.50
Support for Learners			
How much does this college emphasize the following? (1=very little, 2=some, 3=quite a bit, 4=very much)	ICC 2015	ICC 2017	CCSSE 2017
Providing the support you need to succeed at this college	2.87	2.91	3.05
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.39	2.54	2.64
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.95	2.08	2.03
Providing the support you need to thrive socially	2.20	2.33	2.24
Providing the financial support you need to afford your education	2.68	2.49	2.55
How often have you used the following services during the current academic year? (0=never, 1=1 time, 2=2-4 times, 3=5 or more times)	ICC 2015	ICC 2017	CCSSE 2017

Academic advising/planning	1.79	1.62	1.56
Career counseling	1.41	0.56	0.56

2. Enrollment

Enrollment at community colleges in Kansas continues to be challenging. Here is the statewide headcount and FTE trend from the 2018 KBOR Data Book:



In the last five years, 17 out of the 19 community colleges have lost headcount enrollment:

Institution	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	% Change AY 12 - 17
Allen Community College	4,959	4,972	4,535	4,208	4,031	4,046	-18.4%
Barton Community College	14,810	15,807	15,951	16,275	16,049	14,736	-0.5%
Butler Community College	14,811	14,551	13,495	13,315	13,055	12,895	-12.9%
Cloud County Community College	4,601	4,484	3,764	3,569	3,437	3,089	-32.9%
Coffeyville Community College	2,718	2,486	2,470	2,362	2,331	2,329	-14.3%
Colby Community College	1,923	1,990	1,931	1,906	2,137	2,239	16.4%
Cowley Community College	6,147	6,155	5,571	4,998	4,461	3,876	-36.9%
Dodge City Community College	2,880	2,773	2,620	2,605	2,635	2,564	-11.0%
Fort Scott Community College	3,237	3,145	3,216	3,074	2,784	2,710	-16.3%
Garden City Community College	2,874	3,171	2,958	3,038	3,086	2,933	2.1%
Highland Community College	5,400	4,936	5,086	5,184	5,283	5,127	-5.1%
Hutchinson Community College	9,410	9,924	9,622	9,275	8,740	8,914	-5.3%
Independence Community College	1,825	1,730	1,530	1,292	1,303	1,444	-20.9%
Johnson County Community College	31,581	30,938	29,670	29,837	29,430	29,661	-6.1%
Kansas City Kansas Community College	11,047	10,805	9,779	9,212	8,464	8,338	-24.5%
Labette Community College	2,536	2,521	2,394	2,332	2,235	2,281	-10.1%
Neosho County Community College	3,931	4,176	3,812	3,100	2,877	2,837	-27.8%
Pratt Community College	2,417	2,325	2,285	1,994	1,640	1,641	-32.1%
Seward County Community College	2,670	2,734	2,632	2,638	2,692	2,587	-3.1%
Total Headcount	129,777	129,623	123,321	120,214	116,670	114,247	-12.0%

Five schools have lost more enrollment than ICC, and eleven schools lost less. (Note one

interesting trend in the above chart – only two schools gained enrollment in the last three years, and ICC was one of them.)

The trend for FTE is similar but slightly worse:

**Community Colleges
Full-Time Equivalent Enrollment*
Academic Year 2012 - 2017**

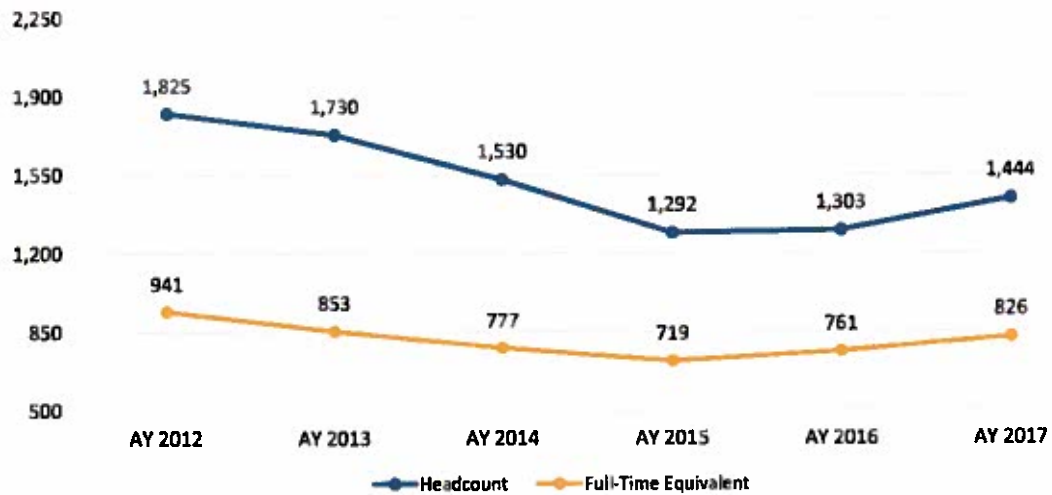
Table 3.2

Institution	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	% Change AY 12 - 17
Allen Community College	2,055	2,054	1,892	1,790	1,630	1,579	-23.2%
Barton Community College	3,869	4,079	4,257	4,291	4,252	3,849	-0.5%
Butler Community College	6,840	6,676	6,201	6,053	6,053	6,049	-11.6%
Cloud County Community College	1,710	1,612	1,463	1,397	1,344	1,321	-22.8%
Coffeyville Community College	1,501	1,307	1,375	1,269	1,279	1,288	-14.2%
Colby Community College	976	1,066	1,015	1,030	1,009	980	0.4%
Cowley Community College	3,237	3,199	2,911	2,537	2,361	2,026	-37.4%
Dodge City Community College	1,477	1,398	1,371	1,349	1,337	1,337	-9.5%
Fort Scott Community College	1,686	1,517	1,527	1,407	1,326	1,295	-23.2%
Garden City Community College	1,386	1,485	1,498	1,553	1,625	1,613	16.3%
Highland Community College	2,150	1,968	2,078	2,093	2,161	2,088	-2.9%
Hutchinson Community College	4,114	4,174	3,961	3,887	3,750	3,913	-4.9%
Independence Community College	941	853	777	719	761	826	-12.2%
Johnson County Community College	12,545	12,006	11,498	11,510	11,179	11,180	-10.9%
Kansas City Kansas Community College	4,848	4,721	4,309	4,019	3,619	3,593	-25.9%
Labette Community College	1,182	1,174	1,078	1,027	997	1,037	-12.2%
Neosho County Community College	1,662	1,668	1,579	1,392	1,295	1,325	-20.3%
Pratt Community College	1,162	1,130	1,109	1,039	881	895	-23.0%
Seward County Community College	1,280	1,326	1,267	1,294	1,306	1,262	-1.4%
Total FTE**	54,621	53,415	51,164	49,655	48,165	47,456	-13.1%

Eight schools have lost more FTE than ICC (one losing the same), and eight schools lost less. Only one school gained, and it gained the equivalent of four full-time students in five years! (Note that only five schools gained FTE enrollment in the last three years, and ICC was one of them.)

Here is ICC's five-year headcount and FTE for the most recent full years:

Headcount and FTE Academic Year 2012 - 2017



Note

Illustration 7. Academic Year: Unduplicated Headcount by Gender

Gender information is voluntary; information provided does not reflect students who opted out.

Source: KBOR AY Collection

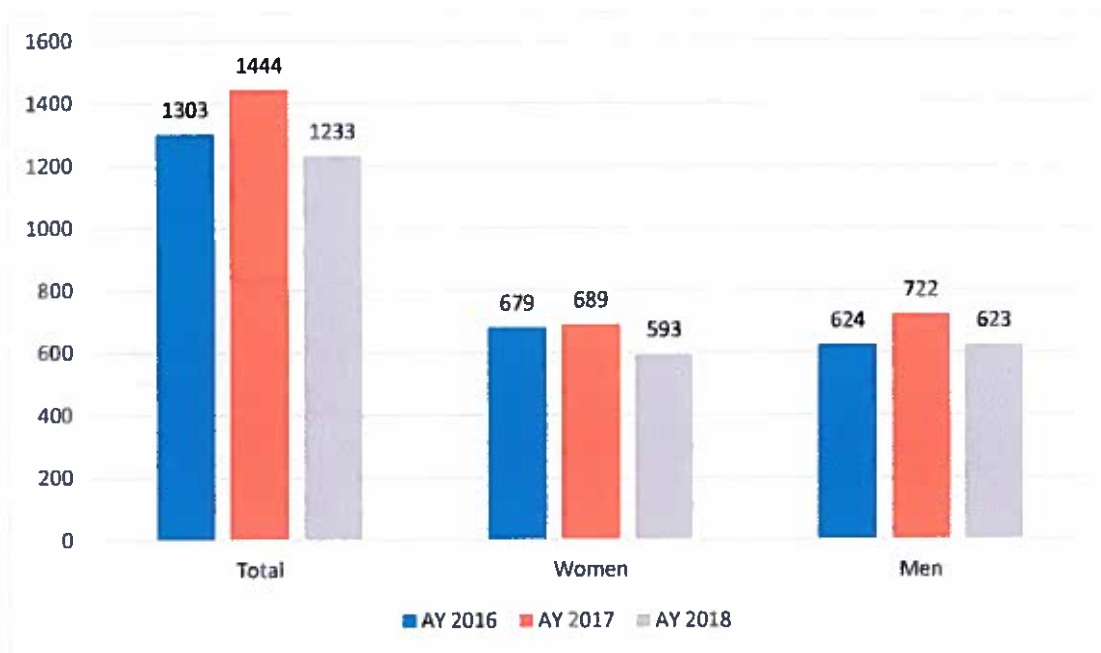


Illustration 8. Fall Semester: Duplicated Headcount by Ethnicity

Race/Ethnicity information is voluntary, information provided does not reflect students who opted out.

Source: KBOR Fall Census Collection

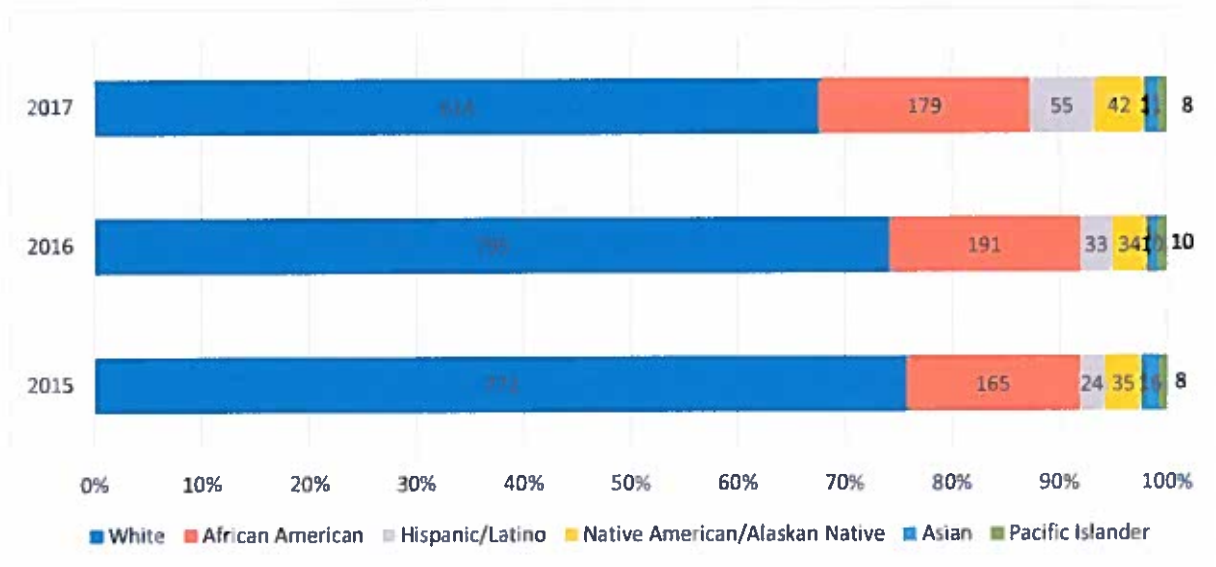


Illustration 9. Fall Semester: Unduplicated Headcount by Enrollment Classification

Source: KBOR Fall Census Collection

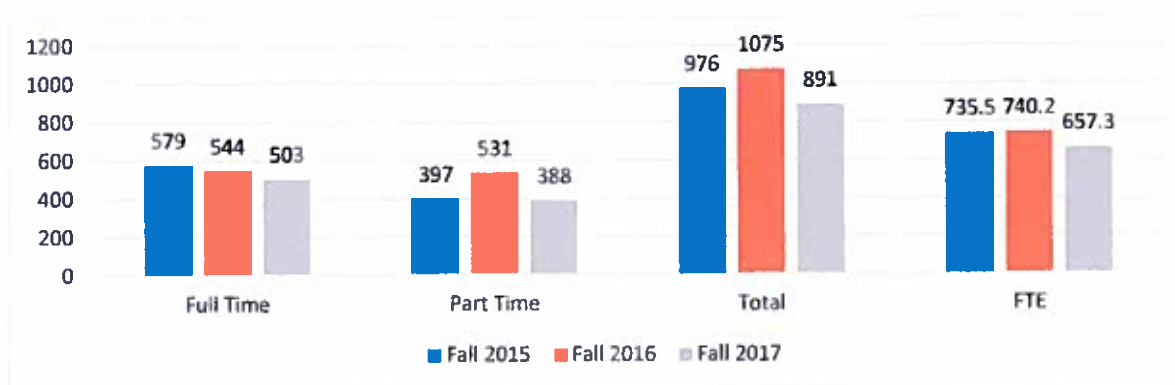


Illustration 10. Fall Semester: Unduplicated Headcount by Student Classification

Source: KBOR Fall Census Collection

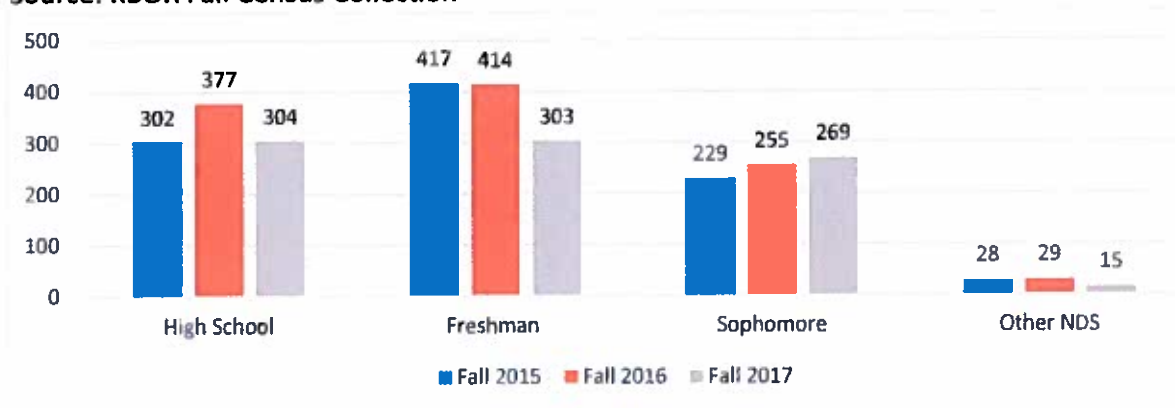


Illustration 11. Fall Semester: Credit Hour Enrollment by Student Classification

Source: KBOR Fall Census Collection

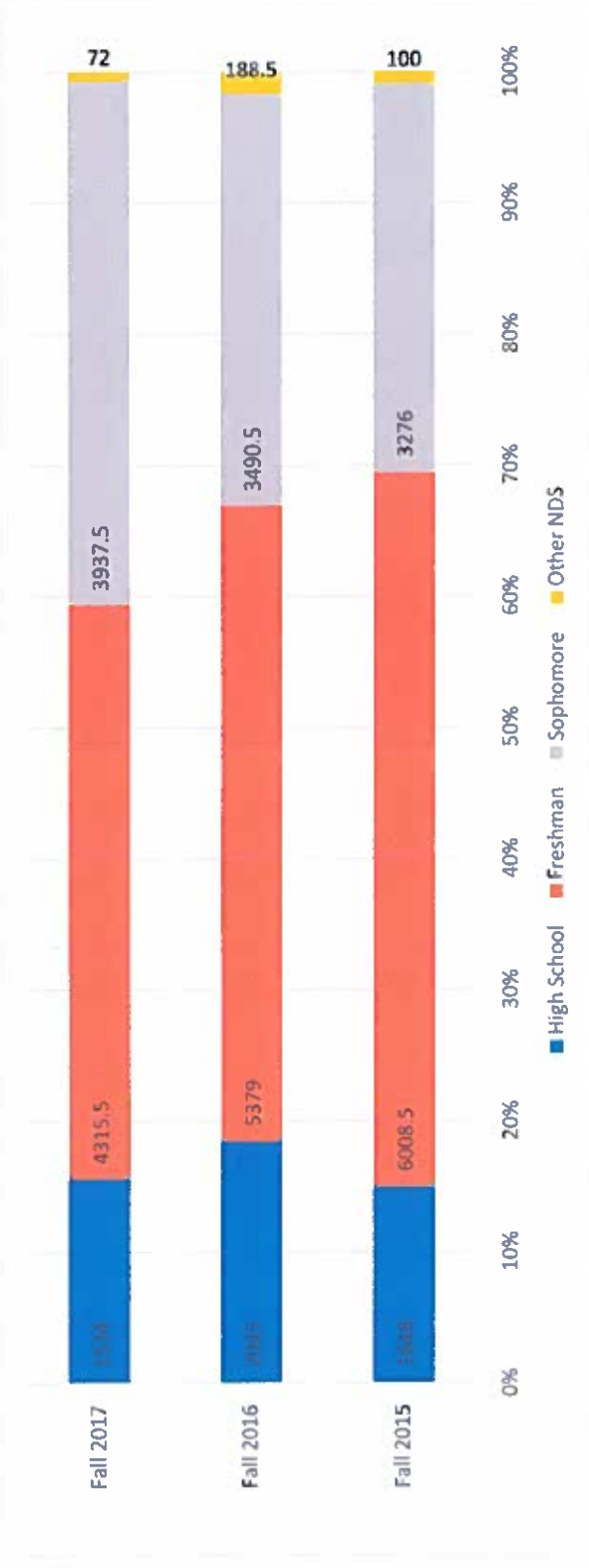


Illustration 12. Fall Semester: Credit Hour Enrollment by Residency

Source: KBOR Fall Census Collection

Out of state enrollment includes international enrollment hours.

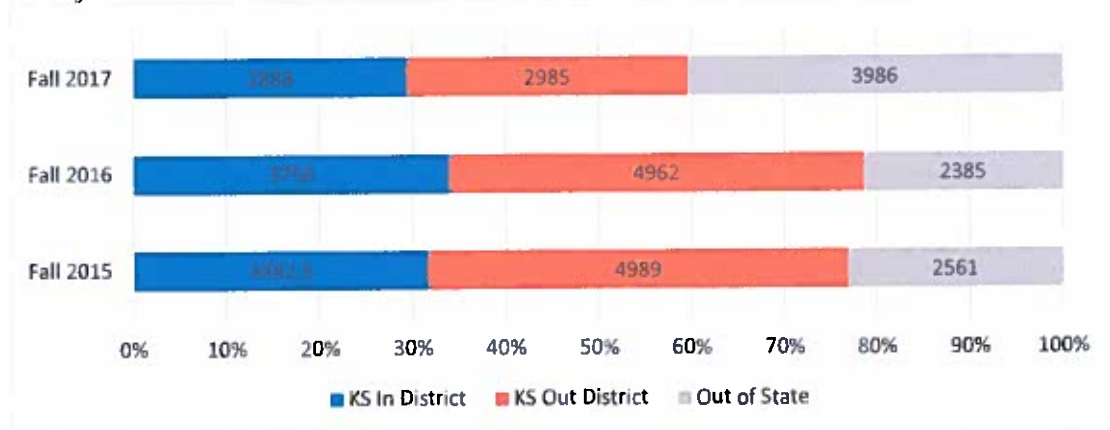


Illustration 13. Fall Semester: Headcount and Credit Hour Enrollment by First Time, Full Time, Degree Seeking Undergraduates

Source: KBOR Fall Census Collection

The first time, full time, degree seeking undergraduates are the cohort reported to IPEDS for retention at the 2 year (100%), 4 year (200%), 6 year (300%), and 8 year (400%) milestones following the first fall enrollment.

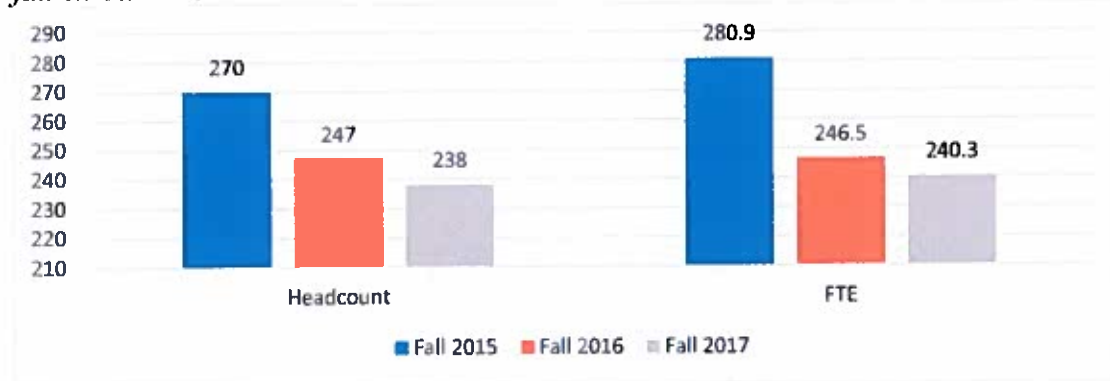


Illustration 14. Fall Semester: Headcount and Credit Hour Enrollment in Remedial Education.

Source: KBOR Fall Census Collection

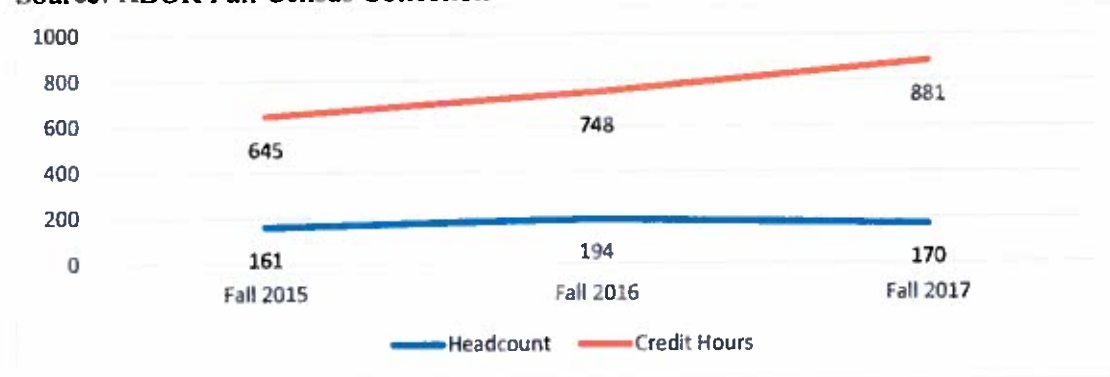


Illustration 15. Fall Semester: Headcount and Credit Hour Enrollment Concurrent High School Courses

Source: KBOR Fall Census Collection

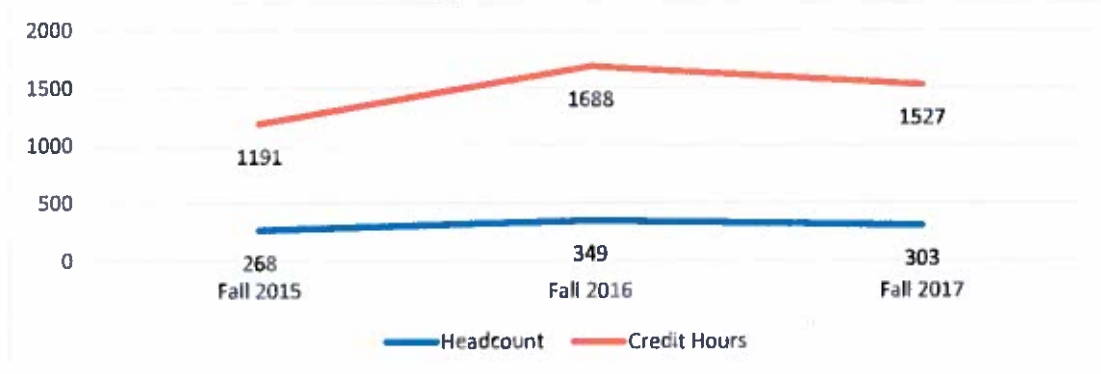


Illustration 16. Online Enrollment

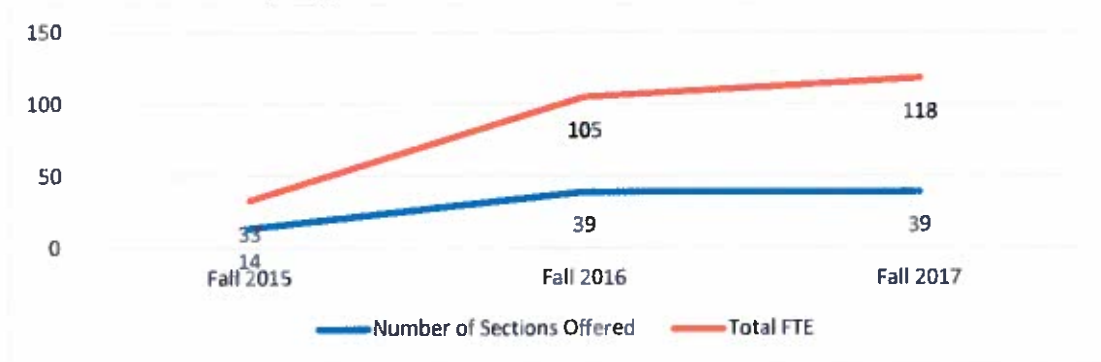


Illustration 17. Online Course Offerings and Section Enrollment

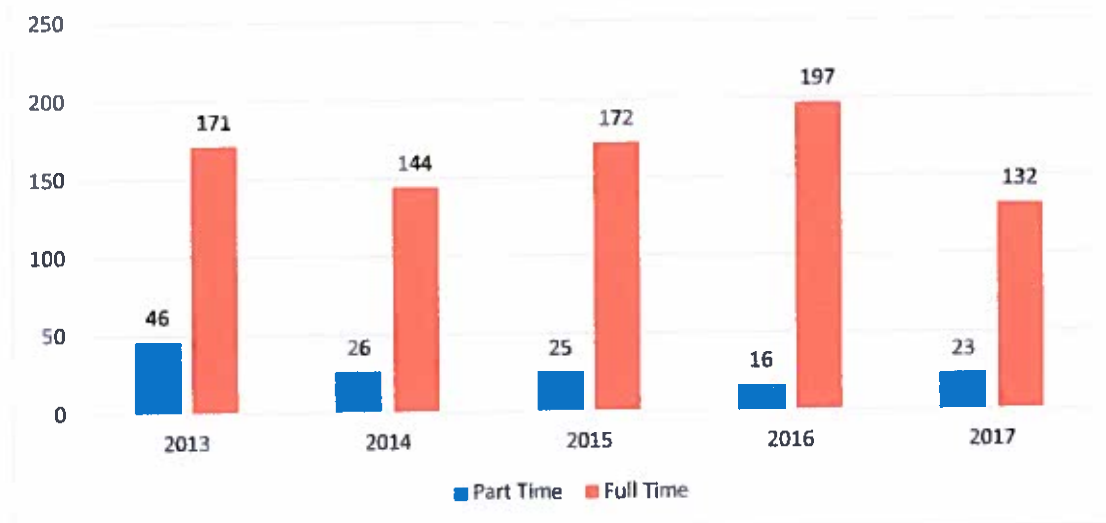
Course Code	Title	Instructor	CR HR	Enrolled
AED1043	Art Appreciation	Null	3	17
BEH1003	General Psychology	Campus	3	19
BEH1003	General Psychology	Campus	3	19
BEH2003	Developmental Psychology	Gilcrist	3	25
BIO1005	General Biology	Lal	5	15
BIO2053	Nutrition	Lal	3	15
BUS2023	Microeconomics	Ren	3	21
CIT1003	Computer Concepts & Applications	Ashford	3	19
COM1203	Public Speaking	Ori	3	21
COM1203	Public Speaking	Ori	3	19
COM1233	Interpersonal Communications	Ori	3	3
DEV0334	Intermediate Algebra	Hays	3	12
ECE1073	Teaching Children w/ Special Needs	Casteel	3	11
ECE2023	Parenting	Jones	3	6
ECE2102	ECE Practicum II	Harmon	3	2

EGT1013	Computer Aided Design	Ramoni	3	3
ENG1003	English Comp I	Pinkard	3	21
ENG1013	English Comp II	Mydosh	3	16
ENG1073	Introduction to Literature	Sanchez	3	13
GEO2013	Geography	McCaffery	3	12
HIS1013	World History II	McCaffery	3	17
HIS1023	U.S. History I	McCaffery	3	14
HIS1063	U.S. History II	Wells	3	11
HIS1163	African American History	Wells	3	20
HPR1401	Wellness	Gilcris	1	18
MAT1023	College Algebra	Hays	3	35
MUE1303	Music Appreciation	E. Rutherford	3	17
MUE1303	Music Appreciation	M. Rutherford	3	19
OTC1001	Keyboarding	Coy	1	2
PHI1073	Ethics	Seel	3	13
PHI2003	Introduction to Philosophy	Barwick	3	19
PHS1005	Physical Science	Saleh	5	6
PHS1085	Astronomy	Cochran	5	15
POL1023	American Government	Seel	3	18
SOC1003	Introduction to Sociology	Murrison	3	15
SOC1003	Introduction to Sociology	Harris	3	18
SOC1113	Criminal Justice	Allsion	3	8
SOC2113	Race & Ethnic Relations	Harris	3	20
THR1013	Theatre Appreciation	Chrzanowski	3	6

Retention

Of the 1075 students enrolled on census day for Fall 2016, 24% or 261 were enrolled on census day for Fall 2017.

Illustration 18. Undergraduate Retention History

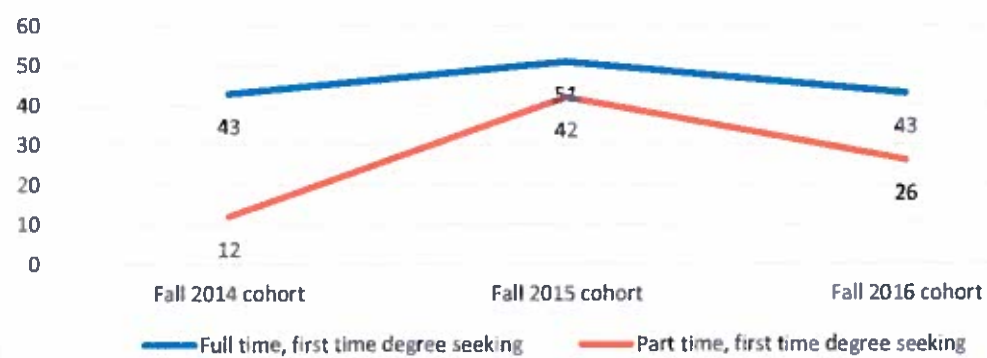


- Of the 353 high school students enrolled on census day for Fall 2016, 30% or 106 were enrolled on census day for Fall 2017.
- Of the 722 undergraduates enrolled on census day for Fall 2016, 22% or 155 were enrolled on census day for Fall 2017.
 - Of the 567 full time undergraduates enrolled on census day for Fall 2016, 23% or 132 returned for Fall 2017.
 - Of the 155 part time undergraduates enrolled on census day for Fall 2016, 15% or 23 returned for Fall 2017.

Illustration 19. First Time, Degree Seeking Undergraduate Retention

Source: IPEDS Fall Enrollment Survey

The retention rate is the percentage of the cohort who returned the subsequent fall semester plus students who completed their program as of the fall semester.



Recruitment

Illustration 23. Athletic Scholarships by Sport and by Term

Source: Financial Aid Scholarship Tracking

The first number in each cell is the number of students actually receiving a scholarship for that sport, the number in parenthesis is the number of students receiving a different type of scholarship (Academic Athlete, Sports Management, etc.) that were recruited by that sport.

	Baseball	Cheer	Football	Golf	Men's Basketball	Softball	Volleyball	Women's Basketball
Spring 2018	17 (15)	16 (2)	39 (60)	2 (0)	11 (7)	17 (9)	12 (9)	13 (9)
Fall 2017	21 (21)	13 (2)	65 (95)	4 (1)	12 (11)	18 (10)	13 (8)	13 (8)
Summer 2017	2	4	31 (141)	0 (0)	12 (2)	0 (0)	5 (0)	1 (2)
Spring 2017	18 (18)	20 (4)	54 (71)	2 (0)	8 (9)	19 (5)	12 (0)	13 (8)
Fall 2016	19 (24)	30 (4)	69 (40)	2 (0)	14 (11)	21 (3)	12 (0)	11 (3)
Summer 2016								
Spring 2016	20 (21)	32 (5)	60 (38)	1 (0)	15 (9)	17 (11)	10 (4)	15 (8)
Fall 2015	18 (27)	39 (4)	73 (26)	0	16 (12)	20 (11)	11 (8)	15 (10)

Illustration 24. Fine Arts Scholarships by Department and by Term

Source: Financial Aid Scholarship Tracking

	Art	Band	Vocal	Theatre
Spring 2018	1	15	15	9
Fall 2017	3	13	17	8
Summer 2017	0	3	1	0
Spring 2017	4	15	11	5
Fall 2016	4	19	16	7
Summer 2016				
Spring 2016	7	32 Music*		7
Fall 2015	7	38 Music*		12

**The tracking for music scholarships during this time frame doesn't show a distinction between Band and Vocal*

Completion

Illustration 20. Four Years of Completion Rates

Source: IPEDS Graduation Rates Survey

	2011	2012	2013	2014
<i>Total Women's Cohort</i>	105	94	128	101
<i>Women Completers within 150%</i>	40	33	32	24
<i>Women Transfer-out Students</i>	15	27	54	42
<i>Total Men's Cohort</i>	114	104	162	139
<i>Men Completers within 150%</i>	20	16	31	28
<i>Men Transfer-out Students</i>	29	49	73	68
<i>Total Cohort</i>	219	198	290	240
<i>Total Completers within 150%</i>	60	49	63	52
<i>Total Transfer-out Students</i>	44	76	127	110

Illustration 21. Completions by Gender and Race/Ethnicity

Source: IPEDS Completions Survey

Completion represents the number of awards earned during the indicated academic year and may represent a duplicated headcount of students in which a student may earn more than one award.

	2014-2015		2015-2016		2016-2017	
	Men	Women	Men	Women	Men	Women
<i>International</i>	1	1	1	3	1	3
<i>Hispanic/Latino</i>	4	3	1	3	0	4
<i>American Indian/Alaska Native</i>	2	5	0	1	3	0
<i>Asian</i>	0	1	0	0	1	0
<i>Black or African American</i>	11	7	25	11	20	9
<i>Native Hawaiian or Other Pacific Islander</i>	1	0	0	0	1	0
<i>White</i>	46	131	51	117	41	79
<i>Two or More Races</i>	3	4	2	8	6	3
<i>Total</i>	68	152	80	143	74	106

Illustration 22. Completions by Degree Level and Age

Source: IPEDS Completions Survey

	2014-2015		2015-2016		2016-2017	
	Certificate	Associate	Certificate	Associate	Certificate	Associate
<i>Under 18</i>	29	0	20	0	18	0
<i>18-24</i>	66	76	58	91	27	98
<i>25-39</i>	23	14	16	12	10	10
<i>40 and above</i>	8	4	10	7	2	6
<i>Total</i>	126	94	104	110	57	114

Appendix A: Table of Data Sources

The following table illustrates the datasets, types, and uses of the data at ICC:

INSTITUTIONAL USE OF COLLECTED INFORMATION

Nationally Normed Surveys and Other Nationally Available Information	
<i>Name of Data Collection or Service</i>	<i>Departmental Use</i>
Community College Survey of Student Engagement	<p>Institutional Research Office: Preparation of a summary report for campus use. Individual department assistance in goal setting and benchmarking when requested</p> <p>Institutional Research Office: Used for creation of the ICC three-year Institutional Assessment Plan</p> <p>Athletics: Used to measure Objectives: 1:1, 2:4 in Athletic Operational Plan</p> <p>Student Life: The survey data from these reports allows us to measure Objectives: 1:2, 1:4, 1:5, 2:1-3, 3:1-2 in Student Life Operational Plan</p>
Great Colleges to Work For	<p>Institutional Research Office: Distribution of survey results to the President and Human Resources</p> <p>Human Resources: Used for the creation of HR Operational Plan</p>
IDEA Diagnostic Feedback <i>End of course student survey</i>	<p>Academic Affairs: All teaching personnel have access to course evaluation at the end of each semester to review how students rated them on certain aspects of the course design and course outcomes</p> <p>Academic Affairs: Probationary faculty may submit their surveys as evidence of teaching excellence and course-assessment activities</p> <p>President's Office: Used for faculty evaluation for probationary faculty</p>
National Community College Benchmarking Project	<p>Academic Affairs: Information use for KBOR Performance Agreement Key Performance Indicators</p> <p>Institutional Research Office: Preparation of a summary report for campus use. Individual department assistance in goal setting and benchmarking when requested</p> <p>Institutional Research Office: Used for creation of the ICC three-year Institutional Assessment Plan</p> <p>Institutional Research Office: Information included in the ICC Scorecard, an annual report available to the campus and the public (website)</p> <p>President's Office: Used in drafting Strategic Plan Annual Review document, Student Satisfaction Measurement Component</p>
National Student Clearinghouse Research Center <i>Variety of reports on student access, student mobility, credential attainment and enrollment trends</i>	<p>President's Office: Data identified to be used in the 2018 Strategic Plan Review</p>
National Student Clearinghouse StudentTracker Service	<p>Institutional Research Office: Extraction of data for the IPEDS GRS, GRS 200 and Outcome Measures Surveys</p>

	<p>Institutional Research Office: Extraction of data for a variety of data requests including but not limited to Student Support Services and Upward Bound</p> <p>President's Office: Use of enrollment information for student retention and transfer reporting to the Board of Trustees</p> <p>Student Support Services: Use of enrollment information for student retention and transfer; internal use and external reporting</p> <p>Upward Bound: Use of enrollment information for student retention and transfer; internal use and external reporting</p> <p>Admissions: Using this data to identify increases in retention for Objective 3 in Admissions Operational Plan</p>
Noel Levitz Student Satisfaction Inventory	<p>Institutional Research Office: Preparation of a summary report for campus use. Individual department assistance in goal setting and benchmarking when requested</p> <p>Institutional Research Office: Used for creation of the ICC three-year Institutional Assessment Plan</p> <p>Student Activities: Used in benchmarking and setting goals for student satisfaction and safety.</p> <p>Athletics: Used to measure Objectives: 1:1, 2:4 in Athletics Operational Plan</p> <p>Student Life: The survey data from these reports allows us to measure Objectives: 1:2, 1:4, 1:5, 2:1-3, 3:1-2 in Student Life Operational Plan</p> <p>President's Office: Used in drafting Strategic Plan Annual Review document, Student Satisfaction Measurement Component</p>
White House Scorecard	Institutional Research Office: Used as a model for the ICC ScoreCard Report
Accuplacer	<p>Upward Bound: evaluate participant learning from year to year</p> <p>Student Support Services: Assessment of services needed; program evaluation</p>
LASSI	Student Support Services: Assessment of services needed; program evaluation
MyNextMove	Student Support Services: Assessment of services needed; program evaluation
Career Inventory	Student Support Services: Assessment of services needed; program evaluation
CashCourse	Student Support Services: Assessment of services needed; program evaluation

Institutional Surveys and Institution-Unique Information	
<i>Name of Data Collection or Service</i>	<i>Departmental Use</i>
Annual Awards Survey	<p>Institutional Research Office: Preparation of a summary report for Human Resources and Events Committee for Annual Awards Banquet.</p> <p>Human Resources: Information used for award plaques and event script</p>

Campus Culture Survey	<p>Institutional Research Office: Preparation of a summary report of quantitative information for campus use. Distribution of qualitative information to the Board of Trustees, President and Human Resources</p> <p>Human Resources: Used for the creation of HR Operational Plan</p> <p>Human Resources: Used to summarize and review qualitative information for use by President and/or Board of Trustees.</p> <p>President's Office: Used in creation of President's Office Operational Plan</p> <p>President's Office: Used in drafting faculty negotiating positions</p> <p>Information Technology: Uses data to drive operation plans and departmental objectives to improve the quality of service, support and technology throughout ICC as a whole, as well as targeted projects to help support CTE students.</p>
Community LINKS Survey	Institutional Research Office: Preparation of a summary report for Outreach Education.
Employee Satisfaction with College Events	<p>Institutional Research Office: Preparation of a summary report for the Events Committee.</p> <p>Events Committee: Information use for event improvements</p>
Graduate Exit Survey	<p>Institutional Research Office: Preparation of a summary report for campus use</p> <p>President's Office: Used in drafting Strategic Plan Annual Review document, Student Satisfaction Measurement Component</p>
In-Service Employee Survey	Institutional Research Office: Preparation of a summary report for campus use
PowerCampus	<p>Academic Affairs: GPA information for KBOR Performance Agreement Key Performance Indicator</p> <p>Admissions: Contact information for event invitations</p> <p>Business Office: High school enrollment information for billing</p> <p>Business Office: Enrollment information for annual audit</p> <p>Faculty: Pass/fail rates for individual courses</p> <p>Financial Aid: Enrollment information for internal records</p> <p>Financial Aid: Final grades for aid eligibility</p> <p>ICC Foundation: Contact information for alumnae</p> <p>Institutional Research Office: Data extraction using both canned reports and IR-created Vista Views for completion of institutional data requests, IPEDS and KBOR data collections.</p> <p>Phi Theta Kappa: Contact information for membership recruitment</p> <p>President's Office: Enrollment information for Board of Trustee reports</p> <p>Student Support Services: Contact information for membership recruitment</p> <p>Admissions: Recording of required admissions documents. HS transcripts, test scores, and students' admissions applications</p> <p>Student Support Services: Collection of outcomes data re: student academic standing; program evaluation</p> <p>Student Support Services: Collection of outcomes data re: SSS graduation rates; program evaluation</p> <p>Student Support Services: Collection of outcomes data re: transfer rates; program evaluation</p>

Human Resources Stay Interviews	Human Resources: Collect Data on employees who are new to the organization through Supervisor and Employee conversations. The focus is on what it takes to keep an employee at ICC. This survey is typically done within the first year of employment. The information gathered is also used to inform the HR Operational Plan
Program Review	Institutional Research Office: Preparation of enrollment, completion and retention data for both faculty and Program Review Committee use. Academic Affairs: Used by Faculty and Program Review Committee for annual and three-year analysis. Academic Affairs: Used by Faculty and Program Review Committee for annual and three-year analysis.
Human Resources Exit Interviews	Human Resources: Collect data through a list of questions for those employees who have decided to terminate employment from ICC. This information is used by HR and by supervisors where applicable. The information is also used to inform the HR Operational Plan
Tk20	President's Office: Oversight of employees' participation in standing committee meetings. Oversight of Departmental Operational Plans and compilation of data for quarterly/annual Operational Plan reviews to Board of Trustees Upward Bound: document participant progress toward objectives and performance measurements Academic Affairs: compile and analyze data for course and program outcomes by semester and by academic year Academic Affairs: map specific course outcomes that meet general education outcomes into a single report to be analyzed to ensure we are meeting our targets Academic Affairs: report and analyze departmental goals set through operational plans
Unduplicated Headcount	President's Office: Share information campus-wide through daily e-mail compilation, compare data from year-to-year for identification of enrollment growth/areas of concern/trends/etc. 20 th day/Census Day data used for campus-wide enrollment report and presentation to the Board of Trustees. President's Office: Used in drafting Strategic Plan Annual Review document, Enrollment Measurement Component
Monthly Cash Flow Summary	President's Office: Oversight of College financial status Board of Trustees: Oversight of College financial status
Student Life Survey	Student Activities: Preparation of a summary report on student satisfaction of campus facilities, events, safety, and suggestions on ways to enhance the student experience
Advising Survey	Academic Support Services: Reviewed by advisors and used to develop additional Advisor Training
Tutoring Center Survey	Academic Support Services: Results reviewed by professional and faculty advisors
Upward Bound Performance Review	Upward Bound: Required analysis that is part of the grant cycle. Reviewed with teams and supervisor

TRIO Performance Review	Student Support Services: Required analysis that is part of the grant cycle. Reviewed with teams and supervisor
Annual Mission and Vision Survey	Board of Trustees: Use as part of the annual Strategic Plan Review and Evaluation Cycle
Academic Building Needs Survey	Academic Building Committee: Available to all employees. Used to create multi-year recommendations for long-term improvements, acted on by Board of Trustees as part of annual Repair and Renovation Fund discussion process
Campus Concern Log	Cabinet: Members of Cabinet use the information collected through the ICC Concern Log to address the immediate needs of students and other stakeholders and for driving improvement activities within the departments under their purview President's Office: Used to make occasional disciplinary decisions
Google Analytics	Marketing: Used to measure social media engagement, likes, shares, views, and click-through rates used to determine engagement success and future content promotion. Marketing: Used to "boost" college events for social media advertising Marketing: Used to establish baseline data for visitors, views, geography, and content (pages)
Twitter Analytics	Marketing: Used to establish baseline for social media engagement, retweets, likes, shares, views, and click-through rates used to determine engagement success and future content promotion
Instagram Analytics	Marketing: Used to establish baseline for social media engagement, likes, shares, views, and click-through rates used to determine engagement success and future content promotion
Presidential Advisory Committee Recommendations	Marketing: data collected from community stakeholders regarding marketing effectiveness
Department of Education Annual Performance Report	Upward Bound: evaluate performance measurements and program objectives reported to the Department of Education
Blumen Database	Upward Bound: project's record keeping database; provides collection of data to demonstrate if the project is effectively achieving its objectives – generates monthly, quarterly and annual reports –used to complete annual APR
SSS Eligibility Criteria: educational status of parents, income status, academic achievement levels	Student Support Services: Selection Criteria
Student satisfaction surveys of SSS activities, events, tutoring and academic coaching services	Student Support Services: Qualitative data used for program evaluation
Student satisfaction surveys of SSS mentoring activities; records of mentoring events and processes	Student Support Services: Quantitative and qualitative data used for annual report and program evaluation
ICC Student Athlete Experience Report	Athletics: The student athletes rate their experiences on our campus, and the data that is collected is used to measure Objectives in the Athletic Operational Plan

Title IX Equity in Athletics Report	Athletics: Annual report required of each college that allows comparison of in-house data from year to year, and to compare to regional and national schools. Used to measure Objectives 2:2., 2:3, 3:3 in Athletics Operational Plan, and in annual budget preparation
ICC Coaches Bonus Pay Benchmarks	Athletics: used to identify those coaches who have met benchmarks that qualify them for bonus pay. This will be used to measure Objectives 2:2, 2:3 in the Athletics Operational Plan and in annual budget preparation
NJCAA Annual Report	Athletics: Required national report providing data on GPA and Retention that will be used for in house and regional comparisons. Used to measure Objectives: 2:1, 2:5 in Athletics Operational Plan
KJCCC Annual Reports	Athletics: Required regional report providing data on GPA and Retention that will be used for in house and regional comparisons. Used to measure Objectives: 2:1, 2:5 in Athletics Operational Plan
ICC Student Life Survey	Student Life: This report administered to residents, commuters and non-traditional students allows them to rate, identify and give feedback about their student experience on both of our campuses about student life activities/organizations, safety, student union, food service and the dorms if they are residents. This will be used to measure Objectives: 1:1-5, 2:1-3, 3:1, 4 in the Student Life Operational Plan
Ellician Data Reports	Admissions: Used to determine applicant placement in the process and allow them to create scheduled actions for communicating and guiding students in our admission process. Admissions: Used to measure Objectives: 1:1-3, 2:1-2 in Admissions Operational Plan President's Office: Used for regular enrollment reporting to Board of Trustees
Technology Survey	Information Technology: Serves as a planning document on a wide array of technical areas across campus, and a measure of the satisfaction of newly implemented software and hardware and suggested improvements

Integrated Postsecondary Education System (IPEDS)	
<i>Name of Data Collection or Service</i>	<i>Departmental Use</i>
12-month Enrollment	Institutional Research Office: Information included in the ICC Scorecard, an annual report available to the campus and the public (website)
Academic Libraries	Library: Used to compare budgets, collection statistics, and operations to the previous year
Completions	Institutional Research Office: Information included in the ICC Scorecard, an annual report available to the campus and the public (website) Academic Affairs: Used for Program Review data and Perkins Reporting President's Office: Used in drafting Strategic Plan Annual Review document, Completions Measurement Component
Data Center	Institutional Research Office: Creation of custom Data Feedback Reports for an annual campus report
Fall Enrollment	Institutional Research Office: Information included in the ICC Scorecard, an annual report available to the campus and the public (website)

Finance	Institutional Research Office: Information included in the ICC Scorecard, an annual report available to the campus and the public (website)
Graduation Rates	Institutional Research Office: Information included in the ICC Scorecard, an annual report available to the campus and the public (website) Academic Affairs: Used by Faculty and Program Review Committee for Program Review President's Office: Used in drafting Strategic Plan Annual Review document, Completion Measurement Component
Institutional Characteristics	Institutional Research Office: Information included in the ICC Scorecard, an annual report available to the campus and the public (website)
200% Graduation Rates	Academic Affairs: Program Review Processes
Outcome Measures	Academic Affairs: Faculty use to review/analyze/make changes to targets set for course, general education, and program outcomes
Student Financial Aid	Institutional Research Office: Information included in the ICC Scorecard, an annual report available to the campus and the public (website)
Data Feedback Report	Institutional Research Office: Preparation of a summary report for campus use. Individual department assistance in goal setting and benchmarking when requested Institutional Research Office: Used for creation of the ICC three-year Institutional Assessment Plan

Kansas Board of Regents (KBOR) and other state agencies	
Name of Data Collection or Service	Departmental Use
AY Collection <i>Information about students and their enrollments in credit bearing coursework; collection spans one academic year.</i>	Academic Affairs: Used in Program Review process President's Office: Used in preparation of Annual Fall Enrollment Analysis Report Board of Trustees: Used to discuss long-term institutional needs based on trends across the state
BTE Collection <i>Information about students and their enrollments in zero credit hour courses and BI training; collection spans one academic year.</i>	Academic Affairs: Used for Perkins reporting

Community College Budget Document	Cabinet and Board of Trustees: Required by statute, used to tie budget to Strategic Planning Information Technology: establishes a baseline for the current year's process by analyzing the previous year's expenditures and revenue
Community College Tuition & Fees Report	President's Cabinet: Comparative data used annually when identifying tuition and fee levels for the coming fiscal year Information Technology: Establishes a baseline for the current year's process by analyzing the previous year's expenditures and revenue
CTE Special Collection <i>Information about high school student enrollments in CTE coursework; used for funding purposes.</i>	Academic Affairs: Used to monitor CTE funding for technical courses.
Enrollment Reports	Academic Affairs: Used in course scheduling decisions
Facilities Survey	Cabinet: Used to prioritize and report to Board of Trustees on facilities improvements
Follow Up Survey of CTE Students	Institutional Research Office: Information included in the ICC Scorecard, an annual report available to the campus and the public (website) Academic Affairs: used for CTE external accreditors and Perkins reporting.
KHEER Enrollment Collections	Academic Affairs: Kansas Performance Indicator measures
Kansas DegreeStats	Academic Affairs: Program Review process
Kansas Higher Education Reporting System (KHRS) <i>KHEER, Enrollment, Credential Production, Student Success Index, and Employment & Wage</i>	Academic Affairs: Kansas Performance Indicator measures
Performance Reports (KPI)	Academic Affairs: Used to improve key areas covered in report
Transfer Feedback Report	Board of Trustees: Reviewed for transfer success President's Office: Reviewed for transfer success; VPAA notified if concerns are found
Tuition and Fees Report	President's Office: Historical data used to illustrate long-term trends for strategic planning review documents. Business Office: Required report for KBOR
KAACRO Reports	Athletics: This data provides average, mean and high salaries for athletic positions and allows us to compare our salaries to schools within our Kansas Community College Conference and will be used to measure Objectives 2:2, 2:3 in the Athletics Operational Plan
Kansas Department of Commerce High Needs Credential Report	President's Office, Board of Trustees, and Academic Affairs: All use this data to evaluate the potential for new academic programs – recent uses include Culinary, Cosmetology, and Barbering

Demographics

Gender			Class Level		
	N	%		N	%
Female	80	37.91%	1 year or less	121	57.89%
Male	131	62.09%	2 years	77	36.84%
Total	211	100.00%	3 years	6	2.87%
No Response	10		4 or more years	5	2.39%
			Total	209	100.00%
			No Response	12	
Age			Current GPA		
	N	%		N	%
18 and under	29	13.81%	No credits earned	5	2.37%
19 to 24	149	75.71%	1.00 or below	9	4.27%
25 to 34	10	4.76%	2.0 - 2.49	23	10.90%
35 to 44	6	2.86%	2.5 - 2.99	49	23.22%
45 and over	6	2.86%	3.0 - 3.49	56	26.54%
Total	210	100.00%	3.5 or above	69	32.70%
No Response	11		Total	211	100.00%
			No Response	10	
Ethnicity/Race			Educational Goal		
	N	%		N	%
African-American	66	32.01%	Associate degree	95	45.67%
American Indian or Alaskan Native	8	3.88%	Vocational/technical program	9	4.33%
Asian or Pacific Islander	6	2.91%	Transfer to another institution	73	35.10%
Caucasian/White	102	49.51%	Certification (initial / renewal)	8	3.85%
Hispanic	12	5.83%	Self-improvement/pleasure	6	2.88%
Other race	8	3.88%	Job-related training	9	4.33%
Race - Prefer not to respond	4	1.94%	Other educational goal	8	3.85%
Total	206	100.00%	Total	208	100.00%
No Response	15		No Response	13	
Current Enrollment Status			Employment		
	N	%		N	%
Day	206	99.04%	Full-time off campus	19	9.05%
Evening	1	0.48%	Part-time off campus	46	21.90%
Weekend	1	0.48%	Full-time on campus	22	10.48%
Total	208	100.00%	Part-time on campus	16	7.62%
No Response	13		Not employed	107	50.95%
			Total	210	100.00%
			No Response	11	
Current Class Load					
	N	%			
Full-time	189	90.43%			
Part-time	20	9.57%			
Total	209	100.00%			
No Response	12				

Demographics

Current Residence			Institution Question 2		
	N	%		N	%
Residence hall	102	48.80%	Campus item 2 - Answer 1	0	0%
Own house	25	11.96%	Campus item 2 - Answer 2	0	0%
Rent room or apt off campus	25	11.96%	Campus item 2 - Answer 3	0	0%
Parent's home	44	21.05%	Campus item 2 - Answer 4	0	0%
Other residence	13	6.22%	Campus item 2 - Answer 5	0	0%
Total	209	100.00%	Campus item 2 - Answer 6	0	0%
No Response	12		Total	0	100.00%
			No Response	221	
Residence Classification			Group Code		
	N	%		N	%
In-state	94	44.55%	1332	1	0.51%
Out-of-state	105	49.76%	1623	10	5.41%
International (not U.S. citizen)	12	5.69%	1850	3	1.62%
Total	211	100.00%	2257	18	9.73%
No Response	10		2342	5	2.70%
			2480	1	0.51%
			3480	4	2.16%
			3533	4	2.16%
			4670	3	1.62%
			4724	6	3.24%
			4815	6	3.24%
			5667	5	2.70%
			5671	2	1.08%
			5757	50	31.89%
			5820	2	1.08%
			6758	2	1.08%
			6776	1	0.51%
			6780	3	1.62%
			6830	7	3.78%
			7323	2	1.08%
			7627	2	1.08%
			7736	2	1.08%
			8380	9	4.86%
			8823	13	7.03%
			8848	7	3.78%
			9320	1	0.51%
			9331	4	2.16%
Disabilities			Institution Question		
	N	%		N	%
Yes - Disability	24	11.43%	Campus item - Answer 1	4	30.77%
No - Disability	186	88.57%	Campus item - Answer 2	0	0.00%
Total	210	100.00%	Campus item - Answer 3	0	46.15%
No Response	11		Campus item - Answer 4	1	7.69%
			Campus item - Answer 5	0	0.00%
			Campus item - Answer 6	2	15.38%
			Total	13	100.00%
			No Response	208	
Institution Was My			Institution Question		
	N	%		N	%
1st choice	100	48.31%	Campus item - Answer 1	4	30.77%
2nd choice	60	28.99%	Campus item - Answer 2	0	0.00%
3rd choice or lower	47	22.71%	Campus item - Answer 3	0	46.15%
Total	207	100.00%	Campus item - Answer 4	1	7.69%
No Response	14		Campus item - Answer 5	0	0.00%
			Campus item - Answer 6	2	15.38%
			Total	13	100.00%
			No Response	208	

Demographics

9/60	3	1.62%
Total	185	100.00%
No Response	36	

Strategic Planning Overview Strengths and Challenges

Strengths

- 8. Classes are scheduled at times that are convenient for me.
- 6. My academic advisor is approachable.
- 32. My academic advisor is knowledgeable about my program requirements.
- 18. The quality of instruction I receive in most of my classes is excellent.
- 36. Students are made to feel welcome on this campus.
- 70. I am able to experience intellectual growth here.
- 25. My academic advisor is concerned about my success as an individual.
- 61. Faculty are usually available after class and during office hours.
- 27. The campus staff are caring and helpful.
- 14. Library resources and services are adequate.
- 58. Nearly all of the faculty are knowledgeable in their fields.
- 50. Tutoring services are readily available.
- 66. Program requirements are clear and reasonable.
- 34. Computer labs are adequate and accessible.

Challenges

- 31. The campus is safe and secure for all students.
- 52. This school does whatever it can to help me reach my educational goals.
- 16. The college shows concern for students as individuals.
- 28. It is an enjoyable experience to be a student on this campus.
- 51. There are convenient ways of paying my school bill.
- 15. I am able to register for classes I need with few conflicts.
- 29. Faculty are fair and unbiased in their treatment of individual students.
- 20. Financial aid counselors are helpful.
- 45. This institution has a good reputation within the community.
- 13. Financial aid awards are announced to students in time to be helpful in college planning.
- 22. People on this campus respect and are supportive of each other.
- 46. Faculty provide timely feedback about student progress in a course.

Strategic Planning Overview Benchmarks

Lower Satisfaction vs. National Community Colleges

- 8. Classes are scheduled at times that are convenient for me.
- 32. My academic advisor is knowledgeable about my program requirements.
- 18. The quality of instruction I receive in most of my classes is excellent.
- 31. The campus is safe and secure for all students.
- 36. Students are made to feel welcome on this campus.
- 70. I am able to experience intellectual growth here.
- 52. This school does whatever it can to help me reach my educational goals.
- 61. Faculty are usually available after class and during office hours.
- 16. The college shows concern for students as individuals.
- 27. The campus staff are caring and helpful.
- 28. It is an enjoyable experience to be a student on this campus.
- 51. There are convenient ways of paying my school bill.
- 15. I am able to register for classes I need with few conflicts.
- 29. Faculty are fair and unbiased in their treatment of individual students.
- 7. Adequate financial aid is available for most students.
- 12. My academic advisor helps me set goals to work toward.
- 20. Financial aid counselors are helpful.
- 41. Admissions staff are knowledgeable.
- 14. Library resources and services are adequate.
- 23. Faculty are understanding of students' unique life circumstances.
- 58. Nearly all of the faculty are knowledgeable in their fields.
- 21. There are a sufficient number of study areas on campus.
- 69. There is a good variety of courses provided on this campus.
- 40. My academic advisor is knowledgeable about the transfer requirements of other schools.
- 50. Tutoring services are readily available.
- 45. This institution has a good reputation within the community.
- 57. Administrators are approachable to students.
- 66. Program requirements are clear and reasonable.
- 13. Financial aid awards are announced to students in time to be helpful in college planning.
- 22. People on this campus respect and are supportive of each other.
- 5. The personnel involved in registration are helpful.
- 68. On the whole, the campus is well-maintained.
- 48. Counseling staff care about students as individuals.

Institutional Summary
Scales: In Order of Importance

Scale	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
Academic Advising/Counseling	5.73	5.10 / 1.24	0.63	6.27	5.46 / 1.37	0.81	-0.36 ***
Concern for the Individual	5.65	4.90 / 1.23	0.75	6.21	5.46 / 1.27	0.75	-0.56 ***
Instructional Effectiveness	5.62	4.99 / 1.06	0.63	6.29	5.60 / 1.13	0.69	-0.61 ***
Admissions and Financial Aid	5.61	4.80 / 1.23	0.81	6.20	5.42 / 1.28	0.78	-0.62 ***
Registration Effectiveness	5.61	4.98 / 1.08	0.63	6.27	5.63 / 1.07	0.64	-0.65 ***
Student Centeredness	5.59	4.88 / 1.13	0.71	6.13	5.58 / 1.19	0.55	-0.70 ***
Campus Climate	5.55	4.79 / 1.09	0.76	6.12	5.53 / 1.13	0.59	-0.74 ***
Academic Services	5.54	5.10 / 1.08	0.44	6.18	5.74 / 1.07	0.44	-0.64 ***
Service Excellence	5.50	4.93 / 1.05	0.57	6.10	5.52 / 1.13	0.58	-0.59 ***
Safety and Security	5.44	4.63 / 1.11	0.81	6.18	5.41 / 1.21	0.77	-0.78 ***
Campus Support Services	4.97	4.43 / 1.13	0.54	5.72	5.26 / 1.27	0.46	-0.83 ***
Responsiveness to Diverse Populations		4.93 / 1.31			5.69 / 1.28		-0.76 ***

National Group Means are based on 16/2018 records

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary
Items: In Order of Importance

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
8. Classes are scheduled at times that are convenient for me.	6.00	5.22 / 1.51	0.78	6.45	5.60 / 1.50	0.85	-0.38 ***
6. My academic advisor is approachable	5.96	5.52 / 1.52	0.44	6.33	5.63 / 1.61	0.70	-0.11
87. Cost is a factor in decision to enroll	5.85			6.36			
12. My academic advisor is knowledgeable about my program requirements.	5.83	5.33 / 1.50	0.50	6.40	5.59 / 1.63	0.81	-0.26 **
18. The quality of instruction I receive in most of my classes is excellent	5.82	5.10 / 1.37	0.72	6.48	5.66 / 1.38	0.82	-0.50 ***
31. The campus is safe and secure for all students	5.79	4.86 / 1.52	0.93	6.42	5.84 / 1.29	0.58	-0.98 ***
36. Students are made to feel welcome on this campus	5.78	5.13 / 1.45	0.65	6.27	5.79 / 1.34	0.48	-0.66 ***
70. I am able to experience intellectual growth here	5.75	5.09 / 1.47	0.66	6.43	5.92 / 1.30	0.51	-0.83 ***
25. My academic advisor is concerned about my success as an individual	5.74	5.11 / 1.71	0.63	6.24	5.33 / 1.72	0.91	-0.22
52. This school does whatever it can to help me reach my educational goals	5.73	4.88 / 1.49	0.85	6.31	5.46 / 1.50	0.85	-0.58 ***
61. Faculty are usually available after class and during office hours	5.73	5.26 / 1.33	0.47	6.29	5.79 / 1.35	0.50	-0.53 ***
16. The college shows concern for students as individuals	5.72	4.67 / 1.57	1.05	6.20	5.33 / 1.57	0.87	-0.66 ***
27. The campus staff are caring and helpful	5.72	5.20 / 1.38	0.52	6.20	5.71 / 1.32	0.49	-0.51 ***
88. Financial aid is a factor in decision to enroll	5.72			6.11			
28. It is an enjoyable experience to be a student on this campus	5.71	4.66 / 1.58	1.05	6.23	5.67 / 1.44	0.56	-1.11 ***

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Noted: Group Means are based on 10/2011 records

Institutional Summary
Items: In Order of Importance

Items	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
51. There are convenient ways of paying my school bill	5.71	4.83 / 1.54	0.88	6.28	5.70 / 1.45	0.58	-0.87 ***
7. Adequate financial aid is available for most students	5.69	4.90 / 1.53	0.79	6.30	5.42 / 1.66	0.88	-0.52 ***
15. I am able to register for classes I need with few conflicts	5.69	4.87 / 1.56	0.82	6.42	5.61 / 1.50	0.81	-0.74 ***
29. Faculty are fair and unbiased in their treatment of individual students	5.69	4.72 / 1.65	0.97	6.34	5.60 / 1.49	0.74	-0.88 ***
12. My academic advisor helps me set goals to work toward	5.66	4.95 / 1.64	0.71	6.15	5.29 / 1.74	0.86	-0.34 **
20. Financial aid counselors are helpful	5.66	4.74 / 1.63	0.92	6.22	5.32 / 1.68	0.90	-0.58 ***
41. Administrative staff are knowledgeable	5.66	5.05 / 1.51	0.61	6.20	5.62 / 1.44	0.67	-0.57 ***
14. Library resources and services are adequate	5.64	5.36 / 1.32	0.28	6.21	5.86 / 1.30	0.35	-0.50 ***
23. Faculty are understanding of students' unique life circumstances	5.64	4.92 / 1.50	0.72	6.26	5.43 / 1.55	0.83	-0.51 ***
58. Nearly all of the faculty are knowledgeable in their fields	5.64	5.21 / 1.29	0.43	6.41	5.83 / 1.32	0.58	-0.62 ***
21. There are a sufficient number of study areas on campus	5.63	4.82 / 1.52	0.81	6.14	5.73 / 1.43	0.41	-0.91 ***
69. There is a good variety of courses provided on this campus	5.63	4.93 / 1.44	0.70	6.37	5.83 / 1.36	0.54	-0.90 ***
40. My academic advisor is knowledgeable about the transfer requirements of other schools	5.62	4.99 / 1.52	0.63	6.28	5.39 / 1.66	0.89	-0.40 ***
60. Tutoring services are readily available	5.62	5.30 / 1.46	0.32	6.18	5.72 / 1.42	0.46	-0.42 ***
45. This institution has a good reputation within the community	5.61	4.73 / 1.60	0.88	6.15	5.78 / 1.36	0.37	-1.05 ***
47. Administrators are approachable to students	5.61	5.01 / 1.49	0.60	6.17	5.55 / 1.47	0.62	-0.54 ***

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

National Group Means are based on 10/2011 records

Institutional Summary
Items: In Order of Importance

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
66. Program requirements are clear and reasonable	5.61	5.14 / 1.40	0.47	6.37	5.71 / 1.39	0.66	-0.57 ***
13. Financial aid awards are understood by students in time to be helpful in college planning.	5.60	4.45 / 1.72	1.15	6.21	5.24 / 1.68	0.97	-0.79 ***
22. People on this campus respect and are supportive of each other.	5.60	4.67 / 1.52	0.93	6.12	5.56 / 1.40	0.56	-0.89 ***
5. The personnel involved in registration are helpful	5.59	5.05 / 1.49	0.54	6.26	5.53 / 1.56	0.73	-0.48 ***
68. On the whole, the campus is well-maintained.	5.59	4.92 / 1.47	0.67	6.28	5.96 / 1.27	0.32	-1.04 ***
18. Counseling staff care about students as individuals	5.57	4.88 / 1.44	0.69	6.19	5.50 / 1.52	0.69	-0.62 ***
34. Computer labs are adequate and accessible	5.56	5.14 / 1.42	0.42	6.26	5.85 / 1.35	0.41	-0.71 ***
46. Faculty provide timely feedback about student progress in a course.	5.56	4.73 / 1.41	0.83	6.31	5.48 / 1.50	0.83	-0.75 ***
54. Faculty are interested in my academic problems.	5.56	4.92 / 1.36	0.64	6.16	5.40 / 1.52	0.76	-0.48 ***
56. The business office is open during hours which are convenient for most students	5.56	4.97 / 1.45	0.59	6.15	5.61 / 1.41	0.54	-0.64 ***
2. Faculty care about me as an individual	5.55	5.09 / 1.41	0.46	6.10	5.52 / 1.44	0.58	-0.43 ***
35. Policies and procedures regarding registration and course selection are clear and well-publicized	5.55	4.85 / 1.34	0.70	6.28	5.62 / 1.44	0.66	-0.77 ***
33. Admissions counselors accurately portray the campus in their recruiting practices	5.54	4.79 / 1.52	0.75	6.00	5.43 / 1.47	0.57	-0.64 ***
39. The amount of student parking space on campus is adequate	5.53	4.95 / 1.61	0.58	6.23	4.97 / 1.90	1.26	-0.02
49. Admissions counselors respond to prospective students' unique needs and requests	5.53	4.88 / 1.51	0.65	6.13	5.46 / 1.48	0.67	-0.58 ***

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

National Group Means are based on 162081 records.

Institutional Summary
Items: In Order of Importance

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
37 Faculty take into consideration student differences as they teach a course	5.51	4.80 / 1.47	0.71	6.18	5.39 / 1.51	0.79	-0.59 ***
45 Academic support services adequately meet the needs of students	5.51	4.99 / 1.43	0.52	6.17	5.54 / 1.41	0.63	-0.55 ***
43 Class change (drop/add) policies are reasonable	5.49	5.06 / 1.40	0.43	6.22	5.69 / 1.44	0.53	-0.63 ***
1* There are adequate services to help me decide upon a career	5.49	4.57 / 1.43	0.92	6.18	5.45 / 1.50	0.73	-0.88 ***
53 The movement and course placement procedures are reasonable	5.48	4.94 / 1.35	0.54	6.17	5.58 / 1.41	0.59	-0.64 ***
60 Withdraw policies are reasonable	5.48	4.57 / 1.40	0.91	6.20	5.57 / 1.45	0.63	-1.00 ***
65 Students are notified early in the term if they are doing poorly in a class	5.47	4.82 / 1.47	0.65	6.24	5.18 / 1.73	1.06	-0.36 **
64 Nearly all classes deal with practical experiences and applications	5.46	5.06 / 1.40	0.40	6.19	5.58 / 1.39	0.61	-0.52 ***
62 Hoststore staff are helpful	5.45	5.38 / 1.36	0.07	6.13	5.78 / 1.42	0.35	-0.40 ***
24 Parking lots are well-lit and secure	5.44	4.55 / 1.70	0.89	6.21	5.46 / 1.57	0.75	-0.91 ***
26 Library staff are helpful and approachable	5.43	5.27 / 1.21	0.16	6.09	5.81 / 1.35	0.28	-0.54 ***
12 The equipment in the lab facilities is kept up to date	5.39	4.83 / 1.46	0.56	6.24	5.63 / 1.42	0.61	-0.80 ***
63 I seldom get the "run-around" when seeking information on this campus	5.39	4.58 / 1.44	0.81	6.13	5.29 / 1.65	0.84	-0.71 ***
6* Channels for expressing student complaints are readily available	5.30	4.72 / 1.47	0.67	6.07	5.13 / 1.69	0.94	-0.41 ***
11 Security staff respond quickly in emergencies	5.37	4.44 / 1.38	0.93	6.16	5.37 / 1.48	0.79	-0.93 ***

National Group Means are based on 10/2018 records

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary
Items: In Order of Importance

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
89. Academic reputation as factor in decision to enroll.	5.35			5.96			
14. I generally know what's happening on campus.	5.33	4.46 / 1.58	0.87	5.73	5.26 / 1.57	0.47	-0.80 ***
59. New student orientation services help students adjust to college.	5.33	4.61 / 1.45	0.73	5.99	5.48 / 1.52	0.51	-0.88 ***
38. The student center is a comfortable place for students to spend their leisure time.	5.28	4.81 / 1.47	0.47	5.89	5.56 / 1.44	0.33	-0.75 ***
9. Internships or practical experiences are provided in my degree/certificate program.	5.26	4.34 / 1.63	0.92	6.04	5.19 / 1.63	0.85	-0.85 ***
3. The quality of instruction in the vocational/technical programs is excellent.	5.22	4.82 / 1.39	0.40	6.18	5.53 / 1.37	0.65	-0.71 ***
95. Personalized attention prior to enrollment as factor in decision to enroll.	5.10			5.50			
30. The career services office provides students with the help they need to get a job.	5.07	4.45 / 1.34	0.62	6.07	5.31 / 1.50	0.76	-0.86 ***
4. Security staff are helpful.	5.06	4.33 / 1.61	0.73	5.87	5.39 / 1.53	0.48	-1.06 ***
1. Most students feel a sense of belonging here.	5.02	4.61 / 1.46	0.41	5.70	5.46 / 1.39	0.24	-0.85 ***
19. The campus provides effective support services for displaced homemakers.	4.87	4.43 / 1.33	0.44	5.48	5.07 / 1.48	0.41	-0.64 ***
91. Campus appearance as factor in decision to enroll.	4.86			5.31			
91. Geographic setting as factor in decision to enroll.	4.82			5.60			
90. Size of institution as factor in decision to enroll.	4.80			5.23			
91. Opportunity to play sports as factor in decision to enroll.	4.79			3.68			

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

National Group Means are based on 10/2018 records.

Institutional Summary
Items: In Order of Importance

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
92. Recommendations from faculty become a factor in decision to enroll	4.62			5.05			
17. Personnel in the Veterans' Services program are helpful	4.48	4.13 / 1.50	-0.35	5.34	5.06 / 1.50	-0.28	-0.93 ***
10. Child care facilities are available on campus	4.07	3.93 / 1.53	-0.14	4.70	4.48 / 1.83	-0.22	-0.55 ***
71. Campus item 1							
72. Campus item 2							
73. Campus item 3							
74. Campus item 4							
75. Campus item 5							
76. Campus item 6							
77. Campus item 7							
78. Campus item 8							
79. Campus item 9							
80. Campus item 10							
81. Institution's commitment to part-time students?		4.90 / 1.47			5.76 / 1.37		-0.77 ***
82. Institution's commitment to evening students?		4.82 / 1.35			5.64 / 1.45		-0.82 ***
83. Institution's commitment to older, returning learners?		5.06 / 1.34			5.73 / 1.43		-0.67 ***
81. Institution's commitment to under-represented populations?		4.93 / 1.41			5.63 / 1.41		-0.70 ***

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

National Group Means are based on 162081 records

Institutional Summary
Items: In Order of Importance

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
35. Institution's commitment to commuters?		4.99 / 1.38			5.62 / 1.45		-0.63 ***
36. Institution's commitment to students with disabilities?		4.80 / 1.51			5.76 / 1.40		-0.96 ***

National Group Means are based on 10,081 records

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Academic Advising/Counseling

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ACADEMIC ADVISING/COUNSELING	5.73	5.19 / 1.24	0.63	6.27	5.46 / 1.37	0.81	-0.36 ***
6. My academic advisor is approachable.	5.96	5.52 / 1.52	0.44	6.33	5.63 / 1.61	0.70	-0.11
12. My academic advisor helps me set goals to work toward.	5.66	4.95 / 1.64	0.71	6.15	5.29 / 1.74	0.86	-0.34 **
25. My academic advisor is concerned about my success as an individual.	5.74	5.11 / 1.71	0.63	6.24	5.33 / 1.72	0.91	-0.22
32. My academic advisor is knowledgeable about my program requirements.	5.83	5.33 / 1.50	0.50	6.40	5.59 / 1.63	0.81	-0.26 *
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	5.62	4.99 / 1.52	0.63	6.28	5.39 / 1.66	0.89	-0.40 ***
48. Counseling staff care about students as individuals.	5.57	4.88 / 1.44	0.69	6.19	5.50 / 1.52	0.69	-0.62 ***
52. This school does whatever it can to help me reach my educational goals.	5.73	4.88 / 1.49	0.85	6.31	5.46 / 1.50	0.85	-0.58 ***

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

National Group Means are based on 162081 records

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Academic Services

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ACADEMIC SERVICES	5.54	5.10 / 1.08	0.44	6.18	5.74 / 1.07	0.44	-0.64 ***
11. Library resources and services are adequate.	5.64	5.36 / 1.32	0.28	6.21	5.86 / 1.30	0.35	-0.50 ***
21. There are a sufficient number of study areas on campus.	5.63	4.82 / 1.52	0.81	6.14	5.73 / 1.43	0.41	-0.91 ***
26. Library staff are helpful and approachable.	5.43	5.27 / 1.21	0.16	6.09	5.81 / 1.35	0.28	-0.54 ***
34. Computer labs are adequate and accessible.	5.56	5.14 / 1.42	0.42	6.26	5.85 / 1.35	0.41	-0.71 ***
32. The equipment in the lab facilities is kept up-to-date.	5.70	4.83 / 1.46	0.86	6.24	5.63 / 1.42	0.61	-0.80 ***
30. Tutoring services are readily available.	5.62	5.30 / 1.46	0.32	6.18	5.72 / 1.42	0.46	-0.42 ***
35. Academic support services adequately meet the needs of students.	5.51	4.99 / 1.43	0.52	6.17	5.54 / 1.41	0.63	-0.55 ***

National Group Means are based on 10/2018 records

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Admissions and Financial Aid

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ADMISSIONS AND FINANCIAL AID	5.61	4.80 / 1.23	0.81	6.20	5.42 / 1.28	0.78	-0.62 ***
7. Adequate financial aid is available for most students	5.69	4.90 / 1.53	0.79	6.30	5.42 / 1.66	0.88	-0.52 ***
13. Financial aid awards are announced to students in time to be helpful in college planning	5.60	4.45 / 1.72	1.15	6.21	5.24 / 1.68	0.97	-0.79 ***
20. Financial aid counselors are helpful	5.66	4.74 / 1.63	0.92	6.22	5.32 / 1.68	0.90	-0.58 ***
33. Admissions counselors accurately portray the campus in their recruiting practices	5.54	4.79 / 1.52	0.75	6.00	5.43 / 1.47	0.57	-0.64 ***
41. Admissions staff are knowledgeable	5.66	5.05 / 1.51	0.61	6.29	5.62 / 1.44	0.67	-0.57 ***
49. Admissions counselors respond to prospective students' unique needs and requests	5.53	4.88 / 1.51	0.65	6.13	5.46 / 1.48	0.67	-0.58 ***

National Group Means are based on 16,298 records

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Campus Climate

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CAMPUS CLIMATE:	5.55	4.79 / 1.00	0.76	6.12	5.53 / 1.13	0.59	-0.74 ***
1. Most students feel a sense of belonging here.	5.02	4.61 / 1.46	0.41	5.70	5.46 / 1.39	0.24	-0.85 ***
2. Faculty care about me as an individual.	5.55	5.09 / 1.41	0.46	6.10	5.52 / 1.44	0.58	-0.43 ***
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	6.20	5.33 / 1.57	0.87	-0.66 ***
22. People on this campus respect and are supportive of each other.	5.60	4.67 / 1.52	0.93	6.12	5.56 / 1.40	0.56	-0.89 ***
27. The campus staff are caring and helpful.	5.72	5.20 / 1.38	0.52	6.20	5.71 / 1.32	0.49	-0.51 ***
28. It is an enjoyable experience to be a student on this campus.	5.71	4.66 / 1.58	1.05	6.23	5.67 / 1.44	0.56	-1.01 ***
31. The campus is safe and secure for all students.	5.79	4.86 / 1.52	0.93	6.42	5.84 / 1.29	0.58	-0.98 ***
36. Students are made to feel welcome on this campus.	5.78	5.13 / 1.45	0.65	6.27	5.79 / 1.34	0.48	-0.66 ***
41. I generally know what's happening on campus.	5.33	4.46 / 1.58	0.87	5.73	5.26 / 1.57	0.47	-0.80 ***
45. This institution has a good reputation within the community.	5.01	4.73 / 1.60	0.88	6.15	5.78 / 1.36	0.37	-1.05 ***
52. This school does whatever it can to help me reach my educational goals.	5.73	4.88 / 1.49	0.85	6.31	5.46 / 1.50	0.85	-0.58 ***
57. Administrators are approachable to students.	5.61	5.01 / 1.49	0.60	6.17	5.55 / 1.47	0.62	-0.54 ***
59. New student orientation services help students adjust to college.	5.33	4.60 / 1.45	0.73	5.99	5.48 / 1.52	0.51	-0.88 ***
63. I seldom get the "run-around" when seeking information on this campus.	5.30	4.58 / 1.44	0.81	6.13	5.29 / 1.65	0.84	-0.71 ***
67. Channels for expressing student complaints are readily available.	5.30	4.72 / 1.47	0.67	6.07	5.13 / 1.69	0.94	-0.41 ***

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

National Group Means are based on 162081 records

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Campus Support Services

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CAMPUS SUPPORT SERVICES	4.97	4.43 / 1.13	0.54	5.72	5.26 / 1.27	0.46	-0.83 ***
10. Child care facilities are available on campus	4.07	3.93 / 1.53	0.14	4.70	4.48 / 1.83	0.22	-0.55 ***
17. Personnel in the Veterans' Services program are helpful	4.48	4.13 / 1.50	0.35	5.34	5.06 / 1.50	0.28	-0.93 ***
19. This campus provides effective support services for displaced homemakers	4.87	4.43 / 1.33	0.44	5.48	5.07 / 1.48	0.41	-0.64 ***
30. The career services office provides students with the help they need to get a job	5.07	4.45 / 1.34	0.62	6.07	5.31 / 1.50	0.76	-0.86 ***
38. The student center is a comfortable place for students to spend their leisure time	5.28	4.81 / 1.47	0.47	5.89	5.56 / 1.44	0.33	-0.75 ***
47. There are adequate services to help me decide upon a career	5.49	4.57 / 1.43	0.92	6.18	5.45 / 1.50	0.73	-0.88 ***
59. New student orientation services help students adjust to college	5.33	4.60 / 1.45	0.73	5.99	5.48 / 1.52	0.51	-0.88 ***

National Group Means are based on 102081 records.

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Concern for the Individual

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CONCERN FOR THE INDIVIDUAL	5.65	4.90 / 1.23	0.75	6.21	5.46 / 1.27	0.75	-0.56 ***
2. Faculty care about me as an individual.	5.55	5.09 / 1.41	0.46	6.10	5.52 / 1.44	0.58	-0.43 ***
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	6.20	5.33 / 1.57	0.87	-0.66 ***
25. My academic advisor is concerned about my success as an individual.	5.74	5.11 / 1.71	0.63	6.24	5.33 / 1.72	0.91	-0.52
29. Faculty are fair and unbiased in their treatment of individual students.	5.69	4.72 / 1.65	0.97	6.34	5.60 / 1.49	0.74	-0.88 ***
48. Counseling staff care about students as individuals.	5.57	4.88 / 1.44	0.69	6.19	5.50 / 1.52	0.69	-0.62 ***

National Group Means are based on 10/2018 reports

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Instructional Effectiveness

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction - SD	Performance Gap	Importance	Satisfaction - SD	Performance Gap	
INSTRUCTIONAL EFFECTIVENESS	5.62	4.99 / 1.06	0.63	6.29	5.60 / 1.13	0.69	-0.61 ***
7. Faculty care about me as an individual	5.55	5.09 / 1.41	0.46	6.10	5.52 / 1.44	0.58	-0.43 ***
18. The quality of instruction I receive in most of my classes is excellent	5.82	5.10 / 1.37	0.72	6.48	5.66 / 1.38	0.82	-0.56 ***
23. Faculty are understanding of students' unique life circumstances	5.64	4.92 / 1.50	0.72	6.26	5.43 / 1.55	0.83	-0.51 ***
29. Faculty are fair and unbiased in their treatment of individual students	5.60	4.72 / 1.65	0.97	6.34	5.60 / 1.49	0.74	-0.88 ***
37. Faculty take into consideration student differences as they teach a course	5.51	4.80 / 1.47	0.71	6.18	5.39 / 1.51	0.79	-0.50 ***
46. Faculty provide timely feedback about student progress in a course	5.56	4.73 / 1.41	0.83	6.31	5.48 / 1.50	0.83	-0.75 ***
51. Faculty are interested in my academic problems	5.56	4.92 / 1.36	0.64	6.16	5.40 / 1.52	0.76	-0.48 ***
58. Nearly all of the faculty are knowledgeable in their fields	5.64	5.21 / 1.29	0.43	6.41	5.83 / 1.32	0.58	-0.62 ***
61. Faculty are usually available after class and during office hours	5.73	5.26 / 1.33	0.47	6.29	5.79 / 1.35	0.50	-0.53 ***
64. Nearly all classes deal with practical experiences and applications	5.46	5.06 / 1.40	0.40	6.19	5.58 / 1.39	0.61	-0.52 ***
65. Students are notified early in the term if they are doing poorly in a class	5.47	4.82 / 1.47	0.65	6.24	5.18 / 1.73	1.06	-0.36 **
66. Program requirements are clear and reasonable	5.61	5.14 / 1.40	0.47	6.37	5.71 / 1.39	0.66	-0.57 ***

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

National Group Means are based on 102984 records

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Instructional Effectiveness

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
69 There is a good variety of courses provided on this campus	5.63	4.93 / 1.44	0.70	6.37	5.83 / 1.36	0.54	-0.90 ***
70 I am able to experience intellectual growth here	5.75	5.09 / 1.47	0.66	6.43	5.92 / 1.30	0.51	-0.83 ***

National Group Means are based on 102081 records.

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Registration Effectiveness

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
REGISTRATION EFFECTIVENESS	5.61	4.98 / 1.08	0.63	6.27	5.63 / 1.07	0.64	-0.65 ***
5. The personnel involved in registration are helpful	5.59	5.05 / 1.49	0.54	6.26	5.53 / 1.56	0.73	-0.48 ***
8. Classes are scheduled at times that are convenient for me.	6.00	5.22 / 1.51	0.78	6.45	5.60 / 1.50	0.85	-0.38 ***
15. I am able to register for classes I need with few conflicts	5.69	4.87 / 1.56	0.82	6.42	5.61 / 1.50	0.81	-0.74 ***
19. Policies and procedures regarding registration and course selection are clear and well-publicized	5.55	4.85 / 1.34	0.70	6.28	5.62 / 1.44	0.66	-0.77 ***
43. Class change (drop/add) policies are reasonable	5.40	5.06 / 1.40	0.43	6.22	5.69 / 1.44	0.53	-0.63 ***
51. There are convenient ways of paying my school bill	5.71	4.83 / 1.54	0.88	6.28	5.70 / 1.45	0.58	-0.87 ***
56. The business office is open during hours which are convenient for most students.	5.56	4.97 / 1.45	0.59	6.15	5.61 / 1.41	0.54	-0.64 ***
60. Holding policies are reasonable	5.48	4.57 / 1.60	0.91	6.20	5.57 / 1.45	0.63	-1.00 ***
62. Bussking staff are helpful	5.45	5.38 / 1.36	0.07	6.13	5.78 / 1.42	0.35	-0.40 ***

National Group Means are based on 10/2011 records

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Responsiveness to Diverse Populations

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
RESPONSIVENESS TO DIVERSE POPULATIONS		4.93 / 1.31			5.69 / 1.28		-0.76 ***
R1. Institution's commitment to part-time students?		4.99 / 1.47			5.76 / 1.37		-0.77 ***
R2. Institution's commitment to evening students?		4.82 / 1.35			5.64 / 1.45		-0.82 ***
R3. Institution's commitment to older, returning learners?		5.06 / 1.34			5.73 / 1.43		-0.67 ***
R4. Institution's commitment to under-represented populations?		4.93 / 1.41			5.63 / 1.41		-0.70 ***
R5. Institution's commitment to commuters?		4.99 / 1.38			5.62 / 1.45		-0.63 ***
R6. Institution's commitment to students with disabilities?		4.80 / 1.51			5.76 / 1.40		-0.96 ***

National Group Means are based on 102081 records

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Safety and Security

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
SAFETY AND SECURITY	5.44	4.63 / 1.11	0.81	6.18	5.41 / 1.21	0.77	-0.78 ***
1. Security staff are helpful.	5.06	4.33 / 1.61	0.73	5.87	5.39 / 1.53	0.48	-1.06 ***
11. Security staff respond quickly in emergencies.	5.37	4.44 / 1.38	0.93	6.16	5.37 / 1.48	0.79	-0.93 ***
24. Parking lots are well-lighted and secure.	5.44	4.55 / 1.70	0.89	6.21	5.46 / 1.57	0.75	-0.91 ***
31. The campus is safe and secure for all students.	5.79	4.86 / 1.52	0.93	6.42	5.84 / 1.29	0.58	-0.98 ***
39. The amount of student parking space on campus is adequate.	5.53	4.95 / 1.61	0.58	6.23	4.97 / 1.90	1.26	-0.02

National Group Means are based on 10/2018 records

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Service Excellence

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
SERVICE EXCELLENCE	5.50	4.93 / 1.05	0.57	6.10	5.52 / 1.13	0.58	-0.50 ***
5. The personnel involved in registrations are helpful	5.59	5.05 / 1.49	0.54	6.26	5.53 / 1.56	0.73	-0.48 ***
22. People on this campus respect and are supportive of each other.	5.60	4.67 / 1.52	0.93	6.12	5.56 / 1.40	0.56	-0.80 ***
26. Library staff are helpful and approachable	5.43	5.27 / 1.21	0.16	6.09	5.81 / 1.35	0.28	-0.52 ***
27. The campus staff are caring and helpful	5.72	5.20 / 1.38	0.52	6.20	5.71 / 1.32	0.49	-0.51 ***
11. I generally know what's happening on campus	5.33	4.46 / 1.58	0.87	5.73	5.26 / 1.57	0.47	-0.80 ***
57. Administrators are approachable to students	5.61	5.01 / 1.40	0.60	6.17	5.55 / 1.47	0.62	-0.54 ***
62. Bookstore staff are helpful	5.45	5.38 / 1.36	0.07	6.13	5.78 / 1.42	0.35	-0.40 ***
64. I seldom get the "run-around" when seeking information on this campus	5.39	4.58 / 1.44	0.81	6.13	5.29 / 1.65	0.84	-0.71 ***
67. Channels for expressing student complaints are readily available	5.89	4.72 / 1.47	0.67	6.07	5.13 / 1.69	0.94	-0.41 ***

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

National Group Means are based on 102081 records

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25

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Student Centeredness

Scale/Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
STUDENT CENTEREDNESS	5.50	4.88 / 1.13	0.71	6.13	5.58 / 1.19	0.55	-0.70 ***
1. Most students feel a sense of belonging here.	5.02	4.61 / 1.46	0.41	5.70	5.46 / 1.39	0.24	-0.85 ***
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	6.20	5.33 / 1.57	0.87	-1.66 ***
27. The campus staff are caring and helpful.	5.72	5.20 / 1.38	0.52	6.20	5.71 / 1.32	0.49	-1.51 ***
28. It is an enjoyable experience to be a student on this campus.	5.71	4.66 / 1.58	1.05	6.23	5.67 / 1.44	0.56	-1.01 ***
36. Students are made to feel welcome on this campus.	5.78	5.13 / 1.45	0.65	6.27	5.79 / 1.34	0.48	-1.66 ***
57. Administrators are approachable to students.	5.61	5.01 / 1.49	0.60	6.17	5.55 / 1.47	0.62	-0.54 ***

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

National Group Means are based on 162081 records

Institutional Summary
Items: In Sequential Order

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
1. Most students feel a sense of belonging here.	5.02	4.61 / 1.46	0.41	5.70	5.46 / 1.39	0.24	-0.85 ***
2. Faculty care about me as an individual.	5.55	5.09 / 1.41	0.46	6.10	5.52 / 1.44	0.58	-0.43 ***
3. The quality of instruction in the vocational/technical programs is excellent.	5.22	4.82 / 1.39	0.40	6.18	5.53 / 1.37	0.65	-0.71 ***
4. Security staff are helpful.	5.06	4.33 / 1.61	0.73	5.87	5.39 / 1.53	0.48	-1.06 ***
5. The personnel involved in registration are helpful.	5.59	5.05 / 1.49	0.54	6.26	5.53 / 1.56	0.73	-0.48 ***
6. My academic adviser is approachable.	5.96	5.52 / 1.52	0.44	6.33	5.63 / 1.61	0.70	-0.11
7. Adequate financial aid is available for most students.	5.69	4.90 / 1.53	0.79	6.30	5.42 / 1.66	0.88	-0.52 ***
8. Classes are scheduled at times that are convenient for me.	6.00	5.22 / 1.51	0.78	6.45	5.60 / 1.50	0.85	-0.38 ***
9. Internships or practical experiences are provided in my degree/certificate program.	5.26	4.34 / 1.63	0.92	6.04	5.19 / 1.63	0.85	-0.85 ***
10. Child care facilities are available on campus.	4.07	3.93 / 1.53	0.14	4.70	4.48 / 1.83	0.22	-0.55 ***
11. Security staff respond quickly in emergencies.	5.37	4.44 / 1.38	0.93	6.16	5.37 / 1.48	0.79	-0.93 ***
12. My academic adviser helps me set goals to work toward.	5.66	4.95 / 1.64	0.71	6.15	5.29 / 1.74	0.86	-0.34 **
13. Financial aid awards are announced to students in time to be helpful in college planning.	5.60	4.45 / 1.72	1.15	6.21	5.24 / 1.68	0.97	-0.79 ***
14. Library resources and services are adequate.	5.64	5.36 / 1.32	0.28	6.21	5.86 / 1.30	0.35	-0.50 ***
15. I am able to register for classes I need with few conflicts.	5.69	4.87 / 1.56	0.82	6.42	5.61 / 1.50	0.81	-0.74 ***
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	6.20	5.33 / 1.57	0.87	-0.66 ***

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

National Group Means are based on 162081 records

Institutional Summary
Items: In Sequential Order

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
17. Personnel in the Veterans' Services program are helpful.	4.48	4.13 / 1.50	0.35	5.34	5.06 / 1.50	0.28	-0.93 ***
18. The quality of instruction I receive in most of my classes is excellent.	5.82	5.10 / 1.37	0.72	6.48	5.66 / 1.38	0.82	-0.86 ***
19. The campus provides effective support services for displaced homebounders.	4.87	4.43 / 1.33	0.44	5.48	5.07 / 1.48	0.41	-0.64 ***
20. Financial and counselors are helpful.	5.66	4.74 / 1.63	0.92	6.22	5.32 / 1.68	0.90	-0.58 ***
21. There are a sufficient number of study areas on campus.	5.63	4.82 / 1.52	0.81	6.14	5.73 / 1.43	0.41	-0.91 ***
22. People on this campus respect and are supportive of each other.	5.60	4.67 / 1.52	0.93	6.12	5.56 / 1.40	0.56	-0.89 ***
23. Faculty are understanding of students' unique life circumstances.	5.64	4.92 / 1.50	0.72	6.26	5.43 / 1.55	0.83	-0.51 ***
24. Parking lots are well-lighted and secure.	5.44	4.55 / 1.70	0.89	6.21	5.46 / 1.57	0.75	-0.91 ***
25. My academic advisor is concerned about my success as an individual.	5.74	5.11 / 1.71	0.63	6.24	5.33 / 1.72	0.91	-0.22
26. Library staff are helpful and approachable.	5.43	5.27 / 1.21	0.16	6.09	5.81 / 1.35	0.28	-0.54 ***
27. The campus staff are caring and helpful.	5.72	5.20 / 1.38	0.52	6.20	5.73 / 1.32	0.49	-0.51 ***
28. It is an enjoyable experience to be a student on this campus.	5.71	4.66 / 1.58	1.05	6.23	5.67 / 1.44	0.56	-1.01 ***
29. Faculty are fair and unbiased in their treatment of individual students.	5.69	4.72 / 1.65	0.97	6.34	5.60 / 1.49	0.74	-0.88 ***
30. The career services office provides students with the help they need to get a job.	5.07	4.45 / 1.34	0.62	6.07	5.31 / 1.50	0.76	-0.86 ***
31. The campus is safe and secure for all students.	5.79	4.86 / 1.52	0.93	6.42	5.84 / 1.29	0.58	-0.98 ***

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

National Group Means are based on 162081 records

Institutional Summary
Items: In Sequential Order

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
32. My academic advisor is knowledgeable about my program requirements.	5.83	5.33 / 1.50	0.50	6.40	5.59 / 1.63	0.81	-0.26 *
33. Admissions counselors accurately portray the campus in their recruiting practices.	5.54	4.79 / 1.52	0.75	6.00	5.43 / 1.47	0.57	-0.64 ***
34. Computer labs are adequate and accessible.	5.56	5.14 / 1.42	0.42	6.26	5.85 / 1.35	0.41	-0.71 ***
35. Policies and procedures regarding admission and course selection are clear and well-publicized.	5.55	4.85 / 1.34	0.70	6.28	5.62 / 1.44	0.66	-0.73 ***
36. Students are made to feel welcome on this campus.	5.78	5.13 / 1.45	0.65	6.27	5.79 / 1.34	0.48	-0.66 ***
37. Faculty take into consideration student differences as they teach a course.	5.51	4.80 / 1.47	0.71	6.18	5.39 / 1.51	0.79	-0.59 ***
38. The student center is a comfortable place for students to spend their leisure time.	5.28	4.81 / 1.47	0.47	5.89	5.56 / 1.44	0.33	-0.75 ***
39. The amount of student parking space on campus is adequate.	5.53	4.95 / 1.61	0.58	6.23	4.97 / 1.90	1.26	-0.02
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	5.62	4.99 / 1.52	0.63	6.28	5.39 / 1.66	0.89	-0.40 ***
41. Admissions staff are knowledgeable.	5.66	5.05 / 1.51	0.61	6.29	5.62 / 1.44	0.67	-0.57 ***
42. The equipment in the lab facilities is kept up to date.	5.30	4.83 / 1.46	0.56	6.24	5.63 / 1.42	0.61	-0.80 ***
43. Class change (drop/add) policies are reasonable.	5.40	5.06 / 1.40	0.43	6.22	5.69 / 1.44	0.53	-0.63 ***
44. I generally know what's happening on campus.	5.33	4.46 / 1.58	0.87	5.73	5.26 / 1.57	0.47	-0.80 ***
45. This institution has a good reputation within the community.	5.61	4.73 / 1.60	0.88	6.15	5.78 / 1.36	0.37	-1.05 ***
46. Faculty provide timely feedback about student progress in a course.	5.56	4.73 / 1.41	0.83	6.31	5.48 / 1.50	0.83	-0.75 ***

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

National Group Means are based on 162081 records

Institutional Summary
Items: In Sequential Order

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
47. There are adequate services to help me decide upon a career.	5.49	4.57 / 1.43	0.92	6.18	5.45 / 1.50	0.73	-0.88 ***
48. Counseling staff care about students as individuals.	5.57	4.88 / 1.44	0.69	6.19	5.50 / 1.52	0.69	-0.62 ***
49. Administrative counselors respond to prospective students' unique needs and requests.	5.53	4.88 / 1.51	0.65	6.13	5.46 / 1.48	0.67	-0.58 ***
50. Tutoring services are readily available.	5.62	5.30 / 1.46	0.32	6.18	5.72 / 1.42	0.46	-0.42 ***
51. There are convenient ways of paying my school bill.	5.71	4.83 / 1.54	0.88	6.28	5.70 / 1.45	0.58	-0.87 ***
52. This school does whatever it can to help me reach my educational goals.	5.73	4.88 / 1.49	0.85	6.31	5.46 / 1.50	0.85	-0.58 ***
53. The movement and course placement procedures are reasonable.	5.48	4.94 / 1.35	0.54	6.17	5.58 / 1.41	0.59	-0.64 ***
54. Faculty are interested in my academic problems.	5.56	4.92 / 1.36	0.64	6.16	5.40 / 1.52	0.76	-0.48 ***
55. Academic support services adequately meet the needs of students.	5.51	4.99 / 1.43	0.52	6.17	5.54 / 1.41	0.63	-0.55 ***
56. The business offices are open during hours which are convenient for most students.	5.56	4.97 / 1.45	0.59	6.15	5.61 / 1.41	0.54	-0.64 ***
57. Administrators are approachable to students.	5.61	5.01 / 1.49	0.60	6.17	5.55 / 1.47	0.62	-0.54 ***
58. Nearly all of the faculty are knowledgeable in their fields.	5.64	5.21 / 1.29	0.43	6.41	5.83 / 1.32	0.58	-0.62 ***
59. New student orientation services help students adjust to college.	5.33	4.60 / 1.45	0.73	5.99	5.48 / 1.52	0.51	-0.88 ***
60. Billing policies are reasonable.	5.48	4.57 / 1.60	0.91	6.20	5.57 / 1.45	0.63	-1.00 ***
61. Faculty are usually available after class and during office hours.	5.73	5.26 / 1.33	0.47	6.29	5.79 / 1.35	0.50	-0.53 ***

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

National Group Means are based on 10/2081 records.

Institutional Summary
Items: In Sequential Order

Item	Independence Community College • SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
62. Book store staff are helpful	5.45	5.38 / 1.36	0.07	6.13	5.78 / 1.42	0.35	-0.40 ***
63. I seldom get the "run-around" when seeking information on this campus	5.30	4.58 / 1.44	0.81	6.13	5.29 / 1.65	0.84	-0.71 ***
64. Nearly all classes deal with practical experiences and applications	5.46	5.06 / 1.40	0.40	6.19	5.58 / 1.39	0.61	-0.52 ***
65. Students are notified early in the term if they are doing poorly in a class	5.47	4.82 / 1.47	0.65	6.24	5.18 / 1.73	1.06	-0.36 **
66. Program requirements are clear and reasonable	5.61	5.14 / 1.49	0.47	6.37	5.71 / 1.39	0.66	-0.57 ***
67. Channels for expressing student complaints are readily available	5.30	4.72 / 1.47	0.67	6.07	5.13 / 1.69	0.94	-0.41 ***
68. On the whole, the campus is well-maintained	5.59	4.92 / 1.47	0.67	6.28	5.96 / 1.27	0.32	-1.04 ***
69. There is a good variety of courses provided on this campus	5.63	4.93 / 1.44	0.70	6.37	5.83 / 1.36	0.54	-0.90 ***
70. I am able to experience intellectual growth here	5.75	5.09 / 1.47	0.66	6.43	5.92 / 1.30	0.51	-0.83 ***
*1. Campus item 1							
*2. Campus item 2							
*3. Campus item 3							
*4. Campus item 4							
*5. Campus item 5							
*6. Campus item 6							
*7. Campus item 7							
*8. Campus item 8							

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

National Group Means are based on 162081 records

Institutional Summary
Items: In Sequential Order

Item	Independence Community College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
79. Campus design							
80. Campus design							
81. Institution's commitment to part-time students?		4.99 / 1.47			5.76 / 1.37		-0.77 ***
82. Institution's commitment to evening students?		4.82 / 1.35			5.64 / 1.45		-0.82 ***
83. Institution's commitment to older, returning learners?		5.06 / 1.34			5.73 / 1.43		-0.67 ***
84. Institution's commitment to under-represented populations?		4.93 / 1.41			5.63 / 1.41		-0.70 ***
85. Institution's commitment to commuters?		4.99 / 1.38			5.62 / 1.45		-0.63 ***
86. Institution's commitment to students with disabilities?		4.80 / 1.51			5.76 / 1.40		-0.96 ***
87. Cost as factor in decision to enroll.	5.85			6.36			
88. Financial aid as factor in decision to enroll.	5.72			6.11			
89. Academic reputation as factor in decision to enroll.	5.35			5.96			
90. Size of institution as factor in decision to enroll.	4.80			5.23			
91. Opportunity to play sports as factor in decision to enroll.	4.79			3.68			
92. Recommendations from family/friends as factor in decision to enroll.	4.62			5.05			
93. Geographic setting as factor in decision to enroll.	4.82			5.60			
94. Campus appearance as factor in decision to enroll.	4.86			5.31			
95. Personalized attention prior to enrollment as factor in decision to enroll.	5.10			5.50			

National Group Means are based on 10/2018 records

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary
Summary Items

Summary Item	Independence Community College - SSI	National Community Colleges	Mean Difference
So far, how has your college experience met your expectations?	Average: 1.12	Average: 1.92	-0.80
1=Much worse than expected	3%	1%	
2=Quite a bit worse than I expected	3%	1%	
3=Worse than I expected	10%	0%	
4=About what I expected	44%	33%	
5=Better than I expected	21%	25%	
6=Quite a lot better than I expected	0%	13%	
7=Much better than expected	0%	18%	
Rate your overall satisfaction with your experience here thus far.	Average: 4.58	Average: 5.55	-0.97
1=Not satisfied at all	4%	1%	
2=Not very satisfied	7%	2%	
3=Somewhat dissatisfied	10%	5%	
4=Neutral	23%	11%	
5=Somewhat satisfied	20%	15%	
6=Satisfied	24%	47%	
7=Very satisfied	8%	24%	
All in all, if you had to do it over, would you enroll here again?	Average: 4.37	Average: 5.78	-1.41
1=Definitely not	11%	2%	
2=Probably not	10%	3%	
3=Maybe not	7%	3%	
4=I don't know	18%	8%	
5=Maybe yes	10%	10%	
6=Probably yes	19%	30%	
7=Definitely yes	15%	41%	

May 2018 Demographics

Gender	N	%	Class Level	N	%
Female	80	37.91%	1 year or less	121	57.89%
Male	131	62.09%	2 years	77	36.84%
Total	211	100.00%	3 years	6	2.87%
No Response	10		4 or more years	5	2.39%
			Total	209	100.00%
			No Response	12	
Age	N	%	Current GPA	N	%
18 and under	29	13.81%	No credits earned	5	2.37%
19 to 24	159	75.71%	1.00 or below	9	4.27%
25 to 34	10	4.76%	2.0 - 2.49	23	10.90%
35 to 44	6	2.86%	2.5 - 2.99	49	23.22%
45 and over	6	2.86%	3.0 - 3.49	56	26.54%
Total	210	100.00%	3.5 or above	69	32.70%
No Response	11		Total	211	100.00%
			No Response	10	
Ethnicity/Race	N	%	Educational Goal	N	%
African-American	66	32.04%	Associate degree	95	45.07%
American Indian or Alaskan Native	8	3.88%	Vocational/technical program	9	4.33%
Asian or Pacific Islander	6	2.91%	Transfer to another institution	73	35.10%
Caucasian/White	102	49.51%	Certification (initial / renewal)	8	3.85%
Hispanic	12	5.83%	Self-improvement/pleasure	6	2.88%
Other race	8	3.88%	Job-related training	9	4.33%
Race - Prefer not to respond	4	1.94%	Other educational goal	8	3.85%
Total	206	100.00%	Total	208	100.00%
No Response	15		No Response	13	
Current Enrollment Status	N	%	Employment	N	%
Day	206	99.04%	Full-time off campus	19	9.05%
Evening	1	0.48%	Part-time off campus	46	21.90%
Weekend	1	0.48%	Full-time on campus	22	10.48%
Total	208	100.00%	Part-time on campus	16	7.62%
No Response	13		Not employed	107	50.95%
			Total	210	100.00%
			No Response	11	
Current Class Load	N	%			
Full-time	189	90.43%			
Part-time	20	9.57%			
Total	209	100.00%			
No Response	12				

May 2018 Demographics

Current Residence			Institution Question 2		
	N	%		N	%
Residence hall	102	48.80%	Campus item 2 - Answer 1	0	0%
Own house	25	11.96%	Campus item 2 - Answer 2	0	0%
Rent room or apt off campus	25	11.96%	Campus item 2 - Answer 3	0	0%
Parent's home	44	21.05%	Campus item 2 - Answer 4	0	0%
Other residence	13	6.22%	Campus item 2 - Answer 5	0	0%
Total	209	100.00%	Campus item 2 - Answer 6	0	0%
No Response	12		Total	0	100.00%
			No Response	221	
Residence Classification			Group Code		
	N	%		N	%
In-state	94	44.55%	1332	1	0.54%
Out-of-state	105	49.76%	1623	10	5.41%
International (not U.S. citizen)	12	5.69%	1850	3	1.62%
Total	211	100.00%	2257	18	9.73%
No Response	10		2342	5	2.70%
			2480	1	0.54%
			2480	4	2.16%
Disabilities					
	N	%			
Yes - Disability	24	11.43%	3533	4	2.16%
No - Disability	186	88.57%	4670	3	1.62%
Total	210	100.00%	4724	6	3.24%
No Response	11		4815	6	3.24%
			5667	5	2.70%
			5671	2	1.08%
			5757	50	31.89%
Institution Was My					
	N	%			
1st choice	100	48.31%	5820	2	1.08%
2nd choice	60	28.99%	6758	2	1.08%
3rd choice or lower	47	22.71%	6776	1	0.54%
Total	207	100.00%	6780	3	1.62%
No Response	14		6830	7	3.78%
			7323	2	1.08%
			7627	2	1.08%
			7736	2	1.08%
Institution Question					
	N	%			
Campus item - Answer 1	4	30.77%	8380	9	4.86%
Campus item - Answer 2	0	0.00%	8823	13	7.03%
Campus item - Answer 3	6	46.15%	8848	7	3.78%
Campus item - Answer 4	1	7.69%	9320	1	0.54%
Campus item - Answer 5	0	0.00%	9331	4	2.16%
Campus item - Answer 6	2	15.38%			
Total	13	100.00%			
No Response	208				

May 2018 Demographics

9160	3	1.62%
Total	185	100.00%
No Response	36	

Feb 2016 Demographics

Gender	N	%	Class Level	N	%
Female	119	44.21%	1 year or less	168	63.16%
Male	150	55.76%	2 years	86	32.33%
Total	269	100.00%	3 years	8	3.01%
No Response	16		4 or more years	4	1.50%
			Total	266	100.00%
			No Response	19	
Age	N	%	Current GPA	N	%
18 and under	59	22.01%	No credits earned	11	4.15%
19 to 24	185	69.03%	1.99 or below	10	3.77%
25 to 34	17	6.34%	2.0 - 2.49	31	11.70%
35 to 44	2	0.75%	2.5 - 2.99	57	21.51%
45 and over	5	1.87%	3.0 - 3.49	73	27.55%
Total	268	100.00%	3.5 or above	83	31.32%
No Response	17		Total	265	100.00%
			No Response	20	
Ethnicity/Race	N	%	Educational Goal	N	%
African-American	56	21.16%	Associate degree	121	46.79%
American Indian or Alaskan Native	11	4.21%	Vocational/technical program	17	6.42%
Asian or Pacific Islander	4	1.53%	Transfer to another institution	92	34.72%
Caucasian/White	155	59.39%	Certification (initial / renewal)	16	6.04%
Hispanic	17	6.51%	Self-improvement/pleasure	2	0.75%
Other race	11	4.21%	Job-related training	3	1.13%
Race - Prefer not to respond	7	2.68%	Other educational goal	11	4.15%
Total	261	100.00%	Total	265	100.00%
No Response	21		No Response	20	
Current Enrollment Status	N	%	Employment	N	%
Day	256	96.97%	Full-time off campus	30	11.15%
Evening	8	3.03%	Part-time off campus	72	26.77%
Weekend	0	0.00%	Full-time on campus	20	7.43%
Total	264	100.00%	Part-time on campus	21	7.81%
No Response	21		Not employed	126	46.81%
			Total	269	100.00%
			No Response	16	
Current Class Load	N	%			
Full-time	244	91.39%			
Part-time	23	8.61%			
Total	267	100.00%			
No Response	18				

Feb 2016 Demographics

Current Residence	N	%	Institution Question 2	N	%
Residence hall	136	50.56%	Campus item 2 - Answer 1	0	0%
Own house	26	9.67%	Campus item 2 - Answer 2	0	0%
Rent town or apt off campus	28	10.41%	Campus item 2 - Answer 3	0	0%
Parent's home	68	25.28%	Campus item 2 - Answer 4	0	0%
Other residence	11	4.09%	Campus item 2 - Answer 5	0	0%
Total	269	100.00%	Campus item 2 - Answer 6	0	0%
No Response	16		Total	0	100.00%
			No Response	285	
Residence Classification	N	%			
In-state	191	71.54%			
Out-of-state	68	25.47%			
International (not U.S. citizen)	8	3.00%			
Total	267	100.00%			
No Response	18				
Disabilities	N	%			
Yes - Disability	22	8.15%			
No - Disability	248	91.85%			
Total	270	100.00%			
No Response	15				
Institution Was My	N	%			
1st choice	128	47.58%			
2nd choice	90	33.46%			
3rd choice or lower	51	18.96%			
Total	269	100.00%			
No Response	16				
Institution Question	N	%			
Campus item - Answer 1	0	0.00%			
Campus item - Answer 2	0	0.00%			
Campus item - Answer 3	0	0.00%			
Campus item - Answer 4	1	100.00%			
Campus item - Answer 5	0	0.00%			
Campus item - Answer 6	0	0.00%			
Total	1	100.00%			
No Response	284				

Strategic Planning Overview Strengths and Challenges

Strengths

- 8. Classes are scheduled at times that are convenient for me.
- 6. My academic advisor is approachable.
- 32. My academic advisor is knowledgeable about my program requirements.
- 18. The quality of instruction I receive in most of my classes is excellent.
- 36. Students are made to feel welcome on this campus.
- 70. I am able to experience intellectual growth here.
- 25. My academic advisor is concerned about my success as an individual.
- 61. Faculty are usually available after class and during office hours.
- 27. The campus staff are caring and helpful.
- 14. Library resources and services are adequate.
- 58. Nearly all of the faculty are knowledgeable in their fields.
- 50. Tutoring services are readily available.
- 66. Program requirements are clear and reasonable.
- 34. Computer labs are adequate and accessible.

Challenges

- 31. The campus is safe and secure for all students.
- 52. This school does whatever it can to help me reach my educational goals.
- 16. The college shows concern for students as individuals.
- 28. It is an enjoyable experience to be a student on this campus.
- 51. There are convenient ways of paying my school bill.
- 15. I am able to register for classes I need with few conflicts.
- 29. Faculty are fair and unbiased in their treatment of individual students.
- 20. Financial aid counselors are helpful.
- 45. This institution has a good reputation within the community.
- 13. Financial aid awards are announced to students in time to be helpful in college planning.
- 22. People on this campus respect and are supportive of each other.
- 46. Faculty provide timely feedback about student progress in a course.

Strategic Planning Overview Trends

Lower Satisfaction vs. Feb 2016

- 51. There are convenient ways of paying my school bill.
- 15. I am able to register for classes I need with few conflicts.
- 20. Financial aid counselors are helpful.
- 50. Tutoring services are readily available.
- 45. This institution has a good reputation within the community.
- 5. The personnel involved in registration are helpful.

Institutional Summary
Scales: In Order of Importance

Scale	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
Academic Advising / Counseling	5.73	5.10 / 1.24	0.63	5.85	5.24 / 1.15	0.61	-0.14
Concern for the Individual	5.65	4.90 / 1.23	0.75	5.80	5.02 / 1.18	0.78	-0.12
Instructional Effectiveness	5.62	4.99 / 1.06	0.63	5.79	5.04 / 1.12	0.75	-0.05
Admissions and Financial Aid	5.61	4.80 / 1.23	0.81	5.72	5.04 / 1.14	0.68	-0.24 *
Registration Effectiveness	5.61	4.98 / 1.08	0.63	5.80	5.22 / 1.01	0.58	-0.24 *
Student Centeredness	5.59	4.88 / 1.13	0.71	5.69	5.03 / 1.19	0.66	-0.15
Campus Climate	5.55	4.79 / 1.09	0.76	5.67	4.94 / 1.12	0.73	-0.15
Academic Services	5.54	5.10 / 1.08	0.44	5.75	5.29 / 1.07	0.46	-0.19
Service Excellence	5.50	4.93 / 1.05	0.57	5.70	5.08 / 1.05	0.62	-0.15
Safety and Security	5.44	4.63 / 1.11	0.81	5.50	4.67 / 1.25	0.92	-0.04
Campus Support Services	4.97	4.43 / 1.13	0.54	5.21	4.74 / 1.06	0.47	-0.31 **
Responsiveness to Diverse Populations		4.93 / 1.31			5.01 / 1.31		-0.08

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Items: In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
9. Classes are scheduled at times that are convenient for me.	6.00	5.22 / 1.51	0.78	6.05	5.35 / 1.48	0.70	-0.13
6. My academic advisor is approachable.	5.96	5.52 / 1.52	0.44	6.04	5.66 / 1.43	0.38	-0.14
17. Cost is factor in decision to enroll.	5.85			6.08			
32. My academic advisor is knowledgeable about my program requirements.	5.83	5.33 / 1.50	0.50	5.89	5.37 / 1.49	0.52	-0.04
18. The quality of instruction I receive in most of my classes is excellent.	5.82	5.10 / 1.37	0.72	5.94	5.10 / 1.42	0.84	0.00
31. The campus is safe and secure for all students.	5.79	4.86 / 1.52	0.93	5.83	4.97 / 1.50	0.86	-0.11
36. Students are made to feel welcome on this campus.	5.78	5.13 / 1.45	0.65	5.78	5.13 / 1.58	0.65	0.00
7. I am able to experience intellectual growth here.	5.75	5.09 / 1.47	0.66	5.92	5.26 / 1.42	0.66	-0.17
25. My academic advisor is concerned about my success as an individual.	5.74	5.11 / 1.71	0.63	5.87	5.15 / 1.52	0.72	-0.04
52. This school does whatever it can to help me reach my educational goals.	5.73	4.88 / 1.49	0.85	5.89	5.01 / 1.57	0.88	-0.13
61. Faculty are usually available after class and during office hours.	5.73	5.26 / 1.33	0.47	5.86	5.26 / 1.40	0.60	0.00
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	5.86	4.93 / 1.60	0.93	-0.26
27. The campus staff are caring and helpful.	5.72	5.20 / 1.38	0.52	5.73	5.23 / 1.42	0.50	-0.03
19. Financial aid is factor in decision to enroll.	5.72			6.06			
28. It is an enjoyable experience to be a student on this campus.	5.71	4.66 / 1.48	1.05	5.73	4.76 / 1.65	0.97	-0.10

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

Institutional Summary
Items: In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
51. There are convenient ways of paying my school bill.	5.71	4.83 / 1.54	0.88	5.75	5.12 / 1.49	0.63	-0.20 *
7. Adequate financial aid is available for most students.	5.69	4.90 / 1.53	0.79	5.91	5.13 / 1.56	0.77	-0.23
15. I am able to register for classes I need with few conflicts.	5.69	4.87 / 1.56	0.82	5.91	5.25 / 1.49	0.66	-0.38 ***
29. Faculty are fair and unbiased in their treatment of individual students.	5.69	4.72 / 1.65	0.97	5.70	4.93 / 1.50	0.83	-0.21
12. My academic advisor helps me set goals to work toward.	5.66	4.95 / 1.64	0.71	5.77	5.15 / 1.50	0.62	-0.20
20. Financial aid counselors are helpful.	5.66	4.74 / 1.63	0.92	5.97	5.31 / 1.56	0.66	-0.57 ***
41. Administrative staff are knowledgeable.	5.66	5.05 / 1.51	0.61	5.83	5.28 / 1.41	0.55	-0.23
14. Library resources and services are adequate.	5.64	5.36 / 1.32	0.28	5.87	5.52 / 1.36	0.35	-0.16
23. Faculty are understanding of students' unique life circumstances.	5.64	4.92 / 1.50	0.72	5.83	4.86 / 1.66	0.97	0.06
58. Nearly all of the faculty are knowledgeable in their fields.	5.64	5.21 / 1.29	0.43	5.88	5.44 / 1.34	0.44	-0.23
21. There are a sufficient number of study areas on campus.	5.63	4.82 / 1.52	0.81	5.83	5.08 / 1.49	0.75	-0.26
69. There is a good variety of courses provided on this campus.	5.63	4.93 / 1.44	0.70	5.88	5.08 / 1.49	0.80	-0.15
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	5.62	4.99 / 1.52	0.63	5.80	5.24 / 1.55	0.56	-0.25
50. Tutoring services are readily available.	5.62	5.30 / 1.46	0.32	5.86	5.60 / 1.40	0.26	-0.30 *
45. This institution has a good reputation within the community.	5.61	4.73 / 1.61	0.88	5.51	5.05 / 1.51	0.46	-0.32 *
57. Administrators are approachable to students.	5.61	5.01 / 1.49	0.60	5.73	5.14 / 1.41	0.59	-0.13

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary
Items: In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
66. Program requirements are clear and reasonable.	5.61	5.14 / 1.40	0.47	5.78	5.24 / 1.39	0.54	-0.10
13. Financial aid awards are announced to students in time to be helpful in college planning.	5.60	4.45 / 1.72	1.15	5.64	4.67 / 1.50	0.97	-0.22
22. People on this campus respect and are supportive of each other.	5.60	4.67 / 1.52	0.93	5.69	4.73 / 1.59	0.96	-0.06
9. The personnel involved in registration are helpful.	5.59	5.05 / 1.49	0.54	5.92	5.53 / 1.38	0.39	-0.48 ***
68. On the whole, the campus is well-maintained.	5.59	4.92 / 1.47	0.67	5.76	5.04 / 1.67	0.72	-0.12
18. Counseling staff care about students as individuals.	5.57	4.88 / 1.44	0.69	5.68	5.10 / 1.42	0.58	-0.22
34. Computer labs are adequate and accessible.	5.56	5.14 / 1.42	0.42	5.67	5.24 / 1.43	0.43	-0.10
46. Faculty provide timely feedback about student progress in a course.	5.56	4.73 / 1.41	0.83	5.70	4.88 / 1.57	0.82	-0.15
54. Faculty are interested in my academic problems.	5.56	4.92 / 1.36	0.64	5.60	4.95 / 1.50	0.65	-0.03
46. The business office is open during hours which are convenient for most students.	5.56	4.97 / 1.45	0.59	5.81	5.20 / 1.37	0.61	-0.23
2. Faculty care about me as an individual.	5.55	5.09 / 1.41	0.46	5.79	5.01 / 1.54	0.78	0.08
15. Policies and procedures regarding registration and course selection are clear and well-publicized.	5.55	4.85 / 1.34	0.70	5.59	4.98 / 1.40	0.61	-0.13
33. Admissions counselors accurately portray the campus in their recruiting practices.	5.54	4.79 / 1.52	0.75	5.42	4.83 / 1.54	0.59	-0.04
19. The amount of student parking space on campus is adequate.	5.53	4.95 / 1.61	0.58	5.64	4.75 / 1.82	0.89	0.20
49. Admissions counselors respond to prospective students' unique needs and requests.	5.53	4.88 / 1.51	0.65	5.53	4.99 / 1.42	0.54	-0.11

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary
Items: In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
37. Faculty take into consideration student differences as they teach a course.	5.51	4.80 / 1.47	0.71	5.70	4.77 / 1.51	0.93	0.03
55. Academic support services adequately meet the needs of students.	5.51	4.99 / 1.43	0.52	5.68	5.12 / 1.37	0.56	-0.13
43. Custom drudge (drop-add) policies are reasonable.	5.49	5.06 / 1.40	0.43	5.74	5.17 / 1.38	0.57	-0.11
17. There are adequate services to help me decide upon a career.	5.49	4.57 / 1.43	0.92	5.61	4.89 / 1.50	0.72	-0.32*
53. The advancement and course placement procedures are reasonable.	5.48	4.94 / 1.35	0.54	5.62	4.99 / 1.33	0.63	-0.05
60. Billing policies are reasonable.	5.48	4.57 / 1.60	0.91	5.71	4.86 / 1.60	0.85	-0.29
65. Students are notified early in the term if they are doing poorly in a class.	5.47	4.82 / 1.47	0.65	5.74	4.64 / 1.68	1.10	0.18
64. Nearly all classes deal with practical experiences and applications.	5.46	5.06 / 1.40	0.40	5.65	5.08 / 1.36	0.57	-0.02
62. Host/store staff are helpful.	5.45	5.38 / 1.36	0.07	5.72	5.48 / 1.44	0.24	-0.10
21. Parking lots are well-lighted and secure.	5.44	4.55 / 1.70	0.89	5.62	4.58 / 1.76	1.04	-0.03
26. Library staff are helpful and approachable.	5.43	5.27 / 1.21	0.16	5.73	5.39 / 1.34	0.34	-0.12
32. The equipment in the lab facilities is kept up to date.	5.39	4.83 / 1.46	0.56	5.58	5.10 / 1.40	0.48	-0.27*
63. I seldom get the "run-around" when seeking information on the campus.	5.39	4.58 / 1.44	0.81	5.65	4.80 / 1.49	0.85	-0.22
67. Channels for expressing student complaints are readily available.	5.39	4.72 / 1.47	0.67	5.59	4.70 / 1.51	0.89	0.02
11. Security staff respond quickly in emergencies.	5.37	4.44 / 1.38	0.93	5.51	4.53 / 1.48	0.98	-0.09

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary
Items: In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
89. Academic reputation as factor in decision to enroll.	5.35			5.61			
44. I generally know what's happening on campus.	5.33	4.46 / 1.58	0.87	5.49	4.72 / 1.53	0.77	-0.26
59. New student orientation services help students adjust to college.	5.33	4.60 / 1.45	0.73	5.52	4.85 / 1.42	0.67	-0.25
38. The student center is a comfortable place for students to spend their leisure time.	5.28	4.81 / 1.47	0.47	5.56	5.14 / 1.42	0.42	-0.33 *
9. Internships or practical experiences are provided in my degree/certificate program.	5.26	4.34 / 1.63	0.92	5.49	4.80 / 1.52	0.69	-0.46 **
3. The quality of instruction in the vocational/technical programs is excellent.	5.22	4.82 / 1.39	0.40	5.45	4.93 / 1.40	0.52	-0.11
95. Personalized attention prior to enrollment as factor in decision to enroll.	5.10			5.32			
30. The career services office provides students with the help they need to get a job.	5.07	4.45 / 1.34	0.62	5.44	4.72 / 1.45	0.72	-0.27 *
4. Security staff are helpful.	5.06	4.33 / 1.61	0.73	5.33	4.54 / 1.75	0.79	-0.21
1. Most students feel a sense of belonging here.	5.02	4.61 / 1.46	0.41	5.29	4.97 / 1.37	0.32	-0.36 **
19. This campus provides effective support services for displaced homebounders.	4.87	4.43 / 1.33	0.44	5.02	4.78 / 1.28	0.24	-0.35 **
91. Campus appearance as factor in decision to enroll.	4.86			5.05			
93. Geographic setting as factor in decision to enroll.	4.82			5.05			
90. Size of institution as factor in decision to enroll.	4.80			5.02			
92. Opportunity to play sports as factor in decision to enroll.	4.79			5.23			

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

Institutional Summary
Items, In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
92. Recommendations from family/friends as factor in decision to enroll	4.62			4.93			
17. Personnel in the Veterans' Services program are helpful	4.48	4.13 / 1.50	0.35	4.84	4.51 / 1.41	0.33	-0.38 *
10. Child care facilities are available on campus.	4.07	3.93 / 1.53	0.14	4.29	4.15 / 1.53	0.14	-0.22
71. Campus item 1				5.89	5.80 / 1.57	0.89	
72. Campus item 2				6.00	5.64 / 1.39	0.36	
73. Campus item 3				5.66	5.35 / 1.34	0.31	
74. Campus item 4				5.62	4.74 / 1.59	0.88	
74. Campus item 5				5.84	5.37 / 1.34	0.47	
76. Campus item 6				5.83	4.90 / 1.61	0.93	
77. Campus item 7				5.88	4.84 / 1.72	1.04	
78. Campus item 8				5.98	4.88 / 1.75	1.10	
79. Campus item 9				5.66	4.78 / 1.62	0.88	
80. Campus item 10				5.31	4.84 / 1.77	0.47	
81. Institution's commitment to part-time students?		4.99 / 1.47			5.07 / 1.43		-0.08
82. Institution's commitment to evening students?		4.82 / 1.35			5.11 / 1.38		-0.29 *
83. Institution's commitment to older returning learners?		5.06 / 1.34			5.00 / 1.47		0.06
84. Institution's commitment to under-represented populations?		4.93 / 1.41			4.96 / 1.44		-0.03

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

Institutional Summary
Items: In Order of Importance

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
B5. Institution's commitment to community?		4.99 / 1.38			4.92 / 1.46		0.07
B6. Institution's commitment to students with disabilities?		4.80 / 1.51			5.00 / 1.52		-0.20

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Academic Advising/Counseling

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ACADEMIC ADVISING/COUNSELING	5.73	5.10 / 1.24	0.63	5.85	5.24 / 1.15	0.61	-0.14
6. My academic advisor is approachable	5.96	5.52 / 1.52	0.44	6.04	5.66 / 1.43	0.38	-0.14
12. My academic advisor helps me set goals to work toward	5.66	4.95 / 1.64	0.71	5.77	5.15 / 1.50	0.62	-0.20
25. My academic advisor is concerned about my success as an individual	5.74	5.11 / 1.71	0.63	5.87	5.15 / 1.52	0.72	-0.04
32. My academic advisor is knowledgeable about my program requirements	5.83	5.33 / 1.50	0.50	5.89	5.37 / 1.49	0.52	-0.04
40. My academic advisor is knowledgeable about the transfer requirements of other schools	5.62	4.99 / 1.52	0.63	5.80	5.24 / 1.55	0.56	-0.25
48. Counseling staff care about students as individuals	5.57	4.88 / 1.44	0.69	5.68	5.10 / 1.42	0.58	-0.22
52. This school does whatever it can to help me reach my educational goals	5.73	4.88 / 1.42	0.85	5.80	5.01 / 1.57	0.88	-0.13

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

Institutional Summary
Scales: In Order With Items That Make Up the Scale - Academic Services

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction - SD	Performance Gap	Importance	Satisfaction - SD	Performance Gap	
ACADEMIC SERVICES	5.54	5.10 / 1.08	0.44	5.75	5.29 / 1.07	0.46	-0.19
11. Library resources and services are adequate	5.64	5.36 / 1.32	0.28	5.87	5.52 / 1.36	0.35	-0.16
21. There are a sufficient number of study areas on campus	5.63	4.82 / 1.52	0.81	5.83	5.08 / 1.49	0.75	-0.26
26. Library staff are helpful and approachable	5.43	5.27 / 1.21	0.16	5.73	5.39 / 1.34	0.34	-0.12
34. Computer labs are adequate and accessible	5.56	5.14 / 1.42	0.42	5.67	5.24 / 1.43	0.43	-0.10
12. The equipment in the lab facilities is kept up to date	5.30	4.83 / 1.46	0.56	5.58	5.10 / 1.40	0.48	-0.27*
50. Tutoring services are readily available	5.62	5.30 / 1.46	0.32	5.86	5.60 / 1.40	0.26	-0.30**
55. Academic support services adequately meet the needs of students.	5.51	4.99 / 1.43	0.52	5.68	5.12 / 1.37	0.56	-0.13

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Admissions and Financial Aid

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ADMISSIONS AND FINANCIAL AID	5.61	4.80 / 1.23	0.81	5.72	5.04 / 1.14	0.68	-0.24 *
7. Adequate financial aid is available for most students	5.69	4.90 / 1.53	0.79	5.90	5.13 / 1.56	0.77	-0.23
15. Financial aid awards are announced to students in time to be helpful to college planning	5.60	4.45 / 1.72	1.15	5.64	4.67 / 1.50	0.97	-0.22
20. Financial aid counselors are helpful	5.66	4.74 / 1.03	0.92	5.97	5.31 / 1.56	0.66	-0.57 ***
33. Admissions counselors accurately portray the campus in their recruiting practices	5.54	4.79 / 1.52	0.75	5.42	4.83 / 1.54	0.59	-0.04
31. Admissions staff are knowledgeable	5.66	5.05 / 1.51	0.61	5.83	5.28 / 1.41	0.55	-0.23
49. Admissions counselors respond to prospective student's unique needs and requests	5.53	4.88 / 1.51	0.65	5.55	4.99 / 1.42	0.54	-0.11

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Campus Climate

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CAMPUS CLIMATE	5.55	4.79 / 1.09	0.76	5.67	4.94 / 1.12	0.73	-0.15
1. Most students feel a sense of belonging here.	5.02	4.61 / 1.46	0.41	5.29	4.97 / 1.37	0.32	-0.36 **
2. Faculty care about me as an individual.	5.55	5.09 / 1.41	0.46	5.79	5.01 / 1.54	0.78	0.08
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	5.86	4.93 / 1.60	0.93	-0.26
22. People on this campus respect and are supportive of each other.	5.60	4.67 / 1.52	0.93	5.69	4.73 / 1.59	0.96	-0.06
27. The campus staff are caring and helpful.	5.72	5.20 / 1.38	0.52	5.73	5.23 / 1.42	0.50	-0.03
28. It is an enjoyable experience to be a student on this campus.	5.71	4.66 / 1.58	1.05	5.73	4.76 / 1.65	0.97	-0.10
31. The campus is safe and secure for all students.	5.79	4.86 / 1.52	0.93	5.83	4.97 / 1.50	0.86	-0.11
36. Students are made to feel welcome on this campus.	5.78	5.13 / 1.45	0.65	5.78	5.13 / 1.58	0.65	0.00
41. I generally know what's happening on campus.	5.33	4.46 / 1.58	0.87	5.49	4.72 / 1.53	0.77	-0.26
45. This institution has a good reputation within the community.	5.61	4.73 / 1.60	0.88	5.51	5.05 / 1.51	0.46	-0.32 *
52. This school does whatever it can to help me reach my educational goals.	5.73	4.88 / 1.49	0.85	5.89	5.01 / 1.57	0.88	-0.13
57. Administrators are approachable to students.	5.61	5.01 / 1.40	0.60	5.73	5.14 / 1.41	0.59	-0.13
59. New student orientation services help students adjust to college.	5.33	4.60 / 1.45	0.73	5.52	4.85 / 1.42	0.67	-0.25
63. I seldom get the "run-around" when seeking information on this campus.	5.39	4.58 / 1.44	0.81	5.65	4.80 / 1.49	0.85	-0.22
67. Channels for expressing student complaints are readily available.	5.39	4.72 / 1.47	0.67	5.59	4.70 / 1.51	0.89	0.02

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Campus Support Services

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CAMPUS SUPPORT SERVICES	4.97	4.43 / 1.13	0.54	5.21	4.74 / 1.06	0.47	-0.31 **
10. Child care facilities are available on campus.	4.07	3.93 / 1.53	0.14	4.29	4.15 / 1.53	0.14	-0.22
17. Personnel in the Veterans' Services program are helpful.	4.48	4.13 / 1.50	0.35	4.84	4.51 / 1.41	0.33	-0.38 *
19. This campus provides effective support services for displaced homemakers.	4.87	4.43 / 1.33	0.44	5.02	4.78 / 1.28	0.24	-0.35 **
30. The career services office provides students with the help they need to get a job.	5.07	4.45 / 1.34	0.62	5.44	4.72 / 1.45	0.72	-0.27 *
38. The student center is a comfortable place for students to spend their leisure time.	5.28	4.81 / 1.47	0.47	5.56	5.14 / 1.42	0.42	-0.33 *
47. There are adequate services to help me decide upon a career.	5.40	4.57 / 1.43	0.92	5.61	4.89 / 1.50	0.72	-0.32 *
59. New student orientation services help students adjust to college.	5.33	4.60 / 1.45	0.73	5.52	4.85 / 1.42	0.67	-0.25

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Concern for the Individual

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CONCERN FOR THE INDIVIDUAL	5.65	4.90 / 1.23	0.75	5.80	5.02 / 1.18	0.78	-0.12
2. Faculty care about me as an individual	5.55	5.09 / 1.41	0.46	5.79	5.01 / 1.54	0.78	0.08
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	5.86	4.93 / 1.60	0.93	-0.26
25. My academic adviser is concerned about my success as an individual	5.74	5.11 / 1.71	0.63	5.87	5.15 / 1.52	0.72	-0.04
29. Faculty are fair and unbiased in their treatment of individual students	5.60	4.72 / 1.65	0.87	5.76	4.93 / 1.50	0.83	-0.21
18. Counselor staff care about students as individuals	5.57	4.88 / 1.44	0.69	5.68	5.10 / 1.42	0.58	-0.22

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Instructional Effectiveness

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
INSTRUCTIONAL EFFECTIVENESS	5.62	4.99 / 1.06	0.63	5.70	5.04 / 1.12	0.75	-0.05
2 Faculty care about me as an individual	5.55	5.09 / 1.41	0.46	5.79	5.01 / 1.54	0.78	0.08
18 The quality of instruction I receive in most of my classes is excellent	5.82	5.10 / 1.37	0.72	5.94	5.10 / 1.42	0.84	0.08
23 Faculty are understanding of students' unique life circumstances	5.64	4.92 / 1.50	0.72	5.83	4.86 / 1.66	0.97	0.06
29 Faculty are fair and unbiased in their treatment of individual students	5.69	4.72 / 1.65	0.97	5.76	4.93 / 1.50	0.83	-0.21
37 Faculty take into consideration student differences as they teach a course	5.51	4.80 / 1.47	0.71	5.70	4.77 / 1.51	0.93	0.03
46 Faculty provide timely feedback about student progress in a course	5.56	4.73 / 1.41	0.83	5.70	4.88 / 1.57	0.82	-0.15
51 Faculty are interested in my academic problems	5.50	4.92 / 1.36	0.64	5.60	4.95 / 1.50	0.65	-0.03
58 Nearly all of the faculty are knowledgeable in their fields	5.64	5.21 / 1.29	0.43	5.88	5.44 / 1.34	0.44	-0.23
61 Faculty are usually available after class and during office hours	5.73	5.26 / 1.33	0.47	5.86	5.26 / 1.40	0.60	0.00
64 Nearly all classes deal with practical experiences and applications	5.46	5.06 / 1.40	0.40	5.65	5.08 / 1.36	0.57	-0.02
65 Students are notified early in the term if they are doing poorly in a class	5.47	4.82 / 1.47	0.65	5.74	4.64 / 1.68	1.10	0.18
66 Program requirements are clear and reasonable	5.61	5.14 / 1.40	0.47	5.78	5.24 / 1.39	0.54	-0.10

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Instructional Effectiveness

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
69 There is a good variety of courses provided on this campus.	5.63	4.93 / 1.44	0.70	5.88	5.08 / 1.49	0.80	-0.15
70 I am able to experience intellectual growth here.	5.75	5.09 / 1.47	0.66	5.92	5.26 / 1.42	0.66	-0.17

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Registration Effectiveness

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
REGISTRATION EFFECTIVENESS	5.61	4.98 / 1.08	0.63	5.80	5.22 / 1.01	0.58	-0.24 *
5. The personnel involved in registration are helpful.	5.59	5.05 / 1.49	0.54	5.92	5.53 / 1.38	0.39	-0.48 ***
8. Classes are scheduled at times that are convenient for me.	6.00	5.22 / 1.51	0.78	6.05	5.35 / 1.43	0.70	-0.13
15. I am able to register for classes I need with few conflicts.	5.69	4.87 / 1.56	0.82	5.91	5.25 / 1.40	0.66	-0.38 **
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	5.55	4.85 / 1.34	0.70	5.59	4.98 / 1.40	0.61	-0.13
43. Class change (drop/add) policies are reasonable.	5.49	5.06 / 1.40	0.43	5.74	5.17 / 1.38	0.57	-0.11
51. There are convenient ways of paying my school bill.	5.71	4.83 / 1.54	0.88	5.75	5.12 / 1.49	0.63	-0.29 *
56. The business office is open during hours which are convenient for most students.	5.56	4.97 / 1.45	0.59	5.81	5.20 / 1.37	0.61	-0.23
60. Billing policies are reasonable.	5.48	4.57 / 1.60	0.91	5.71	4.86 / 1.60	0.85	-0.29
62. Bookstore staff are helpful.	5.45	5.38 / 1.36	0.07	5.72	5.48 / 1.44	0.24	-0.10

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Responsiveness to Diverse Populations

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
RESPONSIVENESS TO DIVERSE POPULATIONS		4.93 / 1.31			5.01 / 1.31		-0.08
81. Institution's commitment to part-time students?		4.99 / 1.47			5.07 / 1.43		-0.08
82. Institution's commitment to evening students?		4.82 / 1.35			5.11 / 1.38		-0.29 *
83. Institution's commitment to older, returning learners?		5.06 / 1.34			5.00 / 1.47		0.06
84. Institution's commitment to under-represented populations?		4.93 / 1.41			4.96 / 1.44		-0.03
85. Institution's commitment to commuters?		4.99 / 1.38			4.92 / 1.46		0.07
86. Institution's commitment to students with disabilities?		4.80 / 1.51			5.00 / 1.52		-0.20

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Safety and Security

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
SAFETY AND SECURITY	5.44	4.63 / 1.11	0.81	5.59	4.67 / 1.25	0.92	-0.04
1. Security staff are helpful.	5.00	4.33 / 1.61	0.73	5.33	4.54 / 1.75	0.79	-0.21
11. Security staff respond quickly in emergencies.	5.37	4.44 / 1.38	0.93	5.51	4.53 / 1.48	0.98	-0.05
21. Parking lots are well-lighted and secure.	5.44	4.55 / 1.70	0.89	5.62	4.58 / 1.76	1.04	-0.03
31. The campus is safe and secure for all students.	5.79	4.86 / 1.52	0.93	5.83	4.97 / 1.50	0.86	-0.11
39. The amount of student parking space on campus is adequate.	5.53	4.95 / 1.61	0.58	5.64	4.75 / 1.82	0.89	0.20

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Service Excellence

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
SERVICE EXCELLENCE	5.50	4.93 / 1.05	0.57	5.70	5.08 / 1.05	0.62	-0.15
5. The personnel involved in registration are helpful	5.59	5.05 / 1.49	0.54	5.92	5.53 / 1.38	0.39	-0.48 ***
22. People on this campus respect and are supportive of each other	5.60	4.67 / 1.52	0.93	5.69	4.73 / 1.59	0.96	-0.06
26. Library staff are helpful and approachable	5.43	5.27 / 1.21	0.16	5.73	5.39 / 1.34	0.34	-0.12
27. The campus staff are caring and helpful	5.72	5.20 / 1.28	0.52	5.73	5.23 / 1.42	0.50	-0.03
41. I generally know what's happening on campus	5.33	4.46 / 1.58	0.87	5.49	4.72 / 1.53	0.77	-0.26
57. Administrators are approachable to students	5.61	5.01 / 1.49	0.60	5.73	5.14 / 1.41	0.59	-0.13
62. Bookstore staff are helpful	5.45	5.38 / 1.36	0.07	5.72	5.48 / 1.44	0.24	-0.10
63. I seldom get the "run-around" when seeking information on this campus	5.39	4.58 / 1.44	0.81	5.65	4.80 / 1.49	0.85	-0.22
67. Channels for expressing student complaints are readily available	5.30	4.72 / 1.47	0.67	5.50	4.70 / 1.51	0.80	-0.02

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Student Centeredness

Scale/Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
STUDENT CENTEREDNESS	5.59	4.88 / 1.13	0.71	5.69*	5.03 / 1.19	0.66	-0.15
1. Most students feel a sense of belonging here	5.02	4.61 / 1.46	0.41	5.29	4.97 / 1.37	0.32	-0.36**
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	5.86	4.93 / 1.60	0.93	-0.26
27. The campus staff are caring and helpful	5.72	5.20 / 1.38	0.52	5.73	5.23 / 1.42	0.50	-0.03
28. It is an enjoyable experience to be a student on this campus	5.71	4.66 / 1.58	1.05	5.73	4.76 / 1.65	0.97	-0.10
36. Students are made to feel welcome on this campus	5.78	5.13 / 1.45	0.65	5.78	5.13 / 1.58	0.65	0.00
57. Administrators are approachable to students	5.61	5.01 / 1.49	0.60	5.73	5.14 / 1.41	0.59	-0.13

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary
Items: In Sequential Order

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
1. Most students feel a sense of belonging here.	5.02	4.61 / 1.46	0.41	5.29	4.97 / 1.37	0.32	-0.36 **
2. Faculty care about me as an individual.	5.55	5.09 / 1.41	0.46	5.79	5.01 / 1.54	0.78	0.08
3. The quality of instruction in the vocational/technical programs is excellent.	5.22	4.82 / 1.39	0.40	5.45	4.93 / 1.40	0.52	-0.11
4. Security staff are helpful.	5.00	4.33 / 1.61	0.73	5.33	4.54 / 1.75	0.79	-0.21
5. The personnel involved in registration are helpful.	5.59	5.05 / 1.49	0.54	5.92	5.53 / 1.38	0.39	-0.48 ***
6. My academic advisor is approachable.	5.96	5.52 / 1.52	0.44	6.04	5.66 / 1.43	0.38	-0.14
7. Adequate financial aid is available for most students.	5.69	4.90 / 1.53	0.79	5.90	5.13 / 1.56	0.77	-0.23
8. Classes are scheduled at times that are convenient for me.	6.00	5.22 / 1.51	0.78	6.05	5.35 / 1.48	0.70	-0.13
9. Internships or practical experiences are provided in my degree/certificate program.	5.26	4.34 / 1.63	0.92	5.49	4.80 / 1.52	0.69	-0.46 **
10. Child care facilities are available on campus.	4.07	3.93 / 1.53	0.14	4.29	4.15 / 1.53	0.14	-0.22
11. Security staff respond quickly in emergencies.	5.37	4.44 / 1.38	0.93	5.51	4.53 / 1.48	0.98	-0.09
12. My academic advisor helps me set goals to work toward.	5.66	4.95 / 1.64	0.71	5.77	5.15 / 1.50	0.62	-0.20
13. Financial aid awards are announced to students in time to be helpful in college planning.	5.60	4.45 / 1.72	1.15	5.64	4.67 / 1.50	0.97	-0.22
14. Library resources and services are adequate.	5.64	5.36 / 1.32	0.28	5.87	5.52 / 1.36	0.35	-0.16
15. I am able to register for classes I need with few conflicts.	5.69	4.87 / 1.56	0.82	5.91	5.25 / 1.40	0.66	-0.38 **
16. The college shows concern for students as individuals.	5.72	4.67 / 1.57	1.05	5.86	4.93 / 1.60	0.93	-0.26

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary
Items: In Sequential Order

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
17. Personnel in the Veterans' Services program are helpful.	4.48	4.13 / 1.50	0.35	4.84	4.51 / 1.41	0.33	-0.38 *
18. The quality of instruction I receive in most of my classes is excellent.	5.82	5.10 / 1.37	0.72	5.94	5.10 / 1.42	0.84	(1.00)
19. This campus provides effective support services for displaced homemakers.	4.87	4.43 / 1.33	0.44	5.02	4.78 / 1.28	0.24	-0.35 **
20. Financial aid counselors are helpful.	5.66	4.74 / 1.63	0.92	5.97	5.31 / 1.56	0.66	-0.57 ***
21. There are a sufficient number of study areas on campus.	5.63	4.82 / 1.52	0.81	5.83	5.08 / 1.49	0.75	-0.26
22. People on this campus respect and are supportive of each other.	5.60	4.67 / 1.52	0.93	5.69	4.73 / 1.59	0.96	-0.06
23. Faculty are understanding of students' unique life circumstances.	5.64	4.92 / 1.50	0.72	5.83	4.86 / 1.66	0.97	0.06
24. Parking lots are well-lighted and secure.	5.44	4.55 / 1.70	0.89	5.62	4.58 / 1.76	1.04	-0.03
25. My academic adviser is concerned about my success as an individual.	5.74	5.11 / 1.71	0.63	5.87	5.15 / 1.52	0.72	-0.04
26. Library staff are helpful and approachable.	5.43	5.27 / 1.21	0.16	5.73	5.39 / 1.34	0.34	-0.12
27. The campus staff are caring and helpful.	5.72	5.20 / 1.38	0.52	5.73	5.23 / 1.42	0.50	-0.03
28. It is an enjoyable experience to be a student on this campus.	5.71	4.66 / 1.58	1.05	5.73	4.76 / 1.65	0.97	-0.10
29. Faculty are fair and unbiased in their treatment of individual students.	5.60	4.72 / 1.65	0.97	5.76	4.93 / 1.50	0.83	-0.21
30. The career services office provides students with the help they need to get a job.	5.07	4.45 / 1.34	0.62	5.44	4.72 / 1.45	0.72	-0.27 *
31. The campus is safe and secure for all students.	5.79	4.86 / 1.52	0.93	5.83	4.97 / 1.50	0.86	-0.11

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

Institutional Summary

Items: In Sequential Order

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
32. My academic advisor is knowledgeable about my program requirements.	5.83	5.33 / 1.50	0.50	5.80	5.37 / 1.49	0.52	-0.04
33. Admissions counselors accurately portray the campus in their recruiting practices.	5.54	4.79 / 1.52	0.75	5.42	4.83 / 1.54	0.59	-0.04
34. Computer labs are adequate and accessible.	5.56	5.14 / 1.42	0.42	5.67	5.24 / 1.43	0.43	-0.10
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	5.55	4.85 / 1.34	0.70	5.59	4.98 / 1.40	0.61	-0.13
36. Students are made to feel welcome on this campus.	5.78	5.13 / 1.45	0.65	5.78	5.13 / 1.58	0.65	0.00
37. Faculty take into consideration student differences as they teach a course.	5.54	4.80 / 1.47	0.71	5.70	4.77 / 1.51	0.93	0.03
38. The student center is a comfortable place for students to spend their leisure time.	5.28	4.81 / 1.47	0.47	5.56	5.14 / 1.42	0.42	-0.33 *
39. The amount of student parking space on campus is adequate.	5.53	4.95 / 1.61	0.58	5.64	4.75 / 1.82	0.89	0.20
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	5.62	4.99 / 1.52	0.63	5.80	5.24 / 1.55	0.56	-0.25
41. Administrative staff are knowledgeable.	5.66	5.05 / 1.54	0.61	5.83	5.28 / 1.41	0.55	-0.23
42. The equipment in the lab facilities is kept up to date.	5.30	4.83 / 1.46	0.56	5.58	5.10 / 1.40	0.48	-0.27 *
43. Check change (drop/add) policies are reasonable.	5.49	5.06 / 1.40	0.43	5.74	5.17 / 1.38	0.57	-0.11
44. I generally know what's happening on campus.	5.33	4.46 / 1.58	0.87	5.49	4.72 / 1.53	0.77	-0.26
45. This institution has a good reputation within the community.	5.61	4.73 / 1.60	0.88	5.51	5.05 / 1.51	0.46	-0.32 *
46. Faculty provide timely feedback about student progress in a course.	5.56	4.73 / 1.41	0.83	5.70	4.88 / 1.57	0.82	-0.15

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary
Items: In Sequential Order

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
47. There are adequate services to help me decide upon a career.	5.49	4.57 / 1.43	0.92	5.61	4.89 / 1.50	0.72	-0.32 *
48. Counseling staff care about students as individuals.	5.57	4.88 / 1.44	0.69	5.68	5.10 / 1.42	0.58	-0.22
49. Admissions counselors respond to prospective students' unique needs and requests.	5.53	4.88 / 1.51	0.65	5.53	4.99 / 1.42	0.54	-0.11
50. Tutoring services are readily available.	5.62	5.30 / 1.46	0.32	5.86	5.60 / 1.40	0.26	-0.30 *
51. There are convenient ways of paying my school bill.	5.71	4.83 / 1.54	0.88	5.75	5.12 / 1.49	0.63	-0.29 *
52. This school does whatever it can to help me reach my educational goals.	5.73	4.88 / 1.49	0.85	5.89	5.01 / 1.57	0.88	-0.13
53. The enrollment and course placement procedures are reasonable.	5.48	4.94 / 1.35	0.54	5.62	4.99 / 1.33	0.63	-0.05
54. Faculty are interested in my academic problems.	5.56	4.92 / 1.36	0.64	5.60	4.95 / 1.50	0.65	-0.03
55. Academic support services adequately meet the needs of students.	5.51	4.99 / 1.43	0.52	5.68	5.12 / 1.37	0.56	-0.13
56. The business office is open during hours which are convenient for most students.	5.56	4.97 / 1.45	0.59	5.81	5.20 / 1.37	0.61	-0.23
57. Administrators are approachable to students.	5.61	5.01 / 1.49	0.60	5.73	5.14 / 1.41	0.59	-0.13
58. Nearly all of the faculty are knowledgeable in their fields.	5.64	5.21 / 1.29	0.43	5.88	5.44 / 1.34	0.44	-0.23
59. New student orientation services help students adjust to college.	5.33	4.60 / 1.45	0.73	5.52	4.85 / 1.42	0.67	-0.25
60. Housing policies are reasonable.	5.48	4.57 / 1.60	0.91	5.71	4.86 / 1.60	0.85	-0.29
61. Faculty are usually available after class and during office hours.	5.73	5.26 / 1.33	0.47	5.86	5.26 / 1.40	0.60	0.00

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

Institutional Summary
Items: In Sequential Order

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
62. Bookstore staff are helpful.	5.45	5.38 / 1.36	0.07	5.72	5.48 / 1.44	0.24	-0.10
63. I seldom get the "run-around" when seeking information on this campus.	5.39	4.58 / 1.44	0.81	5.65	4.80 / 1.49	0.85	-0.22
64. Nearly all classes deal with practical experiences and applications.	5.46	5.06 / 1.40	0.40	5.65	5.08 / 1.36	0.57	-0.02
65. Students are notified early in the term if they are doing poorly in a class.	5.47	4.82 / 1.47	0.65	5.74	4.64 / 1.68	1.10	0.18
66. Program requirements are clear and reasonable.	5.61	5.14 / 1.40	0.47	5.78	5.24 / 1.39	0.54	-0.10
67. Channels for expressing student complaints are readily available.	5.39	4.72 / 1.47	0.67	5.59	4.70 / 1.51	0.89	0.02
68. On the whole, the campus is well-maintained.	5.59	4.92 / 1.47	0.67	5.76	5.04 / 1.67	0.72	-0.12
69. There is a good variety of courses provided on this campus.	5.63	4.93 / 1.44	0.70	5.88	5.08 / 1.49	0.80	-0.15
70. I am able to experience intellectual growth here.	5.75	5.09 / 1.47	0.66	5.92	5.26 / 1.42	0.66	-0.17
71. Campus item 1				5.89	5.00 / 1.57	0.89	
72. Campus item 2				6.00	5.64 / 1.39	0.36	
73. Campus item 3				5.66	5.35 / 1.34	0.31	
74. Campus item 4				5.62	4.74 / 1.59	0.88	
75. Campus item 5				5.84	5.37 / 1.34	0.47	
76. Campus item 6				5.83	4.90 / 1.61	0.93	
77. Campus item 7				5.88	4.84 / 1.72	1.04	

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary
Items: In Sequential Order

Items	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
78. Campus item 8				5.98	4.88 / 1.75	1.10	
79. Campus item 9				5.66	4.78 / 1.62	0.88	
80. Campus item 10				5.31	4.84 / 1.77	0.47	
81. Institution's commitment to part-time students?		4.99 / 1.47			5.07 / 1.43		-0.08
82. Institution's commitment to evening students?		4.82 / 1.35			5.11 / 1.38		-0.29 *
83. Institution's commitment to older, returning learners?		5.06 / 1.34			5.00 / 1.47		0.06
84. Institution's commitment to under-represented populations?		4.93 / 1.41			4.96 / 1.44		-0.03
85. Institution's commitment to commuters?		4.99 / 1.38			4.92 / 1.46		0.07
86. Institution's commitment to students with disabilities?		4.80 / 1.51			5.00 / 1.52		-0.20
87. Cost as factor in decision to enroll	5.85			6.08			
88. Financial aid as factor in decision to enroll	5.72			6.06			
89. Academic reputation as factor in decision to enroll	5.35			5.61			
90. Size of institution as factor in decision to enroll	4.80			5.02			
91. Opportunity to play sports as factor in decision to enroll	4.79			5.23			
92. Recommendations from family/friends as factor in decision to enroll	4.62			4.90			
93. Geographic setting as factor in decision to enroll	4.82			5.05			

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

Institutional Summary
Items: In Sequential Order

Item	May 2018			Feb 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
94. Campus appearance as factor in decision to enroll	4.80			5.05			
95. Personalized attention prior to enrollment as factor in decision to enroll	5.10			5.32			

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

Institutional Summary

Summary Items

Summary Item	May 2018	Feb 2016	Mean Difference
So far, how has your college experience met your expectations?	Average: 3.12	Average: 3.38	-0.26
1= Much worse than expected	5%	3%	
2= Quite a bit worse than I expected	9%	2%	
3= Worse than I expected	10%	11%	
4= About what I expected	44%	46%	
5= Better than I expected	21%	17%	
6= Quite a bit better than I expected	9%	8%	
7= Much better than expected	5%	16%	
Rate your overall satisfaction with your experience here thus far	Average: 4.58	Average: 4.69	-0.10
1= Not satisfied at all	4%	3%	
2= Not very satisfied	7%	5%	
3= Somewhat dissatisfied	10%	7%	
4= Neutral	23%	30%	
5= Somewhat satisfied	20%	19%	
6= Satisfied	25%	25%	
7= Very satisfied	9%	10%	
All in all, if you had to do it over, would you enroll here again?	Average: 4.37	Average: 4.71	-0.34
1= Definitely not	11%	0%	
2= Probably not	10%	0%	
3= Maybe not	7%	0%	
4= I don't know	18%	20%	
5= Maybe yes	16%	12%	
6= Probably yes	19%	26%	
7= Definitely yes	15%	17%	

Appendix C: ADA Report and Plan

Independence Community College Accessibility Report and Plan

During the spring 2018 semester the Associate Dean for Tutoring and Accessibility and the ICC Compliance Officer toured every building on the main and west campuses utilizing an ADA checklist in each area. Many areas were found to be out of compliance. A representative from the Great Plains ADA Center presented to campus and toured facilities; offering advice and confirming checklist items. ICC has a responsibility to maintain student access to programming and use of facilities.

Explanation of Priority Levels

Priority Level High – ICC is out of compliance and could face repercussions if item is not remedied
Priority Level Medium – ICC is out of compliance and could face repercussions if item is not remedied but there is a workable temporary solution or issue has smaller impact to students and employees
Priority Level Low – This item would improve overall Accessibility at ICC

Year One

Priority Level	Compliance Need	Estimated Cost
Medium	Investigate and budget funds for installation of elevator in Academic Building	\$0
High	Investigate and budget funds installation of elevator in Student Union	\$0
High	Update restroom signage in all buildings to match accessibility level	\$250
High	Update restrooms in Academic Building Lower Level Faculty	\$1500
High	Update restrooms in Academic Building Upper level	\$2000
Medium	Update Administration Building main entrance hand rail	\$300
High	Replace/modify all restroom sink knobs/levers	\$100
Medium	Update/modify accessible parking signage outside Cessna building	\$100
Medium	Update/modify accessible parking signage outside Administration building	\$100
Medium	Update/modify accessible parking signage outside Fine Arts Building	\$100

High	Update/modify accessible parking signage outside Student Union	\$100
High	Install ramp for access to Field House floor	\$1000
High	Update restrooms in Fine Arts building	\$2000
High	Update lower level restrooms in Student Union	\$2000
High	Update upper level restrooms in Student Union	\$7500
High	Update restrooms in Field House	\$2000
Low	Continuous accessibility training and implementation	\$200
		\$19250

During the investigation it was found that ICC has used “ambulatory” restrooms as the wheelchair accessible restrooms. ICC must provide wheelchair access to a restroom in every building. The first step towards compliance is to update all campus restroom signage. The current “Faculty Restrooms” located on the first floor of the Academic Building should be updated to meet ADA standards (lowering mirror, adding grab bars, etc.)

Elevator access is crucial in the Student Union and a priority in the Academic Building. Students must have access to student programming in the lower level of the Student Union and have access to both levels of the academic building. Current pathways to both buildings are not compliant.

The Administration Building handrail does not meet standards. The entrance has a ramp and is marked as accessible. Replacing the handrail should be relatively easy and inexpensive.

The Field House court is not accessible due to a ledge/step up into the gym. A ramp could be created to allow access. New doors may have to be purchased to accommodate ramp access.

In all ICC restrooms there is an accessible sink. However, many restrooms do not have the proper sink knobs/levers on the appropriate sink. This issue can be corrected quickly and with little cost because the appropriate sink knob/lever is on another sink in the same restroom.

Restrooms in Student Union are not accessible. The upper level restrooms doorway does not allow wheelchair access and the stall width does not meet standards. The lower level restrooms do not meet stall width requirements and are not accessible due to ramp/stairway issues.

The Fine Arts building restrooms are not accessible due to stall width requirements.

The Field House restrooms stall partitions should be updated to allow wheelchair access.

For restrooms not meeting stall width requirements it is recommended ICC purchase new dividers and move plumbing as necessary.

All restrooms must lower or modify the bio-hazard container to meet accessibility requirements.

Accessible parking signs on campus must be 60 inches above the ground from the bottom of the sign.

This needs to be corrected across campus. In addition, areas need repainted and/or dimensions adjusted.

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars.

Year Two

Priority Level	Compliance Need	Estimated Cost
High	Investigate and budget funds installation of elevator in Student Union	\$7500
Medium	Investigate and budget funds for installation of elevator in Academic Building	\$7500
Medium/Low	Provide access to Fab Lab machines	Expansion should remedy
Low	Continuous accessibility training and implementation	\$200
Medium	Replace cosmetology reception counter	\$600
		\$15800

The cosmetology counter should be adjusted to allow wheelchair patrons access to view receptionist and pay for services.

The Fab Lab machines are partially accessible. The expansion should remedy accessibility issues. Staff should remain aware of patron needs and remedy accessibility needs as they are presented.

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

Year Three

Priority Level	Compliance Need	Estimated Cost
Medium	Budget funds for installation of elevator in Academic Building	\$7500
High	Budget funds for installation of elevator in Student Union	\$7500
Low	Continuous accessibility training and implementation	\$200
		\$15200

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

Year Four

Priority Level	Compliance Need	Estimated Cost
High	Investigate and budget funds installation of elevator in Student Union	\$7500
Medium	Investigate and budget funds for installation of elevator in Academic Building	\$7500
Low	Continuous accessibility training and implementation	\$200
		\$15200

Continuous accessibility training and implementation would include training for maintenance and security staff, as well as, ICC administration. These trainings could include guest speakers and webinars

Year Five

Priority Level	Compliance Need	Estimated Cost
High	Install elevator in Student Union	\$2500
Medium	Install elevator in Academic Building	\$2500
Low	Continuous accessibility training and implementation	\$200
		\$5200

Total Cost: \$70650

Personnel Report June, 2018

Employment New Hires:

Angela Houston

Start Date: July 15, 2018

Role: Upward Bound Director

Previous Experience: Elementary School Principal Oklahoma City Schools

Rate of pay: \$3,599/month (\$43,188 annually)

Nathan Chaplin

Start Date: August 1, 2018

Role: Biology Instructor

Previous Experience: Teaching Assistant and Postdoctoral Research Assistant at Colorado State Univ.

Rate of pay: \$4,158/month (\$49,900 annually)

Tom Weaver

Start Date: August 1, 2018

Role: Biology Instructor

Previous Experience: Adjunct Professor at ICC and Labette Community College

Rate of pay: \$4,108/month (\$49,300 annually)

Kelsey Jennings

Start Date: April 9, 2018

Role: Administrative Assistant Student Support Services Lab

Previous Experience: Food Technologist for Simmons Pet Food

Rate of pay: \$13.46/hour (\$28,000 annually)

Amanda McCormick

Start Date: August 1, 2018

Role: Vet Tech Director

Previous Experience: Veterinary Technician

Rate of pay: \$3,750/month (\$45,000 annually)

Joni Pratt

Start Date: June 25, 2018

Role: Navigator

Previous Experience: Chief Clerk of District Court

Rate of pay: \$2,750/month (\$33,000 annually)

Samantha Allen

Start Date: June 1, 2018

Role: Head Softball Coach

Previous Experience: Assistant Softball Coach at Neosho County Community College

Rate of pay: \$2,992/month (\$35,900 annually)

Madyson Smith

Start Date: June 1, 2018

Role: Assistant Softball Coach

Previous Experience: PT Asst. Softball Coach

Rate of pay: \$2,000/month (\$24,000 annually)

Jennifer Wilson

Start Date: August 1, 2018

Role: Sociology Instructor

Previous Experience: Adjunct Professor at Westminster College and University of Missouri

Rate of pay: \$4,100/month (\$49,200 annually)

Transfer/Promotion:

Hannah Marquez

Replaced: Fernando Patin-Betancourt

New Role: Accounts Payable Specialist

Start Date: May 14, 2018

Previous Role: Financial Affairs Specialist

Pay Rate: \$13/hour (\$21,632 annually)

Separations:

Breeze Jones

Role: Navigator

Dates of employment: June 1, 2016 thru June 30, 2018

Ending rate of pay: \$2,750/month (\$33,000 annually)

Joely Rogers

Role: Assistant Softball Coach

Dates of employment: June 15, 2017 thru May 31, 2018

Ending rate of pay: \$2,000/month (\$24,000 annually)

Eric Rutherford

Role: Assistant Dean of Fine Arts, Vocal Music Instructor, Interim AD for Inge

Dates of employment: August 16, 2010 thru June 30, 2018

Ending rate of pay: \$6,892/month (\$82,700 annually)

Michelle Rutherford

Role: Band Instructor

Dates of employment: August 8, 2012 thru June 30, 2018

Ending rate of pay: \$3,925/month (\$47,100 annually)

Employment Searches:

- Administrative Assistant Student Support Services
- Producing Director of William Inge Center for the Arts
- Financial Affairs Specialist
- Communications Instructor
- Fine Arts Recruiter
- Theatre Instructor
- Vocal Music Instructor
- PT Bookstore Assistant

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, June 1, 2018				
Ref. No.	Grant Name	Description	Potential Funding	Comments
Activity Since Last Report				
1	Kansas Historical Society Historic Tax Credits	Inge House renovation	Application for approx. \$6,750 in tax credits as part of Phase I of Inge House restoration repairs.	Submitted 6.22.18. Response expected in 30 days.
Status of Submitted Proposals Still Under Review				
2	Kansas Creative Arts Industries Commission Innovative Arts Integration Grant	Visiting guest artists	\$1,313, 1:1 match can be in- kind.	Informal notification of grant award on 5.12.18. Formal notification expected in two weeks.
Proposals in Progress				
3	National Science Foundation. Advanced Technology Education grant	Curriculum designed to better integrate with Fab Lab	Approximately \$200,000 for up to three-years.	Application due in October.
Prospective Proposals				
4	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.
5	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		Proposals in Progress
Totals		\$1,313.00		\$200,000.00

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
5	Title III Designation	US Dept. of Education	\$15,000.00	Approximate savings--do not need to match work study funds with this designation.
6	Tourism promotion	Independence Chamber of Commerce	\$10,000.00	About \$2,000 to be spent currently, and \$8,000 reserved for 2019 Inge Festival promotion
Total			\$412,806.00	

Memo

To: Board of Trustees

From: Wendy Isle

Date: June 7, 2018

Re: Toyota Camry Lease

I would like to recommend to the Board of Trustees to enter into a Lease Agreement with Toyota to replace 1 Toyota Camry fleet vehicle. The new lease will be for \$625/month for 36 months. This lease includes the cost of Kansas tags and registration (approximately \$815 per year), increased mileage from 45,000 miles to 90,000 miles for the 3-year lease, all maintenance, and a new set of tires during the lease.

The current lease is for \$398.63/month, but does not include Kansas tags and registration, allows for only 45,000 miles over the three year lease, and did not cover the cost of replacement tires. All maintenance is included in the lease price.



OWNER'S NAME Independence Community College DATE 5-16- 2018
ADDRESS 1057 W. College AVE. Independence, KS. ZIP 67301
HOME _____ WORK _____ CELL _____ EMAIL _____

I (we) hereby order from you, subject to all terms, conditions and agreements contained herein, hereof the following:

☒ NEW VEHICLE ☐ USED VEHICLE

YEAR <u>2018</u>	MAKE <u>Toyota</u>	MODEL OR SERIES <u>Camry</u>	BODY TYPE <u>4-Door</u>	COLOR <u>White</u>	TRIM <u>LE</u>
VIN OR SERIAL NUMBER <u>4T1B11HK6JU095638</u>		STOCK NUMBER <u>2499</u>	ODOMETER (MILEAGE) VEH SOLD <u>2</u>		
OPTIONS/EQUIPMENT					

\$1622 MO

36 MO LS 30Kyr 90K TOTAL
1st PMT Due @ Sign Then 35
PMTS THEREAFTER Res. #8577
Sec Dep waived. Includes
WALKAWAY FROM EX LEASE
INCLUDES ALL REBATES & LOYALTY REB
INCLUDES GAP

WORK TO BE DONE TAGS INCLUDED
ALL OIL CHANGES & ROTATIONS
1 SET OF TIRES ON 18 CAMRY
1 SET OF TIRES ON TUR CAMRY

TOTAL

TRADE-IN/DISCOUNT	\$
SUB-TOTAL	\$
ADMINISTRATIVE FEE	\$ \$199.00
SUB-TOTAL	\$
SALES TAX	\$
SUB W/TAX	\$
TRADE PAYOFF TIL	\$
BALANCE	\$
FACTORY REBATE	\$
PARTIAL PYMNT	\$
LESS CASH	\$
TOTAL BALANCE	\$

LIEN TO _____

ODOMETER (MILEAGE) - TRADE IN		COLOR
ODOMETER READING		
MAKE	MODEL	BODY TYPE
VEHICLE IDENTIFICATION		YEAR

The seller of this vehicle (has) (has not) performed a title search for the motor vehicle being sold for purposes of determining the accuracy of the mileage shown on the odometer or for any other purpose. Purchaser acknowledges the receipt of this disclosure.

Purchaser _____

The seller of this vehicle does hereby disclose it was used as a Lease, Rental, or Drivers Education Vehicle. Purchaser acknowledges the receipt of this disclosure.

Purchaser _____

☐ PREOWNED AUTOMOBILE

30 Days or 1,000 miles, which ever comes first. 50% Parts & Labor. Covered powertrain components as follows: Motor, Transmission & Drivetrain. " Internal Lubricated Parts Only." Work done in our shop.

Customer Signature _____
Sales Manager _____

SALES PERSON

MANAGER APPROVAL

OWNER'S SIGNATURE

NOTICE TO THE BUYER: Do not sign this order before you read it or if it contains blank spaces. You are entitled to an exact copy of the order you sign BUYER ACKNOWLEDGES he has read and received a completed copy of this order comprising the entire agreement affecting this purchase, and that this order is subject to Buyer's satisfactory credit rating.

"The information you see on the window form for this vehicle is part of this contract. Information on the window form overrides any contrary provisions in the contract sale."

Memo

To: Board of Trustees

From: Wendy Isle

Date: June 14, 2018

Re: Instructure/Canvas LMS

It is recommended the Board of Trustees renew the 3-year contract with Instructure/Canvas to provide support for the Canvas Online Learning Management System. This is a renewal of the existing 3-year contract that began in 2015.

It is recommended the Board of Trustees approve payment for the first year subscription in the amount of \$22,879.08.

This is a reoccurring budgeted expense item in the current fiscal year budget and remains budgeted in the next fiscal year budget.

INSTRUCTURE

6330 South 3000 East, Suite 700, Salt Lake City, UT 84121, United States

Services Order Form

Order #: Q-33387-3

Date: 11/6/2017

Customer Information

Customer:	Independence Community College	Billing Contact:	
Contact:	Jessica Morgan-tate	Billing Phone:	
Phone:		Billing Email:	
Email:	jmorgantate@indycc.edu		
Address:	1057 West College Avenue		
City:	Independence	P.O. Required?	
State/Province:	Kansas	P.O. Number:	
Zip/Postal Code:	67301		
Country:	United States	State Sales Tax Exempt?	

Recurring

Description	Metric	Category	Start Date	End Date	Qty	Price	Ext. Price
Canvas Cloud Subscription	FTE	Cloud SaaS Subscription	6/1/2018	5/31/2019	735	USD 25.94	USD 19,065.90
24x7 Support	20% of Subscription (Min \$2500)	Support	6/1/2018	5/31/2019	1	USD 3,813.18	USD 3,813.18
Year 1 Sub-Total							USD 22,879.08
Canvas Cloud Subscription	FTE	Cloud SaaS Subscription	6/1/2019	5/31/2020	735	USD 27.23	USD 20,014.05
24x7 Support	20% of Subscription (Min \$2500)	Support	6/1/2019	5/31/2020	1	USD 4,002.81	USD 4,002.81
Year 2 Sub-Total							USD 24,016.86
Canvas Cloud Subscription	FTE	Cloud SaaS Subscription	6/1/2020	5/31/2021	735	USD 28.59	USD 21,013.65
24x7 Support	20% of Subscription (Min \$2500)	Support	6/1/2020	5/31/2021	1	USD 4,202.73	USD 4,202.73
Year 3 Sub-Total							USD 25,216.38
Total							USD 72,112.32

Grand Total:	USD 72,112.32
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Canvas FTE

Description

FTE means the number of full-time equivalent students calculated in accordance with the definition published by the Integrated Postsecondary Education Data System.

Canvas FTE Data Storage

Description

500 MB/subscription metric (FTE/User/Enrollment) of storage is included in the annual subscription fee. Additional storage can be purchased for \$0.50 per 500 MB per total subscription metric count.

Duration: Instructure will commence the provision of support, subscription training and cloud subscription services on the date that is the later of: (i) ninety days prior to the Start Date; and (ii) the date of the last signature on this Order Form ("Effective Date"). This order begins on the initial date listed above under Term, and continues until the last date listed above, unless sooner terminated under the Agreement. If Customer has purchased any third-party content under this order form, that content will be made available on the start date listed above.

Miscellaneous: In connection with certain services, Instructure shall provide Customer access to its application-programming interface ("API") for no additional fee. Usage and access to the API will be subject to the Instructure API Policy, as may be updated by Instructure from time to time.

Instructure's support terms can be found at:

Canvas & Catalog: <http://www.canvaslms.com/policies/support-terms>

Bridge: <https://www.getbridge.com/support-terms>

The price associated with the order form is only available if executed no later than **2/28/2018**

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By executing this order form below, each party indicates that it agrees to be legally bound by this order form, including the attached terms and conditions or terms and conditions of the Customer's initial order form which govern this order form.

Independence Community College

Signature:	<u>Christy Cutshaw</u>
Name:	<u>Christy Cutshaw</u>
Title:	<u>Associate Dean for Onine and Outreach</u>
Date:	<u>02/08/2018</u>

Instructure, Inc.

Signature:	<div>DocuSigned by: <u>Elizabeth Powell</u> 3415CBF9A02B404...</div>
Name:	<u>Elizabeth Powell</u>
Title:	<u>Manager, Deal Desk</u>
Date:	<u>02/09/2018</u>

Higher Learning Commission Accreditation Worksheet		
Requirement	Tasks	Status
1. "Development and implementation of an institutional plan for systematic review of data connected with institutional complaints; especially student complaints. The plan should include a process that ensures oversight by knowledgeable persons of the analysis of trends associated with complaints; especially those connected to Title IX compliance and student complaints."	a. The Student Satisfaction and Complaints Review Committee was formed and held its first meeting in October. Membership is comprised of: Compliance Officer; VP for Student Affairs; Student Activities Director, IT, Admissions, VP for Academic Affairs; Faculty; Financial Aid; Athletics; Student Support Services; and, 2-3 students.	Complete
	b. Student Affairs and Compliance are developing new handbook procedures for complaints.	In progress-anticipated completion August 1, 2018
	c. Dining Hall action plan to be reviewed by Board in January.	Complete
	d. Maxient software purchased and goes live January 11, training during In-Service.	Complete
	e. Marketing campaign planned to promote the use of the Maxient software.	Complete
	f. Title IX Coordinator appointed.	Complete
	g. Comprehensive review of current Title IX processes and procedures.	In progress-anticipated completion August 1, 2018
	h. Title IX overview training for all employees held at January In-Service.	Complete
	i. All dorm residents receive general Title IX policy training.	Complete/Ongoing
	j. All athletes receive gender-specific Title IX training.	Complete/Ongoing
	k. Additional Title IX training included in College Success course and other student activities.	Complete/Ongoing
Requirement	Tasks	Status
2. "Development and implementation of a technology plan that aligns with strategic objectives and budgetary plans. The plan must assure that security policies regarding the onboarding and off-boarding of employees is included in policies and procedures and that the process for determining access to secure institutional data and the network is clear and assures that only employees with a need to know and/or input responsibilities have access."	a. Technology Plan drafted, to be reviewed by Technology Committee by April 1.	Complete
	b. Revisions to Technology Committee presented and approved by Council of Chairs and President's Office, revisions included in February Board packet for final approval. Complete mission and membership change for Technology Committee with the primary purpose of guiding Technology Plan development.	Complete
	c. Technology Plan reviewed and approved by Board of Trustees	Complete
Requirement	Tasks	Status

3. "Development of a long-range institutional plan to fully address deferred maintenance of facilities; inclusive of projected timelines, resources needed, and possible funding. The plan should include prioritization policies and procedures to assure that issues directly connected to impacts on student learning and safety are prioritized."	a. Update 5-year Maintenance Plan by March 1.	Complete
	b. Deferred maintenance items will be separated or identified in the Maintenance Plan.	Complete
	c. Academic Building Committee has finalized priorities list; quotes being gathered now. Budget is being revised for 2018-2019 fiscal year.	In progress for consideration during budget cycle.
	d. Facilities Plan includes 5-year plan to upgrade fire safety.	Complete
	e. Ad hoc Committee currently reviewing Facilities accessibility to meet federal ADA requirements.	Complete - priority list created
4. "The plan for program review has been fully implemented and institutionalized according to the proposed plan. The College should provide evidence that results from program reviews have been incorporated into budget and strategic plans and have been used for improvement of courses, programs, and the larger institution."	a. Program Review Manual complete and approved by Board.	Complete
	b. Program Review Standing Committee formed.	Complete
	c. 28 Programs completing annual Program Review.	In progress
	d. 13 Programs completing cumulative Program Review.	In progress
	e. Deadline for Review completion is March 1, 2018 to allow for budget consideration and annual Strategic Plan Review.	In progress/Two Programs reviewed in March/Three Programs reviewed in April/Six Programs reviewed in May
Requirement	Tasks	Status
5. "Existence of a culture of using data from student learning in curricular and co-curricular programs, as evidenced by at least one to two years of using data for improvement of programs from program assessment processes and related data, and evidence of using data collected from co-curricular programs to improve student experiences and activities."	a. Program Review includes analysis of student learning data and setting new goals.	Complete
	b. Board now reviews both annual and cumulative Program Reviews.	In progress/Comprehensive: Two Programs reviewed in March/Three Programs reviewed in April/Six Programs reviewed in May. Annual reviews complete during same months.
	c. Assessment training sessions for new faculty.	Complete/Ongoing
	d. Faculty will meet weekly to identify immediate academic assessment tasks.	Complete/Ongoing
	e. Due to inadequate progress on academic assessment work, VPAA has assumed leadership of that area.	Complete
	f. Assessment Committee: The 2014-2016 Institutional Assessment Plan Survey has been completed, with 69 employees responding to survey questions.	Complete

	g. 2017-2018 is what is considered a "Reflection Year"; what worked/what did not work/what improvements can be made? As a result, the Assessment Plan is under revision for a new plan that begins in the fall.	In progress
	h. This semester and next, assessment of co-curricular groups will commence.	In progress
Requirement	Tasks	Status
6. "Identification of appropriate comparison benchmarks and institutional targets for persistence, completion, retention, and graduation in all programs and at the overall institutional level, which are appropriate for the College based on its mission, values, and characteristics"	a. Retention and Completion Report submitted to HLC December 2017, goals set	Complete
	b. Strategic Plan Annual Review now includes specific sections on retention, completion, and graduation rates, goals set.	Complete
	c. The Navigator Program has been created and will work with students from Admission to Graduation; students will be guided throughout their time at ICC will implementation of this intrusive and interactive advising program.	Ongoing
	d. ICC's retention data from Fall 2015 to Fall 2016, and from Fall 2016 to Fall 2017, has been compared to the retention rate for all community colleges and for the retention rate for southeast Kansas community colleges which are posted by the Kansas Board of Regents. A 2-year comparison has also been made through information provided by the National Student Clearinghouse Research Center regarding first-year persistence and retention for students who started college in 2-year public institutions.	Complete/Benchmarks have been determined, trends identified, and goals set as a result of these comparisons. The overall retention goal set for the Navigator Program is an increase from 28.99 percent to 31 percent from Fall 2017 to Fall 2018.
	e. The Assistant Director for Enrollment and Retention Management is tracking all students who did not return and will set goals for retaining those who did return and recruiting additional students.	Complete
	f. Program reviews will determine prioritization; annual reviews are due this week and cumulative reviews are due in two weeks.	In progress/Short-and long-term goals will be set for academic needs and forwarded to the Chief Business Officer by March 1, 2018 for incorporation in the budget-planning cycle.
	g. Navigators are visiting with faculty members and goals are being set for each program; target goals will be set by March 1, 2018 to drive the budget and tie to the Strategic Plan. Budget ties will identify where marketing, recruiting, personnel, and other monies should focus.	In progress
	h. Faculty members have committed to specific dates for goal setting.	Complete
Requirement	Tasks	Status

7. "Development and documentation of decision-making responsibilities and processes across campus constituencies, including students, faculty, and staff. The College should clearly delineate final decision responsibilities above simple participation in input of information."	a. Compliance Officer reviewing processes for accuracy and completeness.	In progress/On-going. 1/3 reviewed each year.
	b. Compliance Officer charged with creating a college-wide document depicting flow charts which clarify decision-making responsibilities.	In progress.
	c. Student Government President placed on Cabinet.	Complete
	d. Faculty have completed first draft of policies for Faculty Senate.	Complete
	e. Final draft of policies for Faculty Senate completed by faculty and administration, approved by board	Complete
Requirement	Tasks	Status
8. "Development of a clear, well-documented process for the systematic integration of campus planning, with intentional processes and connections between all planning documents on campus, that is inclusive of the results of assessment of student learning."	a. Strategic Plan Annual Review now completed prior to budget development.	Following the Strategic Planning review process, Cabinet members will hold collaborative sessions with their areas to review how changes to the Strategic Plan might affect both the Operational Plans for that area and area budgets. Each of these review sessions will be held twice to allow for maximum participation.
	b. Departments conduct information sessions about current year budget	Complete
	c. Program Review completed prior to budget development.	In progress
Requirement	Tasks	Status
9. "Development of a systematic process of regular review of institutional data with clear processes for collection and review of data, and improvement of considerations based on the results of data review that is in-line with institutional benchmarks and targets. The College should provide evidence of long-range planning with trending data used to project plans and targets for three to five years forward. The College must provide evidence of at least one year of improvements based on this regular review of data analysis."	a. New process for collecting feedback from all constituencies with quarterly review of data received from Maxient.	Complete for this quarter-ongoing on a quarterly basis through January 2019: July 2018; October 2018; and, January 2019.
	b. Strategic Plan Annual Review now includes specific sections on retention, completion, and graduation rates, goals set.	Complete
	c. Technology Plan draft extends plan three additional years; Maintenance Plan extended two additional years.	Complete
	d. Assessment plan being updated now to extend it the length of the Assessment Academy.	In progress-anticipated completion June 1, 2018.
	e. A column has been added to the budget sheet of each program which provides documentation of budget encumbrances and expenditures resulting from review and analysis of assessment data and planning purposes.	Complete