

BOARD OF TRUSTEES REGULAR MEETING  
CIE 104 (West Classroom of Center for Innovation and Entrepreneurship) 6:00 p.m.  
June 27, 2019

AGENDA

- I. ROUTINE
- A. Call to Order
  - B. Approval of Agenda Action
  - C. Welcome Guests
  - D. Pledge of Allegiance
  - E. Mission Statement – Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.
  - F. Vision Statement – To be a community college that provides an exceptional educational experience by cultivating intellect, encouraging creativity and enhancing character in a student and community centered environment.
  - G. Approval of June 13, 2019 Meeting Minutes Action Section 1
- II. INSTITUTIONAL OPERATIONS
- A. Resignation of President Action Section 2
  - B. Refinancing 2009 Series Certificates of Participation Presentation/Action Section 3
  - B. Comprehensive AA Theatre Arts Program Review Action Section 4
    - Performance Track/Production Track-Page Petrucka
  - C. Comprehensive AAS Vet Tech Program Review-Amanda McCormick Action Section 5
  - D. Comprehensive Developmental English Program Review-Bridget Carson Action Section 6
  - F. Postpone Annual Board Nominations and Elections Resolution/Action Section 7
  - G. Alternative Date for January 2020 Board Meeting Action Section 8
  - H. Renovation of AC 107 Action Section 9
  - I. KBOR Civil Rights Review/Final Letter of Findings Report Section 10
- III. CONSENT AGENDA Action Section 11
- A. Personnel Report
- IV. EXECUTIVE SESSION – Attorney/Client Privilege.
- I move that we recess for an Executive Session for consultation with the College attorney regarding *(insert subject to be discussed)*, pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. Those invited to attend are: *(list attendees)*.
- V. EXECUTIVE SESSION –Employer-Employee Negotiations.
- I move that we recess for an executive session for the purpose of discussing *(insert subject to be discussed)*, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. Those invited to attend are: *(list attendees)*.
- VI. EXECUTIVE SESSION – Non-elected Personnel.
- I move that we recess for an executive session for discussion of *(insert subject to be discussed)*, pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. Those invited to attend are: *(list attendees)*.
- VII. ADJOURN Action

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

### Items on the Agenda

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

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

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

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

### Information to the Audience

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

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

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

EXECUTIVE SESSION: Non-Elected Personnel

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

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

EXECUTIVE SESSION: Negotiations

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

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

EXECUTIVE SESSION: Possible Acquisition of Real Estate

**Sample Subject:** For future expansion.

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

EXECUTIVE SESSION: Attorney/Client Privilege.

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

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

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

MINUTES

**Members Present**

Val DeFever  
Terry Clark  
Norman Chambers  
Jana Shaver  
Mike Wood

**Others Present**

Daniel Barwick, President  
Brittany Thornton, Director of Enrollment/Retention Management  
Andrew Gutschenritter, Interim Chief Business Officer  
Beverly Harris, Executive Assistant/Board Clerk  
Tammie Geldenhuys, Vice-President of Student Affairs/Athletics  
Lori Boots, Human Resources Director  
Jonathan Sadhoo, Chief Finance Officer  
Kris Wech, Director of Maintenance  
Heather Mydosh, English Instructor  
Tonda Lawrence, Director of Cosmetology  
Mallory Byrd, Allied Health Director  
Sue Manning, EMS Education Director  
Cody Westerhold, Head Stunt Team Coach

**Guests**

Susan Scovel, Reporter  
Andy Taylor, Montgomery County Chronicle  
Rick Whitson, Montgomery County Hazard Mitigation  
Larry Kleeman, Ranson Financial Representative  
John Eubanks, Community Member  
Nick Rau, Community Member  
Karl Johnson, Community Member  
Kristen Torrey, Community Member

**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 as distributed. Jana Shaver seconded the motion and the motion carried 5-0.
- C. Welcome Guests – Val DeFever welcomed the guests and provided an overview of options for public comment on items pertaining to the agenda.
- D. Pledge of Allegiance – Lori Boots led the group in recitation of the Pledge of Allegiance.
- E. Mission Statement – Jana Shaver read the College Mission Statement.
- F. Vision Statement – Terry Clark read the College Vision Statement.
- G. Approval of May 1<sup>st</sup>, May 9<sup>th</sup>, and May 21<sup>st</sup> Meeting Minutes – Terry Clark moved to approved minutes of the May 1<sup>st</sup>, 9<sup>th</sup>, and 21<sup>st</sup> meetings. Mike Wood seconded the motion and the motion carried 5-0.

## II. INSTITUTIONAL OPERATIONS

- A. Region H Hazard Mitigation Plan – Rick Whitson provided an overview of the Hazard Mitigation Plan and noted that those entities adopting into the Plan will be eligible for FEMA relief funds resulting from a catastrophic event, and can apply for grants for acquisition and placement of tornado/storm shelters and safe rooms. Jana Shaver moved to adopt the Region H. Hazard Mitigation Plan as presented. Mike Wood seconded the motion and the motion carried 5-0.
- B. Refinancing of 2009 Series Certificates of Participation – Larry Kleeman of Ranson Financial provided an overview of the opportunity for refinancing the 2009 Certificates of Participation; Mr. Kleeman shared that the College would realize savings of approximately \$50-60K over the remaining four years of the current loan. Norman Chambers moved to approve the Resolution authorizing the offering for sale of lease purchase agreement refunding certificates of participation, series 2019, of Independence Community College, Independence, Kansas. Terry Clark seconded the motion and the motion carried 5-0.
- C. Higher Learning Commission Focused Visit Report – Dan Barwick provided background information of the process involved with being placed on Notice, and shared that the Final Report should be here Friday or Monday. Dr. Barwick shared the areas noted for improvement by the HLC On-Notice Site Visit Team and recognized the College employees and community members who successfully implemented improvements in those respective areas.
- D. Comprehensive EMS Education Program Review-Sue Manning provided an overview of the comprehensive Program Review and answered questions. Val DeFever requested explanation of various acronyms used in the Program Reviews. Norman Chambers moved to accept the Comprehensive EMS Education Program Review and the Advanced EMS Education Program Review. Mike Wood seconded the motion and the motion carried 5-0.
- E. Comprehensive Advanced EMS Education Program Review-Sue Manning provided an overview of Advanced EMS along with the EMS Program; Norman Chambers moved to accept the EMS and the Advanced EMS Reviews. Mike Wood seconded the motion and the motion carried 5-0.
- F. Comprehensive Cosmetology Program Review-Tonda Lawrence provided an overview of the Cosmetology Program Review and answered questions. Norman Chambers recommended visits to the Cosmetology area; Val DeFever shared that a Board meeting could be scheduled at ICC West and mentioned possibly holding a budget meeting at West. Jana Shaver moved to accept the Comprehensive Cosmetology Program Review. Mike Wood seconded the motion and the motion carried 5-0.
- G. Comprehensive English Lang. and Literature Program Review-Heather Mydosh provided an overview and answered questions. Terry Clark moved to accept the Comprehensive English Language and Literature Program Review. Mike Wood seconded the motion and the motion carried 5-0.  
Mike Wood suggested curriculum with Inge-related courses. Val DeFever thanked everyone involved in the Program Reviews and presentations; she noted that the Board had learned so much about the College in this effort to meet HLC expectations.
- H. Appoint Chief Financial Officer as College Treasurer – Jana Shaver moved to appoint Jonathan Sadhoo as the Chief Financial Officer and College Treasurer. Norman Chambers seconded the motion and the motion carried 5-0.
- I. Cash Management Administrative Rights/Authorized Signor-FirstOak Bank – Norman Chambers moved to nominate Jonathan Sadhoo to have Cash Management administrative rights on the FirstOak Bank account and serve as an Authorized Signor. Terry Clark seconded the motion and the motion carried 5-0. Terry Clark moved to remove Laura Allison as an Authorized Signor at FirstOak Bank. Mike Wood seconded the motion and the motion carried 5-0.
- J. Allow Payables – Norman Chambers moved to allow payables. Terry Clark seconded the motion and the motion carried 5-0.
- K. President's Update – Dan Barwick
  - KBOR Civil Rights Review/Final Letter of Findings – This report was postponed until the June 27, 2019 meeting when Taylor Crawshaw will be available to provide an overview.
  - June Operational Plans – Dr. Barwick noted that Operational Plans will have two levels in the future; the upper level will provide oversight and keep areas on task; the lower level will continue setting measurable goals in alignment with the budgeting process, Board Goals, and the Strategic Plan.

- Practice Field Update – Dr. Barwick provided an update and noted that since we were in the process of developing a new Strategic Plan, an engineer/architect was not contacted for a Phase II Plan for athletic facilities. However, as of 6/5/2019, \$203,932.62 in donations for the Turf Field was raised in addition to the Foundation match of \$200,000.00 for a total of \$403,932.62 raised since July 1, 2018. It was noted that the total amount was not inclusive of pledges.
- Food Services Review – Dr. Barwick provided an overview of the Dining Services dashboard and answered questions.
- Dashboard – Andrew Gutschenritter and Jonathan Sadhoo provided an overview of the financial dashboard. Dr. Barwick thanked Andrew Gutschenritter for the exemplary work he has done for the College.

III. CONSENT AGENDA – Jana Shaver moved to approve the Consent Agenda. The Consent Agenda included receipt of the financial, personnel, and grant progress reports. The personnel report included employment of: Jonathan Sadhoo in the position of Chief Financial Officer at an annualized salary of \$70,000 plus College support toward employee participation in ICC's group health insurance plan; Lori Boots in the position of Human Resources Director at an annualized salary of \$65,000 plus College support toward employee participation in ICC's group health insurance plan; Desmond Keefe in the position of Culinary Arts Instructor at an annualized salary of \$50,300 plus College support toward employee participation in ICC's group health insurance plan; Benny Beurskens in the position of Maintenance Specialist at an hourly rate of \$14.50 plus College support toward employee participation in ICC's group health insurance plan; Jesse Ornelas in the position of Assistant Football Running Back Coach at an annualized salary of \$20,000 plus College support toward employee participation in ICC's group health insurance plan; and, Lawann Latson in the position of Assistant Football Wide Receivers Coach at an annualized salary of \$10,000 plus College support toward employee participation in ICC's group health insurance plan. The personnel report also included separations from: Kara Wheeler in the position of Vice President of Academic Affairs; and, Rebekah Peitz in the position of Assistant Director of Enrollment and Retention Management. Additional items in the Consent Agenda were the acquisition of payroll processing and tax reconciliation services from Yerkes & Michels, CPA, LLC in the amount of \$5,950; and, renewal of insurance brokerage, consulting, and coverage services from IMA Financial Group, Inc. in the amount of \$109,163. Norman Chambers seconded the motion and the motion carried 5-0.

Norman Chambers provided highlights of the Quarterly KACCT meeting he attended at Barton Community College. Mr. Chambers noted that SB155 funds may be capped, and a decline in funding levels is expected 2022-2023. Mr. Chambers encouraged pursuit of educational opportunities in the prison system.

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

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

VI. EXECUTIVE SESSION – Non-elected Personnel. Norman Chambers moved the Board recess for an executive session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 8:23 in CLC 104 of the Cessna Learning Center. Those invited to attend were Dan Barwick and Lori Boots. Terry Clark seconded the motion and the motion carried 5-0. It was noted that the Board would hold an additional Executive Session for the President's annual performance review; however, no action would be taken following either Executive Session. The Board entered Executive Session at 7:53 p.m. The Board returned to Open Session at 8:23 p.m.

EXECUTIVE SESSION – Non-elected Personnel. Norman Chambers moved the Board recess for an executive session for the President's annual performance review pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 8:55 in CLC 104 of the Cessna Learning Center. Jana Shaver seconded the motion and the motion carried 5-0. The Board entered Executive Session at 8:25 p.m. The Board returned to Open Session at 8:55 p.m. Norman Chambers moved the Board recess for an executive session for the President's annual performance review pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session

would resume at 9:25 in CLC 104 of the Cessna Learning Center. Terry Clark seconded the motion and the motion carried 5-0. The Board entered Executive Session at 8:55 p.m. The Board returned to Open Session at 9:25 p.m.

- VII. ADJOURN – Norman Chambers moved that the meeting adjourn. Terry Clark seconded the motion and the motion carried 5-0. The meeting adjourned at 9:25 p.m.

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Beverly Harris  
Board Clerk

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

**From:** [Daniel Barwick](#)  
**To:** [All Staff](#)  
**Subject:** Special announcement - Dr. Dan is resigning  
**Date:** Thursday, June 20, 2019 2:17:20 PM

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Colleagues,

It is with both optimism and sadness that I share with you that I have taken a consulting position and will be resigning my position at Independence Community College. I am grateful to the Trustees of the college for the opportunity to lead such a fine institution for nearly a decade. The future of ICC is bright - with a strong endorsement from our accreditor visitation team, new facilities across campus, and a new five-year strategic plan, the college is well-positioned for its second century of serving our community and beyond. These are not my accomplishments - the employees, students, alumni, and the wonderful Independence community did them together. Working at ICC has been a privilege and an honor, and I am grateful to the wonderful colleagues I have worked with over the years. I may not be on campus every day, but the college will be in my heart every day. Stay tuned for the next chapter in my path, and thank you! Once a Pirate always a Pirate!

Best,  
Dan

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Daniel W. Barwick, PhD  
President

Independence Community College

Find me on Facebook [here](#), Twitter [here](#), visit my blog [here](#), listen to my iTunes podcast [here](#), or listen on YouTube [here](#)

2018 – Ranked #1 Community College in Kansas

2018 – Ranked in the Top 25 Community Colleges in the United States

2018 – Ranked “Lowest Net Price” College in Kansas

2017 – Ranked #1 in Kansas for Success of Transfer Students

2016 – Ranked in the top 1% of Community Colleges in the U.S. for Student Educational Goal Attainment

2015 – Ranked in the Top 5 Most Affordable Community Colleges in the United States

2013 – Ranked in the Top 50 Best Community Colleges in the United States

# Memo

To: Independence Community College Board of Trustees

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

Date: June 27, 2019

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

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At the June 13<sup>th</sup> meeting, the Board authorized the refinancing of the Series 2009 Certificates of Participation (COPs) if savings can be achieved through lower interest rates.

Larry Kleeman of **Ranson Financial Group (Wichita, KS)** [Independence Community College's financial advisor] will be present to review the bids received and summarize the savings from the best bid. Documents to approve the new refunding debt will be prepared by Kevin Cowan of **Gilmore & Bell (Wichita, KS)** [Independence Community College's bond counsel].



Comprehensive  
Program  
Of  
Theatre Arts  
For  
2017-2018 Years

Prepared by  
Page Petrucka

March 15, 2019



**Independence**  
COMMUNITY COLLEGE

## Table of Contents

1.0 Program Data and Resource Repository .....	3
1.1 Program Summary .....	3
Narrative: .....	3
1.2 Quantitative and Qualitative Data .....	3
Narrative: .....	3
2.0 Student Success .....	<b>Error! Bookmark not defined.</b>
2.1 Define Student Success .....	6
Narrative: .....	<b>Error! Bookmark not defined.</b>
2.2 Achieve/Promote Student Success .....	6
Narrative: .....	6
3.0 Assessment of Student Learning Outcomes .....	7
3.1 Reflection on assessment .....	7
Narrative: .....	7
3.2 Significant Assessment Findings .....	7
Narrative: .....	7
3.3 Ongoing Assessment Plans .....	8
Narrative: .....	8
4.0 External Constituency and Significant Trends.....	9
4.1: Program Advisory Committee:.....	9
Narrative: .....	9
4.2: Specialized Accreditation:.....	9
Narrative: .....	<b>Error! Bookmark not defined.</b>
4.3: Other:.....	9
Narrative: .....	<b>Error! Bookmark not defined.</b>
5.0 Curriculum Reflection .....	13
Narrative: .....	13
5.2 Degree and Certificate Offerings or Support .....	14
Narrative: .....	<b>Error! Bookmark not defined.</b>
6.0 Faculty Success.....	15
6.1 Program Accomplishments .....	15
Narrative: .....	<b>Error! Bookmark not defined.</b>

6.2 Faculty Accomplishments .....	15
Narrative: .....	15
6.3 Innovative Research, Teaching and Community Service .....	16
Narrative: .....	<b>Error! Bookmark not defined.</b>
7.0 Program Planning & Development for Student Success.....	18
7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends.....	18
Narrative: .....	18
7.2 Academic Program Vitality Reflection, Goals and Action Plans.....	18
Narrative: .....	18
7.3 Academic Program Goals and Action Plans .....	19
Narrative: .....	19
7.4 Mission and Strategic Plan Alignment .....	20
Narrative: .....	20
8.0 Fiscal Resource Requests/Adjustments .....	21
8.1 Budget Requests/Adjustments .....	21
Narrative: .....	21
9.0 Program Planning and Development Participation .....	23
9.1 Faculty and Staff.....	23
Narrative: .....	24
9.2 VPAA and/or Administrative Designee Response.....	24
Narrative: .....	24
10.0 Appendices.....	25

## 1.0 Program Data and Resource Repository

### 1.1 Program Summary

#### Narrative:

##### Musical Theatre:

The first two years of a college musical theatre major curriculum may be completed at ICC and the credits are transferrable to another institution. Auditions may be required at some transfer institutions. All musical theatre majors will perform in musicals each semester.

##### Theatre Arts:

The first two years of a college theatre major curriculum may be completed at ICC and the credits are transferrable to another institution. Auditions may be required at some transfer institutions. All theatre majors will perform/work in productions each semester.

### 1.2 Quantitative and Qualitative Data

#### Narrative:

The following is assessment information for the years 2017 and 2018:

##### THR Assessment Data AY 2017

##### **Number of Faculty:**

1 full time (B.C. Smith)

5 part time (K. Carpenter, H. Blackert, D. Chrzanowski, S. McCarron, S. Owen)

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

Full time: 27 total credit hours taught, with 80 total student enrollments

Part time: 16 credit hours taught, 46 total student enrollments

##### **Average Class size:**

6.11 students in Face-to-Face classes

16 students in online classes

6.63 students across all THR courses

##### **Completion rates:**

86.36% face-to-face

100% online

88.09% all THR courses

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

94.74% face-to-face

75% online

91.89% all THR courses

**Number of Majors:** 10 (0 returned Fall 2017)

**Degrees Awarded:** 0

THR Assessment Data AY 2018

**Number of Faculty:**

2 full time (Corbett, Wolfe)

2 part time (Blackert, Owen)

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

Full time: 51 total credit hours taught, with 169 total students enrolled

Part time: 10 credit hours taught, 27 total students enrolled

**Average Class size:**

8.00 students in Face-to-Face classes

9.33 students in online classes

8.17 students across all courses

**Completion rates:**

92.86% face-to-face

96.43% online

93.37% all courses

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

92.95% face-to-face

70.37% online

89.62% all courses

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

85.90% face-to-face

59.26% online

81.97% all courses

**Number of Majors:** 8 (3 returned in Fall 2018)

**Degrees Awarded:** 0

Regarding budget, I was informed by ICC's Financial Controller that the 2017 and 2018 budget was all inclusive for Fine Arts. This included numbers for Art, Music, and Theatre. He was unable to pull numbers for theatre alone. We do have the numbers for the 2018-2019 school year, and those numbers are as follows:

Travel: Lodging, Airfare, Mileage	0	0		200
Food and Meals	0	0		350
Recruiting	0	0		1,000
Student Travel	0	0		1,000
Conference Fees	0	0		500
Rental/ Royalties	0	0		600
Repairs	0	0		500
Contract Services	0	0		7,600
Membership	0	0		300
Scripts	0	0		100
Royalties	0	0		1,600
Sets	0	0		5,650
Lights	0	0		500
Properties	0	0		1,100
Costumes	0	0		2,000
Makeup	0	0		500
Instructional Supplies	0	0		5,400
Office Supplies	0	0		1,200
Equipment - Non- Capital	0	0		7,500
<b>Total Theater</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>37,600</b>

## 2.0 Student Success

### 2.1 Define Student Success

#### Narrative:

The department defines student success as that of acquiring a set of skills and competencies to produce work that exhibits ingenuity and self-expression, along with strong technique and exceptional craftsmanship. In addition, student success is defined by acquiring the intellectual foundation to interpret and evaluate work.

### 2.2 Achieve/Promote Student Success

#### Narrative:

Students are trained in a variety of areas in the theatre including acting, playwriting, script analysis, stage movement, stage management, directing, stage makeup, stage craft, and stage combat. This kind of cross training is invaluable, since more and more theatre practitioners outside of education are expected to know how to perform a variety of jobs in the theatre.

Both Stage Movement I and Acting I are preliminary courses and students must first complete these before moving on to Stage Movement II and Acting II. At this stage, there are no other advanced courses, but may be added in the future (Stage Makeup II and Playwriting II).

## 3.0 Assessment of Student Learning Outcomes

### 3.1 Reflection on assessment

#### Narrative:

In this assessment, I will focus on three core courses within the theatre department: Theatre Appreciation, Acting I, and Movement. Future reports will include courses taught this semester (Spring 2019) that have not been taught at ICC in several years. The end of this spring semester should offer significant data in that regard.

The assessment report found that in Movement, half the students achieved a 60% or below when tested during the first part of the semester on identifying and analyzing techniques and styles of movement. Students were able to learn and identify common terminology and improved during the second half of the course regarding techniques and styles.

Acting I was taught by a new, incoming professor in the fall of 2018. Therefore, assessment data was limited to her evaluation of the course. Fortunately, students were very receptive to the learning styles introduced, and students who turned in their written assignments as well as completing the acting assignments received an 85% or higher in the course.

Theatre Appreciation is a general studies course, required for all students. This basic course requires students to learn the fundamentals of theatre, attend productions, and become an informed critic. The course isn't just a lecture course, but includes activities, creative projects, and play critiques.

The pass/fail rates for Theatre Appreciation for the years 2017 and 2018 are as follows:

2017 – The course completion rate was 86% with 69% of those students passing the course.

2018 – The course completion rate was 95% with 94% of those students passing the course.

### 3.2 Significant Assessment Findings

#### Narrative:

Assessment findings for each of the courses revealed that for students to succeed in the courses, attendance is critical. Theatre is doing, and when the students aren't there, they aren't doing.

One challenge was keeping students through the end of the course. Each semester, we see several withdrawals on both the student side and instructor side. There are times when extenuating circumstances take over, and the student must withdraw. There are also situations when the student doesn't realize all that is required, even though that is covered during the first day of classes.

One improvement that was made is some of the courses require a syllabus quiz at the beginning of the semester. This gives the students two chances to hear/learn what is required of them, with the hope that they engage right off the bat in order to not fall behind.



Another challenge is for students to complete their work on time. This is a struggle with students of all ages and all academic levels, meaning there is no easy fix.

### 3.3 Ongoing Assessment Plans

#### Narrative:

We desire to be a department that partners with students to achieve academic success. One way to do this is through consistency. We are working to ensure that Theatre Appreciation on ground and on-line is better streamlined. This will offer similar outcomes to students taking classes, no matter what professor is teaching.

For majors, we are working to better utilize the students in a practical way. For example, those on scholarship not cast in a production will be assigned to a production element (costumes, lights, props, and so forth).

## 4.0 External Constituency and Significant Trends

### 4.1: Program Advisory Committee:

Narrative:

Not applicable.

### 4.2: Specialized Accreditation:

Narrative:

Not applicable.

### 4.3: Other:

**HLC Accreditation:** The College's regional accrediting body, the Higher Learning Commission (HLC), uses categories to evaluate the culture of continuous quality improvement on campus. You should explain how your program falls into one of the following areas:

#### **Criterion 3. Teaching and Learning: Quality, Resources, and Support**

The institution provides high quality education, [wherever and however its offerings are delivered](#).

#### Core Components

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.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

3. B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

3. C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

5. Instructors are accessible for student inquiry.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

3. D. The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

3. The institution provides academic advising suited to its programs and the needs of its students.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

5. The institution provides to students guidance in the effective use of research and information resources.

3. E. The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

#### **Criterion 4. Teaching and Learning: Evaluation and Improvement**

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

##### Core Components

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

1. The institution maintains a practice of regular program reviews.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

3. The institution has policies that assure the quality of the credit it accepts in transfer.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

4. B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

3. The institution uses the information gained from assessment to improve student learning.

4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

4. C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

## 5.0 Curriculum Reflection

### 5.1 Reflection on Current Curriculum

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

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

#### Narrative:

The Theatre Arts degree (performance and production track) is a degree that covers a wide base of production elements. These include acting, directing, stage movement, stage management, set building, playwriting, and script analysis. These courses have successfully transferred to four-year programs in the state of Kansas, for those students wishing to continue their education. The theatre practitioner who is cross-trained in all areas of theatre are those who become the most successful, which is precisely our focus here at ICC.

Erick Wolfe began working for ICC in 2017. He is a movement and stage combat specialist. As a result, stage combat was offered to students, and they were given the opportunity to train with a certified professional. Erick made sure that the courses he added were transferrable to four-year schools in the state of Kansas.

Page Petrucka began working for ICC in 2018. She is a specialist in acting, directing, and playwriting. With her here at ICC, two classes were offered to students, that haven't been offered in the recent past. These two include Acting II (an advanced acting course) and Playwriting. Additionally, Script Analysis was able to be brought back into the department, rather than have an adjunct professor teaching the course. Page made sure that the Acting II class aligned with other Acting II courses offered by four-year schools in Kansas. Playwriting is an elective and many Kansas four-year schools do not offer it, however we needed to offer a different option to students other than Acting II. For students following the acting track, they would take Acting II. For students more interested in design or stage management and not advanced acting, they would take Playwriting.

Community based learning over the past few years has included a big ICC musical that incorporated community members and community sponsorship. Additionally, workshops are continuously brought to surrounding high schools by ICC theatre faculty. While this is primarily done as a recruiting activity, it has also proven to build solid relationships with the schools, their faculty, and their students. In addition, we offer a dress rehearsal on the Thursdays before our shows specifically for high school students. The performances are at 9:00 am, and often offer talk back sessions where the students get to meet the cast and crew and ask thoughtful questions about the productions.

## 5.2 Degree and Certificate Offerings or Support

### Narrative:

The Theatre department at Independence Community college offers two Associate of Arts degrees. These include a Music Theatre Associate of Arts degree and a Theatre Arts Associate of Arts degree. This second degree offers two tracks or areas of emphasis: performance and technical production.

Thanks to a diverse faculty and staff, all areas of study can be effectively taught to students. We are now offering dance classes for those in Music Theatre. Additionally, with returning students, we can teach an advanced acting class for those focusing on performance, and playwriting for those students who wish to get a foundation in creating plays.

Theatre Appreciation is a course that fulfills a general education requirement and therefore is offered to all ICC students.

Regarding technical theatre, Harty Blackert teaches a stagecraft and offers a technical theatre lab to those students who wish to focus on a specific area of study. This can include lighting and sound design. As of right now, we do not have anything in place for costume design. We would, however, like to branch out to include costume design as part of the technical theatre track.

## 6.0 Faculty Success

### 6.1 Program Accomplishments

#### Narrative:

In the 2017-2018 school year, the following items were accomplished in the theatre arts department:

1. The Box Office system was re-vamped, making it easier to purchase show tickets and coordinate better with the accounting office at ICC.
2. A Health and Safety manual was created.
3. A Systems and Procedures manual for faculty and staff was created.
4. A Musical Theatre Degree track was created, and a 2 + 2 system of transfer was developed with four-year colleges/universities in the state of Kansas.
5. High school recruitment increased through attendance at the Kansas Thespians Festival and the two professors who attended taught workshops.
6. A large-scale college musical was performed, in conjunction with the local community.
7. An on-line ticket sales system was put in place through Brown Paper Tickets.
8. Relationships with local high schools were repaired (specifically Independence High School).

In the 2018-2019 school year, the following items were accomplished in the theatre arts department:

1. A new professor was hired.
2. High school recruitment doubled from last year. While we don't have the exact numbers, we can say we attended three high school thespian events vs only one last year, all for the purposes of recruitment.
3. A record number of scholarships were offered to graduating high school seniors (70+).
4. Workshops to various high schools were offered by both full-time faculty members.
5. Relationships with local high schools were continually strengthened, through attendance of their productions and their attendance at our productions.
6. 24-hour Play festival was completed with six local high schools, resulting in ten scholarship offerings.
7. Participation with the Kennedy Center American College Theatre Festival, through show participation and festival participation. This resulted in two theatre students winning an acting award nomination, a sound designer nomination, and a stage manager nomination.
8. One faculty member was trained at the KCACTF regional festival on how to respond to shows and responded to a production at Southwestern College in February.

### 6.2 Faculty Accomplishments

#### Narrative:

During the 2017-2018 school year, the bulk of the accomplishments as listed in 6.1, were primarily made by Erick Wolfe. So, while they were program accomplishments, they served as faculty accomplishments as well.



For 2018-2019, several items were accomplished by individual faculty members.

Erick Wolfe was primarily responsible for the following:

1. Organized and hosted the 24-hour Playfest with local high schools.
2. Offered a record number of scholarships while attending state thespian festivals (Kansas, Missouri, and Oklahoma)
3. Successfully directed the Neewollah production of *The Addams Family*, which included high school, college, and community members alike.
4. Was awarded a residency with San Diego State University, where he will be teaching workshops on movement and assisting in the development of new works.
5. Taught workshops at both the Oklahoma Thespians and Missouri Thespians conference.
6. Taught multiple movement workshops to high schools throughout the state of Kansas.
- 7.

Page Petrucka was primarily responsible for the following:

1. Participated as an actress for the Playwrights in Residence program with the William Inge Festival. The play workshopped was *Chat Rats: Oronogo* by Mary Sue Price.
2. Page's professional affiliations include being eligible as a member of the Screen Actor's Guild.
3. Attended the Region V Kennedy Center American College Theatre Festival (KCACTF) conference and was trained as a regional respondent.
4. As a KCACTF respondent, responded to a production of *Dr. Faustus* at Southwestern College.
5. Directed a production of *Dead Man's Cell Phone*, which resulted in two students being nominated for an acting award with KCACTF, and two students receiving commendations in sound design and stage management.
6. Proposed a workshop about the William Inge Festival for the 2019 Association of Theatre in Higher Education Conference. Proposal was accepted and will be presented in August 2019.
7. Taught workshops to high schools throughout the state of Kansas.

As a staff instructor, Harty Blackert was primarily responsible for the following:

1. Designed and built the set for the Inge Festival's tribute to Carlyle Brown in 2018.
2. Served as the technical director for the tribute and gala for the Inge Festival's honoree Beth Henley.
3. Completed a Master's Degree in playwriting.
4. Had a student reading of his play *The Long Goodbye* at Oral Roberts University.

### 6.3 Innovative Research, Teaching and Community Service

#### Narrative:

In the 2017-2018 school year, the following items were accomplished regarding research, teaching, and community service:

1. Erick Wolfe directed a combined college and community production of *Les Misérables*.
2. Mr. Wolfe participated in the William Inge Festival, and taught a workshop to attendees.

3. Mr. Wolfe hosted an Evening with Inge.
4. Mr. Wolfe taught multiple workshops to high schools.
5. Mr. Wolfe taught a workshop at the Kansas Thespian Festival.

In the 2018-2019 school year, the following items were accomplished regarding research, teaching, and community service:

#### Erick Wolfe

1. Received a residency with San Diego State University to develop new works and teach movement workshops.
2. Taught workshops at both Oklahoma Thespians and Missouri Thespians.
3. Will be teaching a workshop during the William Inge Festival in May 2019.
4. Attended high school theatre productions to strengthen community relations.

Professional Affiliations include:

Society of American Fight Directors

Fight Directors Canada

British Academy of Stage and Screen Combat

Association of Theatrical Movement Educators

Association of Theatre in Higher Education

The Stage Manager's Association

#### Page Petrucka

1. Taught a Lunch and Learn workshop with ICC, focusing on women playwrights
2. Will be attending the Association of Theatre in Higher Education in August 2019, and presenting a workshop entitled "William Inge Festival: Past, Present, and Future."
3. Attended high school theatre productions to strengthen community relations.

Professional Affiliations include:

Screen Actor's Guild Eligible

Dramatist's Guild

Association of Theatre in Higher Education

Kennedy Center American College Theatre Festival, Region V Respondent

#### Harty Blackert

1. Serves as a board member of Independence Children's Summer Theatre.
2. Designed and built the set for Neewollah's production of *Mary Poppins* in 2017.

Professional Affiliations include:

Current Member of the Dramatist's Guild

Current Member of the Playwright's Center

## 7.0 Program Planning & Development for Student Success

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

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

#### Narrative:

Assessment data from 2017 to 2018 show a general increase overall in data collected. Faculty size changed from one full-time and several part time to two full time faculty and only two part time faculty. With that change, the number of credit hours taught increased by 95% from year one to year two. There was also a 100% increase in total student enrollment (from 80 students in 2017 to 169 students enrolled). This data clearly shows the benefit to having two full-time faculty members in Theatre.

Another significant increase is the return of theatre majors from year to year. In 2017, we had zero. However, in 2018 we had three return in the fall of 2018, with one graduating in December of that same year.

Course completion rates overall increased from year to year, the first year being in the eightieth percentile and the second in the ninetieth percentile.

Pass rates for core theatre classes which include Acting, Voice, Movement, and Stage Makeup were 100% during the 2017 and 2018 school years.

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

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. *(See Section 7.2 in the Program Review Handbook for more information.)*

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

#### Narrative:

The category assessment our program falls under is maintaining current levels of support/continuous improvement. Reasons for this include:

1. Both faculty members are fairly new to ICC, but with that, they have brought their own unique skills and education/experience to the department. The current balance in expertise of faculty is excellent, with the majority of areas of theatre covered (acting, design, directing, playwriting).
2. Success rates with students has increased from year to year.
3. Program is on par with ICC comparative discipline data medians.
4. Indication that the program is meeting need with adequate resources.
5. Program is aligned with ICC's mission, strategic plan, and KPI's.
6. Recruitment efforts have been doubled, which will serve to grow the department steadily over the next several years.

### 7.3 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 7.3 in the Program Review Handbook for more information.)*

#### Narrative:

Since I am not privy to the goals the department had in previous years, I can only speak to the goals we have set currently. These include but are not limited to the following:

1. Steadily increase the number of theatre majors by five per year. We have begun this already by doubling our recruiting efforts and offering a record number of scholarships to students (we are currently at 80 scholarships offered so far this year).
2. Become a college with more of a playwriting focus, which better partners with the William Inge Festival. We will achieve this by:
  - a. Offering Playwriting classes with the end goal of completing a 10-minute play.
  - b. Produce these written plays in conjunction with the directing class and the annual Anna Plays Festival. This will occur every fall. In 2019, these plays will be produced in November, 2019.
  - c. Teach students how to submit written plays to festivals. This module will occur in April, 2019, with an assignment that verifies students' festival submissions.
3. In conjunction with the previous goal, partner with surrounding four-year schools that offer a playwriting degree. This will be achieved by finding schools with playwriting degrees, contacting them, and discussing what we can do to set up transferrable credits. Measurable goals will be to identify and partner with two new four-year schools each year.

4. Become annual regional participants in the Kennedy Center American College Theatre Festival. This has already begun by attendance at the Regional Festival in January of 2019. Four students and one faculty attended. Two students competed for acting scholarships, and the faculty member was trained to be a respondent for regional plays which results in students nominated in acting and design awards.

5. A major curriculum goal is to continue to offer a wide variety of classes from year to year. This will depend on what students return from year to year. This year, we had enough returning students from the year prior to offer Acting II, Playwriting, and Movement II. From what I was able to gather, these courses have not been offered in at least the past three years.

## 7.4 Mission and Strategic Plan Alignment

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

### Narrative:

The Theatre department at ICC aligns with the college's mission statement through the following:

**Academic Excellence:** We offer more theatre courses than many of our competing community colleges, thus giving our students a more diverse education. Students are trained in more than just acting and appreciating theatre. They also learn to build sets, stage manage, direct, write plays, and study scripts. All of these make for a better theatre practitioner: one that can better compete in the marketplace, and find jobs as working professionals.

**Cultural Enhancement:** Theatre teaches us how to live, inspires us, entertains us, and gives us a chance to walk in someone else's footsteps. As we select a theatre season, we consider a balance in play genres. This year, we did a musical comedy, a drama/comedy, a holiday play, and a heightened drama with stage combat. The shows we do each year give our students to both work on shows that entertain and delight, but also teach, inspire, and cause us to think. Audiences meet characters from different races and backgrounds and from different time periods. We learn from them. We become more aware of the world outside of our bubble, and hopefully become better human beings in the process.

The best application of our students' education in the theatre is for them to physically work on a production. In aligning with HLC's Strategic Goal 3e1, a student will first learn acting and technical skills and second utilize those newly learned skills building sets, designing lights, sounds, or projections, acting, applying stage makeup, and even directing fellow students. Additionally, playwrights will write 10-minute plays each spring that will be staged in the fall by directing students. These applications of education are critical, because so much of theatre is learned by doing.

## 8.0 Fiscal Resource Requests/Adjustments

### 8.1 Budget Requests/Adjustments

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

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

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

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

#### Narrative:

One of the biggest needs our department has is that of space. Recently, we had to clear out our storage space at ICC West, with nowhere to put the items. Flats, platforms, and furniture are kept and reused from show to show, all to save money. We simply do not have the space currently for props, set pieces, and costumes. Therefore, we request that a storage space be located and purchased or rented. Adding a vibrant costume collection (which we currently do not have the room for), will assist us in production of period plays as well as contemporary ones.

Another budgetary need we will have is future attendance at annual Region V's Kennedy Center American College Theatre Festivals (KCACTF). This year, we have opted to participate in this exciting festival, and a few of our students were nominated for acting awards. These festivals are held each year, but during the year, our plays are responded to by a regional representative, which results in both acting and design awards. The annual festival (held in different cities throughout our region) is a chance for students to attend high quality workshops, attend nominated productions, and compete at a collegiate level for national awards.

This year we were able to take four students, but none for design. We would like to see a budget to take up to six students: two for design and four for acting.

Regarding budget, the college is moving to a zero-based budget system. Due to this change, our budget for the following school year is in review. Below you will find an in-progress budget. Please note these numbers do not include the addition of needed space or taking more students to KCACTF's regional festival every January. With the approval of our Division Chair, we hope to include these numbers.

Working Budget:

Expense Description	Expense Amount
Contract Wages	\$1,000.00
Professional Development	\$600.00
Supplies	\$300.00
Recruitment	\$1,200.00
Conference Fees	\$1,000.00
Instructional Supplies	\$200.00
Theatrical Design 1	\$150.00
Theatrical Design 2	\$150.00
Stage Makeup	\$100.00
Stagecraft 1	\$600.00
Spring Big Musical	
Props	\$200.00
Sets	\$2,000.00
Lights	\$600.00
Equipment	\$1,000.00
repairs	\$500.00
Rights	\$2,500.00
Costumes	\$300.00
Spring Small Show	
Props	\$200.00

Sets	\$1,000.00
Lights	\$500.00
Equipment	\$500.00
repairs	\$500.00
Rights	\$500.00
Costumes	\$200.00
Fall Big Show	
Props	\$400.00
Sets	\$1,500.00
Lights	\$400.00
Equipment	\$400.00
repairs	\$400.00
Rights	\$500.00
Costumes	\$100.00
Fall Small Musical	
Props	\$200.00
Sets	\$1,000.00
Lights	\$500.00
Equipment	\$500.00
repairs	\$500.00
Rights	\$1,000.00
Costumes	\$200.00
Fall Student Showcase	
Lights	\$100.00
Equipment	\$100.00
repairs	\$300.00

<b>Total Expenses</b>	<b>\$23,900.00</b>
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## 9.0 Program Planning and Development Participation

### 9.1 Faculty and Staff

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



Narrative:

This program review was completed by Page Petrucka, with minor assistance from Erick Wolfe. Harty Blackert contributed as well, chronicling what he has achieved over the past few years and stating upcoming budgetary needs for the department.

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

## 9.2 VPAA and/or Administrative Designee Response

Narrative:

PRC Committee: The Program Review Committee agrees with the findings of this review. The current program faculty have clear goals for growing the program and has a sense of how to tie the program into the William Inge Festival as well. The PRC believes additional space is not needed at this time as the program has access to a storage pod and space at ICC West; efforts should be made to maintain and inventory these current spaces before the college can consider investing in more spaces.

The VPAA agrees with the Category 2 designation – maintain current levels of support/continuous improvement.

## 10.0 Appendices

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

There are no appendices at this time.



**Independence**  
COMMUNITY COLLEGE

Comprehensive  
Program  
Of  
Veterinary  
Technology  
For  
2016-2018

Prepared by  
Amanda McCormick

January 23, 2019

## Table of Contents

1.0 Program Data and Resource Repository .....	3
1.1 Program Summary .....	3
Narrative: .....	3
1.2 Quantitative and Qualitative Data.....	3
Narrative: .....	3
2.0 Student Success.....	6
2.1 Define Student Success.....	6
Narrative: .....	6
2.2 Achieve/Promote Student Success.....	6
Narrative: .....	6
3.0 Assessment of Student Learning Outcomes.....	7
3.1 Reflection on assessment .....	7
Narrative: .....	7
3.2 Significant Assessment Findings .....	7
Narrative: .....	7
3.3 Ongoing Assessment Plans .....	8
Narrative: .....	8
4.0 External Constituency and Significant Trends.....	9
4.1: Program Advisory Committee: .....	9
Narrative: .....	9
4.2: Specialized Accreditation: .....	10
Narrative: .....	10
4.3: Other: .....	10
Narrative: .....	10
5.0 Curriculum Reflection .....	11
Narrative: .....	11
5.2 Degree and Certificate Offerings or Support .....	12
Narrative: .....	12
6.0 Faculty Success.....	12
6.1 Program Accomplishments.....	12
Narrative: .....	12
6.2 Faculty Accomplishments.....	12
Narrative: .....	12

---

6.3 Innovative Research, Teaching and Community Service .....	12
Narrative: .....	12
7.0 Program Planning & Development for Student Success.....	13
7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends .....	13
Narrative: .....	13
7.2 Academic Program Vitality Reflection, Goals and Action Plans .....	13
Narrative: .....	13
7.3 Academic Program Goals and Action Plans .....	14
Narrative: .....	14
7.4 Mission and Strategic Plan Alignment.....	15
Narrative: .....	15
8.0 Fiscal Resource Requests/Adjustments .....	18
8.1 Budget Requests/Adjustments .....	18
Narrative: .....	18
9.0 Program Planning and Development Participation .....	19
9.1 Faculty and Staff .....	19
Narrative: .....	19
9.2 VPAA and/or Administrative Designee Response .....	19
Narrative: .....	19
10.0 Appendices.....	21

## 1.0 Program Data and Resource Repository

### 1.1 Program Summary

The program should provide a descriptive summary of the program.

#### Narrative:

Independence Community College's Associate of Applied Science Degree in Veterinary Technology offers students training in the form of classroom instruction as well as hands-on field experience and professional internships in animal care facilities. The program prepares students for entry level positions in the veterinary field and graduates are eligible to sit for the Veterinary Technology National Exam (VTNE). Upon passing the VTNE and following state guidelines they can become credentialed veterinary technicians.

### 1.2 Quantitative and Qualitative Data

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

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

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

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

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

#### Narrative:

## **VET Assessment Data AY 2017**

### **Number of Faculty:**

4 full time (A. Dutton, L. Benning, A. Lal, N. Crompton)

1 part time (C. Moore)

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

Full time: 78 total credit hours taught, with 233 total student enrollments

Part time: 6 credit hours taught, 20 total student enrollments

### **Average Class size:**

9.15 students in Face-to-Face classes

15 students in online classes

9.37 students across all VET courses

### **Completion rates:**

94.54% face-to-face

86.67% online

94.07% all VET courses

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

91.11% face-to-face

84.62% online

90.76% all VET courses

**Number of Majors:** 29 AAS VET (13 AAS VET returned Fall 2017)

**Degrees Awarded:** 9 AAS VET

## **VET Assessment Data AY 2018**

**Number of Faculty:**

4 full time (Dutton, Lal, Benning, Crompton)

1 part time (McCormick)

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

Full time: 60 total credit hours taught, with 152 total students enrolled

Part time: 3 credit hours taught, 5 total students enrolled

**Average Class size:**

8.11 students in Face-to-Face classes

3.00 students in online classes

7.85 students across all courses

**Completion rates:**

97.40% face-to-face

100% online

97.45% all courses

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

96.00% face-to-face

100% online

96.08% all courses

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

93.33% face-to-face

100% online

93.46% all courses

**Number of Majors:** 21 (8 returned in Fall 2018)

**Degrees Awarded:** 5



## 2.0 Student Success

### 2.1 Define Student Success

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

#### Narrative:

The American Veterinary Medical Association Committee on Veterinary Technician Education and Activities (AVMA-CVTEA) lists over 300 Essential and Recommended Skills that programs must confirm students successfully complete. The program utilizes this predetermined list of hands on and critical thinking skill sets set forth by the AVMA-CVTEA and must provide documentation back to the AVMA for accreditation purposes. Students must not only successfully complete the 81 credit hours of course work with a letter grade of C or better but must also complete the list of Essential Skills within the specified standard of the AVMA. At the completion of the program, eligible students then take the Veterinary Technician National Exam. Passing of the national board exam allows students to become credentialed within the state they wish to be employed in.

### 2.2 Achieve/Promote Student Success

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

#### Narrative:

Faculty and staff work closely with students daily, the smaller class size allows for increased one-on-one time for students. Faculty explain, demonstrate and oversee all essential skills and tasks, making sure each student is prepared to perform the task on a live animal. The faculty uses innovative techniques to engage students in critical thinking skills, and they organize unique hands on experiences for the students. Student success is one of the main objectives of the Vet Tech Program. If at any time a student's grade falls below a "B", faculty will hold tutoring sessions for those students until the grade improves.

## 3.0 Assessment of Student Learning Outcomes

### 3.1 Reflection on assessment

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

#### Narrative:

I am preparing this comprehensive review with little knowledge of prior operations and assessments. The previous director did find some copies of course assessments and learning outcomes, however, many do not appear to be complete. From what I can decipher, some outcomes were met, while others failed or were only partially met. There was little explanation for why the outcomes were not met and some were marked that further action was planned but did not give any details of those actions. It is my belief that this program has suffered from lack of proper assessment and organization. This is something that is in the process of changing.

### 3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

#### Narrative:

It appeared that many courses used the 70% of students passing with a 70% or better benchmark for outcome assessment. I did not have a complete list of all course outcomes or findings, or not all outcomes were assessed. Of those that I did have, I found that several courses have either struggled with meeting outcomes or that they exceed the outcomes, there wasn't much in between, and no real information was given on why the instructor felt that outcomes were not met or what further actions needed to be taken. As I was not here during this time, I cannot speculate on the causes.

### 3.3 Ongoing Assessment Plans

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

#### Narrative:

This is an area where we are actively working on improvement. The new director will be reviewing all course outcomes and deciding if changes need to be made. I have included the assessments from the Fall 2018 semester with this report for reference. Going forward, assessments must be completed in full and assess all outcomes for the course along with more than 1 form of assessment. Many courses cover essential skills and if students do not pass, they cannot complete the program. These course outcomes are always marked as met, however, there needs to be more information on how the skills are assessed and what determines if the students indeed pass the skill. The skills handbook was revised for 2019 and includes more details on what students are to do to complete a skill.

## 4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

### 4.1: Program Advisory Committee:

#### Narrative:

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

The Veterinary Technology Program Advisory Board is an active group of diverse individuals. Members represent veterinary professionals, pharmaceutical representatives, community members, academic instructors, zoo employees and students. Biannual meetings are conducted where curriculum, enrollment, attrition and student success are evaluated.

Members are:

Dr. Richard Barta	Barta Animal Hospital
Dr. Kevin Cooper	Barta Animal Hospital
Dr. Ed Epp	Independence Animal Hospital
Lisa Wilhite, RVT	Independence Animal Hospital
Dennis Myers	Henry Schein Animal Health
Sue Alford, RVT	Animal Medical Center
Nathan Chaplin	ICC Science Faculty- Replaces Brian Foreman
Tom Weaver	ICC Science Faculty- Replaces Archana Lal
Melissa Ashford	ICC Computer Faculty
Brian Southworth	ICC Math Faculty
Ann Dutton, DVM	ICC Vet Tech Faculty-Previous Director
Linda Benning, RVT	ICC Vet Tech Faculty- No longer with program
Katie Southworth	Ralph Mitchell Zoo
Ned Stichman	Community Member
Jim Duke	Community Member
*Amanda McCormick, RVT	ICC Program Director- New member
Rachel Weaver, RVT	ICC Vet Tech Faculty- Replaces Linda Benning

## 4.2: Specialized Accreditation:

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

### Narrative:

The ICC Veterinary Technology Program is accredited by the AVMA-CVTEA (American Veterinary Medical Association Committee on Veterinary Technician Education and Activities). The Program Director serves as the primary liaison to the AVMA. Ms. Julie Horvath, RVT is the primary contact person at the AVMA. The last site visit occurred April 2017, next site visit is scheduled for 2022. Estimated budget for site visit expenses is \$6,500.00. The annual accreditation fee to the AVMA is \$1,500.00.

## 4.3: Other:

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

### Narrative:

## 5.0 Curriculum Reflection

### 5.1 Reflection on Current Curriculum

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

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

#### Narrative:

The program prepares students for an entry level position in veterinary clinics, but that is not their only option. They can gain employment in research labs, universities, zoos, aquariums, government, pharmaceutical, and veterinary supply companies, wildlife rehab centers, animal rescues and many more. Students are taught all the skills they need to pursue employment in the veterinary field.

There are also many different options available to students who wish to further their education. We have a 2+2 agreement with Kansas State University which is attached, students may elect to attend Veterinary School or attain a bachelor's or master's degree in veterinary science or technology. Our program is a stepping stone to those goals. It allows students to gain knowledge and hands on experience which will allow them to gain meaningful employment as a vet tech while they pursue further education.

Last year the program implemented the requirement of completion of prerequisites with a “C” or better before acceptance into the program. This should allow us to better gauge which students are more likely to succeed and ease entrance requirement. We are currently in an overhaul of the program with the addition of a new program director. The program is undergoing re-organization and an in-depth review. In addition, the AVMA reviews essential skills yearly, if they make changes, we review and change our required skill list. Faculty are required to attain continuing education credits. This keeps faculty up to date on the latest advancements in veterinary medicine, and they can incorporate it into the curriculum for students.

## 5.2 Degree and Certificate Offerings or Support

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

### Narrative:

The vet tech program awards an Associate of Applied Science Degree as a technical program.

## 6.0 Faculty Success

### 6.1 Program Accomplishments

The program faculty should highlight noteworthy program accomplishments.

### Narrative:

The program was awarded Full Accreditation by the AVMA-CVTEA in April 2018 and of November 2018, all deficiencies except VTNE pass rate were met. The VTNE pass rate is not effective until September 2020.

### 6.2 Faculty Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

### Narrative:

Dr. Ann Dutton was presented with the Master Teacher Award, Independence Community College 2017 and the Spirit Award, Independence Community College 2016

### 6.3 Innovative Research, Teaching and Community Service

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

### Narrative:

The faculty are encouraged to and have attended the Association of Veterinary Technology Educators' annual conference where they can gain new insights in teaching. The program also works with area shelters to provide care to the animals.

## 7.0 Program Planning & Development for Student Success

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

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

#### Narrative:

There was a drop in student enrollment and faculty hours taught from 2016-2017 to 2017-2018, the reason is most likely due to a change in the program requiring the completion of prerequisites prior to acceptance in the program. The pass rate and completion rate increased from 2016-2017 to 2017-2018. This would support the idea that we are selecting better candidates and faculty are working more closely with students to ensure their success.

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

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

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. *(See Section 7.2 in the Program Review Handbook for more information.)*

#### Narrative:

##### Maintain Current Levels of Support/Continuous Improvement

Currently, I think the program needs to stay at current support with continuous improvements. With the addition of a new director, the program has already seen many changes including a new faculty member to replace one that left. Several new plans have been put in place to raise the standards of the program, including the requirement of prerequisites before acceptance into the program. We are still facing some hurdles such as our VTNE pass rate, however, that is not going to be fixed overnight. The new director has many plans for the future of the program and believes that there is a bright future ahead if we can implement changes in the program. The workforce demand for credentialed vet techs remains high throughout the U.S., as one of only 3 accredited programs in Kansas, we have ample opportunity to help the program develop and grow.



### 7.3 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 7.3 in the Program Review Handbook for more information.)*

#### Narrative:

##### Short term goals-

1. The program is setting a goal to meet the AVMA's requirement of a 50% or higher 3-year average pass rate for the VTNE by September 2020. This is an AVMA deadline. We hope to accomplish this by making program changes and holding students to a higher standard. We implemented the use of an online VTNE prep course that should help students prepare and study for the exam. Program changes include moving the internship to the summer to allow students to focus on studying for the exam in the last semester and rearranging program schedule. The rearranging will allow for a smoother transition between courses and building upon knowledge rather than jumping around between subjects.
2. Increase the number of students accepted and enrolled in the vet tech program to an average of 12 students by January 2020. We plan to accomplish this by enrolling more students into the prerequisite courses and accepting those students who pass those courses. We do not have a limit on the number of students who can enroll in the prerequisites, so we should have a larger pool of students.
3. Develop an online veterinary assistant certificate program by Fall of 2020. This will allow us to reach more recruits for the program. This can be an option for students who cannot or do not want to take the full program. There is not a national exam for veterinary assistants and a certificate program does not need accreditation by AVMA. We already have courses that we can use for this program, it is a matter of creating the online platform.

##### Long term goal-

1. Large animal facility build out within 5 years. It would be a huge benefit for our students to have large animal facilities on campus. This would allow them to obtain greater knowledge and skills in operating the equipment and handling large animals. We already have room for it, we need funding. Our plan is work with administration on identifying funding sources.
2. Increase class size to maximum capacity in the vet tech program by 2023. We want to continue increasing recruitment and acceptance into the program. One of the roles of the

new full-time director position is recruitment. The plan to become more visible to area communities, attend career fairs and speak to area high schools about the program.

3. Develop a fully online vet tech program by 2023. We live in a digital age and there is a large demand for online courses. Having an online program will allow us to have a larger territory and recruit students from other states. This is a goal that I am already working on. To obtain this goal, we will need to start by finding additional adjuncts to teach the courses and gain AVMA approval to offer an online program. Once those are in place, it is a matter of transitioning our courses into an online format that will follow our on ground program.

## 7.4 Mission and Strategic Plan Alignment

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

### Narrative:

**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.

### **HLC Criteria:**

3. C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Students are the top priority of the vet tech program at ICC. The small class size allows for increased one on one instruction by caring faculty and staff. All of our faculty hold professional credentials and attend continuing education conferences and seminars yearly. Faculty go above and beyond to assist students wherever they can, they are willing to schedule study groups and organize educational trips for students. Our faculty spend several hours every day with our students, from teaching to helping them research and study for exams. They assist our student group with fundraisers and volunteer opportunities. Many graduates keep in touch with faculty from the program and provide updates about their careers and aspirations.

3. D. The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students' guidance in the effective use of research and information resources.

Students are encouraged to develop and enhance their critical thinking skills while they examine patients and perform laboratory procedures. They gain hands on experience and knowledge that they will use throughout their careers as vet techs. They are ready to go to work in a vet clinic upon graduation from the program. They have access to student support services including the tutoring center. Our faculty will also organize study sessions for our students upon request.

In addition to caring faculty, our small animal facilities and equipment are top of the line and provides students with an excellent learning environment and all the tools they need to succeed. We have one of the most commonly used veterinary software programs which will allow the use of electronic records and development of practice management skills. This allows students to learn on relevant equipment and prepares them to go to work in modern clinics. They also learn to perform many of the lab tests without automated machines. This furthers their knowledge and skills, making them an asset to their future clinics.

## 8.0 Fiscal Resource Requests/Adjustments

### 8.1 Budget Requests/Adjustments

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

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

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

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

#### Narrative:

Our budget has increased over the past few years due to several reasons, the largest was the reclassification of instructors to faculty members which increased salaries and the addition of a full time director. The other increase was in instructional supplies, these supplies include medications and disposable supplies that students need to use to compete essential skills. I foresee the cost of medications and supplies to continue to rise, it is the area where we do not

have control over. We operate with the least amount of inventory as we possibly can, and only order supplies when needed. To help with budget issues and to free up some of the budget, the vet tech clinic has started to charge ICC employees for providing services to their pets. The charges cover the cost of disposable materials and medications. This should aid in keeping our budget under control and eventually allow our clinic to fund itself. This is still a work in progress, and we will adjust fees as needed. As of the time of this writing, our budget has been sufficient to cover the current costs of the program, however we still lack large animal facilities. It would be to the student's advantage and safety if we had our own facilities instead of relying on outside hosts for those skills. I would like to request a plan be put in place to research, fund and construct this facility. I am told that we have the land, we just need the facilities. Another thing that I believe we need to consider for the program is a permanent covering for the outdoor dog run. We currently use very expensive tarps that only last a few years if that. A permanent covering would reduce the costs in the long run.

## 9.0 Program Planning and Development Participation

### 9.1 Faculty and Staff

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

#### Narrative:

Director Amanda McCormick prepared this program review. Goals were discussed at various times throughout the semester, most having the support of current faculty. There has been disagreements with the development of an online program, mostly in regards to having sufficient faculty to teach the additional hours. This will be an ongoing discussion and further research is needed.

### 9.2 VPAA and/or Administrative Designee Response

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

#### Narrative:

The Program Review Committee agrees with the Category 2 -Maintain Current Levels of Support/Continuous Improvement category designation.

The VPAA agrees with the Category 2 designation.



## 10.0 Appendices

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



Comprehensive  
Program  
Of  
Developmental  
English  
For  
2018-2019

Prepared by  
Bridget Carson

15 March 2019



**Independence**  
COMMUNITY COLLEGE

## Table of Contents

1.0 Program Data and Resource Repository .....	3
1.1 Program Summary .....	3
Narrative: .....	3
1.2 Quantitative and Qualitative Data .....	4
Narrative: .....	<b>Error! Bookmark not defined.</b>
2.0 Student Success .....	11
2.1 Define Student Success .....	11
Narrative: .....	11
2.2 Achieve/Promote Student Success .....	11
Narrative: .....	11
3.0 Assessment of Student Learning Outcomes .....	12
3.1 Reflection on assessment .....	12
Narrative: .....	12
3.2 Significant Assessment Findings .....	14
Narrative: .....	<b>Error! Bookmark not defined.</b>
3.3 Ongoing Assessment Plans .....	15
Narrative: .....	15
4.0 External Constituency and Significant Trends.....	16
4.1: Program Advisory Committee:.....	16
Narrative: .....	16
4.2: Specialized Accreditation:.....	17
Narrative: .....	17
4.3: Other:.....	17
Narrative: .....	17
5.0 Curriculum Reflection .....	18
Narrative: .....	18
5.2 Degree and Certificate Offerings or Support .....	19
Narrative: .....	19
6.0 Faculty Success.....	19
6.1 Program Accomplishments .....	19
Narrative: .....	19

6.2 Faculty Accomplishments .....	19
Narrative: .....	<b>Error! Bookmark not defined.</b>
6.3 Innovative Research, Teaching and Community Service .....	20
Narrative: .....	20
7.0 Program Planning & Development for Student Success.....	21
7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends.....	21
Narrative: .....	21
7.2 Academic Program Vitality Reflection, Goals and Action Plans.....	22
Narrative: .....	22
7.3 Academic Program Goals and Action Plans .....	23
Narrative: .....	23
7.4 Mission and Strategic Plan Alignment .....	23
Narrative: .....	23
8.0 Fiscal Resource Requests/Adjustments .....	25
8.1 Budget Requests/Adjustments .....	25
Narrative: .....	25
9.0 Program Planning and Development Participation .....	27
9.1 Faculty and Staff.....	27
Narrative: .....	27
9.2 VPAA and/or Administrative Designee Response.....	27
Narrative: .....	27
10.0 Appendices.....	28

## 1.0 Program Data and Resource Repository

### 1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative: The Developmental English Program provides non-college credit bearing, sub-college level coursework to support the reading and writing skills of students after multiple measures have determined they are in need of additional support to be successful in displaying understanding and mastery of college level content across the curriculum. The two courses in this program are English Skills Development (DEV 0115) and Composition Preparation (DEV 0143). English Skills focuses at the sentence and paragraph level for both reading and writing. It is a 5 credit hour class and stresses reading for detail, inference, critical thinking about information, its presentation, and source reliability, and expanding vocabulary in multiple genres; it also stresses using a writing process to write clear theses, detailed support, paraphrasing, small scale citation, formal mechanical usage in an academic setting, and framing for audience including MLA formatting. Composition Preparation focuses on the five-paragraph essay structure. It is a 3 credit hour class and stresses reading for detail, inference, critical thinking about information, its presentation and source reliability, and expanding vocabulary in multiple genres more independently than in English Skills; it also stresses using a writing process to generate five paragraph essays both in an in-class setting, such as on an exam, and a revised and edited formal paper, such as a term paper, where students create introductions to theses supported by three detailed body paragraphs of support summarized by a conclusion with paraphrasing, small scale citation, formal mechanical usage in an academic setting, and framing for audience including MLA formatting. Students have track flexibility out of this program into the college level Composition sequence. A student may make a decision in the context of their overall course load to move from English Skills to Composition I or Composition I with Supplement or move from English Skills to Composition Preparation prior to entering the college level Composition sequence. English Skills and Composition Preparation both require a final grade of C or higher to move forward without signing a waiver form acknowledging a concern for the probability of their success with the college level class without additional support.

## 1.2 Quantitative and Qualitative Data

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

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

- Number of Faculty Full Time: 2; Part Time: 2; Total: 4
- Student Credit Hours by Faculty Type Full Time: 6; Part Time: 59
- Enrollment by Faculty Type Full Time: 19; Part Time: 110 (In the 2017-2018 cycle Full Time Faculty Member hours were counted as part time as those credits were only a small part of their jobs.)
- Faculty Name by Type (Full Time: Sanchez and Pinkard; Part Time: Carson and Cox)
- Average Class Size Face to Face 12.32; Online 11, Completion Face to Face 94%; Online 81.82%, and Attrition 9.5%
- Course Completion 93.37, Success and Attrition by Distance Learning v Face-to-Face: 70.345%; Online 36.36%
- Number of Degrees/Certificates Awarded N/A
- Number of Graduates Transferring (if available from IR) N/A
- Number of Graduates Working in Related Field (technical programs only) N/A
- Expenditures and Revenues

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

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

DEV English Assessment Data AY 2018

### **Number of Faculty:**

1 full time (L. Pinkard)

2 part time (B. Carson, K. Cox)

### **Enrollment & Student credit hours:**

27 credit hours taught, 83 total student enrollments

### **Average Class size:**

11.86 students in Face-to-Face classes

0 students in online classes

11.86 students across all DEV English courses

**Completion rates:**

91.57% face-to-face

0% online

91.57% all DEV English courses

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

78.95% face-to-face

0% online

78.95% all DEV English courses

**% of AY2018 Students Passing Comp Prep ('C' or better):**

Summer: 94.44% (17 of 18)

Fall: 100% (12 of 12)

Spring: 87.50% (14 of 16)

Total: 93.48% (43 of 46)

**% of AY2018 Students Who Passed (with 'C') Comp Prep Who Completed Comp I as of Fall 2018:**

Summer: 76.47% (13 of 17)

Fall: 41.67% (5 of 12)

Spring: 64.29% (9 of 14)

Total: 62.79% (27 of 43)

**% of AY2018 Students Who Passed (with 'C') Comp Prep & Completed Comp I Who Passed (with 'C') Comp I as of Fall 2018:**

Summer: 84.62% (11 of 13)

Fall: 80% (4 of 5)

Spring: 100% (9 of 9)

Total: 88.89% (24 of 27)

**% of AY2018 Students Passing English Skills ('C' or better):**

Summer: 0% (0 of 0)

Fall: 53.85% (14 of 26)

Spring: 75% (3 of 4)

Total: 56.67% (17 of 30)

**% of AY2018 Students Who Passed (with 'C') English Skills (without also passing Comp Prep) Who Completed Comp I as of Fall 2018:**

Summer: 0% (0 of 0)

Fall: 42.86% (6 of 14)

Spring: 66.67% (2 of 3)

Total: 47.06% (8 of 17)

**% of AY2018 Students Who Passed (with 'C') English Skills (without also passing Comp Prep) & Completed Comp I Who Passed (with 'C') Comp I as of Fall 2018:**

Summer: 0% (0 of 0)

Fall: 100% (6 of 6)

Spring: 100% (2 of 2)

Total: 100% (8 of 8)

**% of AY2018 Students Who Completed Any Dev English Course BUT Did Not Pass English Skills or Comp Prep ('C' or better) & Completed Comp I Who Passed Comp I as of Fall 2018:**

Summer: % ()

Fall: % ()

Spring: 0% (0 of 2)

Total: 0% (0 of 2)

**% of AY2018 Students Who Completed English Comp I Who Hadn't Taken Any Dev English Course in the Last 2 Academic Years Who Passed**

Summer: 87.50% (28 of 32)

Fall: 87.06% (249 of 286) without HS: 80.58% (112 of 139)

Spring: 70.00% (28 of 40) without HS: 70.00% (28 of 40)

Total: 85.20% (305 of 358) without HS: 79.62% (168 of 211)

**DEV English Assessment Data AY 2017**

**Number of Faculty:**

2 full time (B. Sanchez, L. Pinkard)

2 part time (B. Carson, K. Cox)

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

Full time: 0 total credit hours taught, with 0 total student enrollments

Part time: 38 credit hours taught, 126 total student enrollments

**Average Class size:**

12.78 students in Face-to-Face classes

11 students in online classes

12.6 students across all DEV English courses

**Completion rates:**

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96.52% face-to-face

81.82% online

95.24% all DEV English courses

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

61.74% face-to-face

36.36% online

59.52% all DEV English courses

**% of AY2017 Students Passing Comp Prep ('C' or better):**

Summer: 83.33% (15 of 18)

Fall: 55.56% (15 of 27)

Spring: 67.86% (19 of 28)

Total: 67.12% (49 of 73)

**% of AY2017 Students Who Passed (with 'C') Comp Prep Who Completed Comp I as of Fall 2017:**

Summer: 80.00% (12 of 15)

Fall: 66.67% (10 of 15)

Spring: 63.16% (12 of 19)

Total: 69.39% (34 of 49)

**% of AY2017 Students Who Passed (with 'C') Comp Prep & Completed Comp I Who Passed (with 'C') Comp I as of Fall 2017:**

Summer: 58.33% (7 of 12)

Fall: 60.00% (6 of 10)

Spring: 100% (12 of 12)

Total: 73.53% (25 of 34)

**% of AY2017 Students Passing English Skills ('C' or better):**

Summer: 66.67% (8 of 12)

Fall: 46.15% (12 of 26)

Spring: 55.56% (5 of 9)

Total: 53.19% (25 of 47)

**% of AY2017 Students Who Passed (with 'C') English Skills (without also passing Comp Prep) Who Completed Comp I as of Fall 2017:**

Summer: 25.00% (2 of 8)

Fall: 33.33% (4 of 12)

Spring: 20.00% (1 of 5)

Total: 28.00% (7 of 25)

**% of AY2017 Students Who Passed (with 'C') English Skills (without also passing Comp Prep) & Completed Comp I Who Passed (with 'C') Comp I as of Fall 2017:**

Summer: 50.00% (1 of 2)

Fall: 100% (4 of 4)

Spring: 100% (1 of 1)

Total: 85.71% (6 of 7)

**% of AY2017 Students Who Completed Any Dev English Course BUT Did Not Pass English Skills or Comp Prep ('C' or better) & Completed Comp I Who Passed Comp I as of Fall 2017:**

Summer: % ()

Fall: % ()

Spring: 100% (2 of 2)

Total: 100% (2 of 2)

**% of AY2017 Students Who Completed English Comp I Who Hadn't Taken Any Dev English Course in the Last 2 Academic Years Who Passed**

Summer: 70.21% (33 of 47)

Fall: 83.38% (276 of 331) without HS: 68.28% (99 of 145)

Spring: 66.67% (38 of 57) without HS: 66.67% (38 of 57)

Total: 79.77% (347 of 435) without HS: 68.27% (170 of 249)

## 2.0 Student Success

### 2.1 Define Student Success

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

Narrative: Student Success for this program is defined by the student leaving it for the college level Composition sequence, and that the majority of those who leave the Developmental Sequence with a C or higher pass Composition I on their first attempt. While the student is in the Developmental program, we work to support the writing they are doing in their concurrently-enrolled college level content classes.

### 2.2 Achieve/Promote Student Success

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

#### Narrative:

Student Success is promoted across campus for Developmental English Students. Faculty create targeted assignments for students to practice writing and reading skills to provide iterative practice with common errors related to writing examples from multiple genres as part of curriculum. Faculty create a climate of emotional receptivity so that students are willing to visit with them during office hours for additional support, including mentoring on assignments for content area classes and to help revise and edit for content area writing assignments. This engagement is critical when working to help the student see the strengths of their ideas and avenues for improvement. Faculty listen to the students responsively to cultivate a willingness to make errors so they can be improved. There is an attitude from the currently active members of the English Faculty as a whole that making errors is part of the experience of studentship and that it is our role to provide the opportunities for the students to make them to engender skill growth.

It is imperative for Developmental English skill acquisition that we create for the student a posture of technical language risk but not emotional risk. It is difficult to quantify, but impossible to overstate the necessity of our consistent, gentle advocacy to the students that they are worth their own investment of labor. It is the underpinning of their engagement because success is born of work. However, the faculty are far from alone in the support of student success. TRIO, a program into which students are encouraged to apply, and Student Support Services provide over 750 hours of access to student and professional tutors over the course of the semester. Library Staff engage in research and technical assistance. College Success coursework provides reinforcement for studentship skills including time management of projects and familiarity with the college's resources including online resources and on ground access to technology, tutoring, physical and mental healthcare, nutritional support, academic

accommodations, and school supplies. Computer classes provide additional opportunities to develop skills in word processing and software use. Coaches organize study halls and provide additional one-on-one mentorship for writing process, vocabulary development, and encourage creative writing skills. Students' family members and friends provide emotional support and encouragement. Our Maintenance Department provides safe, clean, and comfortable facilities in which to work. Fewer of our students would progress if any one of these support systems were to waiver.

## 3.0 Assessment of Student Learning Outcomes

### 3.1 Reflection on assessment

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

#### Narrative:

English Skills has the following course-level learning outcomes:

1. Identify and summarize main points and sub points from various readings from multiple genres.
2. Demonstrate a mastery of grammar skills at the sentence and paragraph levels.
3. Compose organized, unified and coherent paragraphs utilizing standard paragraph structure consisting of a topic sentence, development, and a concluding sentence utilizing various rhetorical stances.

English Skills has the following common assessments to gauge completion of the course-level outcomes:

1. A Formal non-narrative Essay which includes a Works Cited with at least two citations
2. A Final Exam which includes a Narrative Essay and a Reader Response Essay.

The formalization of these common assessments took place at the close of last year, and so there is no data from across multiple sections as of yet. However, structures have been put into place to make sure that this data is collected for future annual and cumulative reviews. That said, these assessments were drawn from current practices in some of the previous course sections, and for the purposes of this document and as a starting point, the following results are included based on a custom rubric that functions on a 5-point scale for the non-narrative essay with a minimum of two citations:

<b><i>Criterion (out of 5)</i></b>	<b><i>2017</i></b>	<b><i>2018</i></b>
Instructions/Conventions	3.87	3.95
Support	4.13	4.00
Mechanics	3.53	3.70
MLA Formatting	3.80	4.00
<b><i>% of students submitting</i></b>	58%	80%

Composition Preparation has the following course-level learning outcomes:

1. Compose essays that demonstrate a mastery of introductory paragraphs, body paragraphs, concluding paragraphs and transitions that adequately support a thesis statement. \*\*Common Core Outcome; must be assessed using Five Paragraph Rubric Provided by institution\*\*
2. Utilize the writing process: prewriting, organization, drafting, revision, proofreading editing.
3. Revise essays to improve style, word choice, figurative language and sentence variety.
4. Recognize and control common grammatical error such as comma splices, run-ons, shift in tense and person, fragments in student's own writing.
5. Summarize and analyze various readings from various genres.

Composition Preparation has the following common assessments to gauge completion of the course-level outcomes:

Final In-class writing graded primarily on how well student has met course competencies as listed above. Essay needs to be a significant part of course grade.

Again, as with English Skills, there has been substantial inconsistency in data collection for this course (largely due to instructor/faculty issues currently in litigation). The "Five Paragraph Rubric" referenced by the learning outcomes was not made available to the part-time faculty, and operating in a deficit of information, the AAC&U Written Communication VALUE Rubric was substituted in place of whatever custom rubric had previously been in place. This rubric is part of the VALUE Rubric suite and is a national standard. It is also the one used by the English Department for the college-level composition sequence.

As this is an in-class writing, the work is collected, assessed, and then recorded as an aggregate grade in Canvas with the specifics of the rubric criterion returned to the student when they come to collect their work. As such, there is not a way to break out the results by criterion. This gap in the data is being addressed in this year's collection cycle.

In the absence of this data, the aggregate scores on the final in-class writing from representative sections are included here:

	AY 2017	AY 2018
Average Final Grade	86.67%	87.76%

At the time of this compiling, it is not known whether there are program level outcomes for the Developmental English Program separate from the English Program outcomes. This absence speaks to the artificial divide between these two tracks as being separate, which in reality they are not. Perhaps formally, the program level outcome is for students to engage with the English Program. Without this being formalized, it is not possible to tie these assessments to it other than to point to the completion data provided by Institutional Research. In Academic Year 2018, 91.57% of those who enrolled in a Developmental English Course completed it, and 78.95% passed with a C or better. As of Fall 2018 88.89% of students who passed Composition Preparation with a C or better who attempted Composition I passed Composition I on a first attempt; this includes students who took English Skills prior to taking Composition Preparation. As of Fall 2018, 73.53% of students who passed English Skills with a C or better who moved directly to Composition I passed it on a first attempt. Combined 81.21% of students who have taken a Developmental English course with us and attempt Composition I pass it on a first

attempt. Not including concurrent students, by comparison 79.62% of “college ready” students who took no Developmental English Courses passed Composition I on a first attempt in the same time period. This speaks strongly to the fulfillment of this informal program outcome.

General Education level outcomes are as follows:

1. Access and evaluate information from credible sources
2. Collaborate respectfully with others
3. Communicate effectively through clear and accurate use of language
4. Demonstrate an understanding of the broad diversity of the human experience
5. Process numeric, symbolic, and graphic information
6. Read, analyze, and synthesize written, visual, and aural material
7. Select and apply appropriate problem-solving techniques
8. Use current technology efficiently and responsibly

When presented with the task of mapping whether courses introduce, reinforce, or demonstrate mastery of these outcomes, it was determined by the faculty present in a meeting during in-service that English Skills and Composition Preparation did not fit with the group of courses to be mapped as they are sub-college level and do not help qualify a student for graduation. That said, the work done within both English Skills and Composition Preparation lays the groundwork for supporting outcomes one, three, and six. In that the data for the common assessments for these two courses are provided in this report, tying the success at this level to the general education outcomes can be assumed by how many students who begin in the Developmental English track are successful in completing the college-level track, which is mapped to these outcomes.

### 3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

Narrative:

The aggregate scores for English Skills show a modest improvement in three of the four categories, these being Instructions/Conventions (+0.08), Mechanics (+0.17), and MLA Formatting (+0.20). This is due at least in part to significant instructor focus on initial grammar diagnostics and an effort to tailor the general assignments and in-class practice to the particular needs of the section cohort throughout the semester. The practice of submitting multiple drafts results in more opportunities to catch formatting errors and to establish consistent habits in publication. The dip in the category of Support (-0.13) may be a reflection of the shift in focus to shore up the other three categories and the initially

stronger criterion slipping slightly. The massive increase in percentage of students submitting these common assessments (+22%) is huge and goes largely to the individual attention given these students by their instructors. By following up with individual students in a smaller section, issues with technology (difficulties with canvas or the TurnItIn LTI integration) can be quickly caught and addressed, leading to fewer instances of non-submission.

The noted and modest improvement in the aggregate final grade in Composition Preparation (+1.09) underlines the consistency in results both across sections of this course and across the years in question. That these scores are solidly upper B range is also a point of pride. As more granular data is collected in the future, it will be possible to drill further down into these numbers to assess areas of strength and areas of growth.

The primary reason for the successful nature of our overall Developmental English program in moving students to a level of skill readiness to demonstrate mastery of college level content across the curriculum is our small class size which allows for intensive mentoring in the specific and nuanced needs of individual students over the course of their progress. Students are much more successful in the face to face classes, perhaps because the online modality demands skill levels in reading for content and process analysis which they do not yet possess, nor does it allow for technology interventions by the instructor in person.

### 3.3 Ongoing Assessment Plans

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

Narrative: Ongoing assessment plans include the adopting recommendations from the Assessment Committee to continue to track completion, success, and conversion rates into the college level Composition sequence. Improved data recording will include assessing at least two measures for at least one learning outcome from each section of both courses for both quantitative and qualitative data over the next program review cycle. Measure should include but are not limited to common assessments and should include an accounting for progress over the course of the semester. For example:

Selected Assessment for Composition Preparation: Carson  
Learning Outcomes to be assessed Spring 2019

1. Compose essays that demonstrate a mastery of introductory paragraphs, body paragraphs, concluding paragraphs and transitions that adequately support a thesis statement. \*\*Common Core Outcome; must be assessed using the AAC&U Written Communication VALUE Rubric as provided by institution\*\*
2. Utilize the writing process: prewriting, organization, drafting, revision, proofreading editing.



#### Measures for Learning Outcome 1

1. On the Final Exam Exit Diagnostic Document Based Question Essay at least 70% of the exam takers will earn 75% or higher.
2. A comparison between Entry Diagnostics, Mid-semester Diagnostic, and Exit Diagnostic should show an improvement in the quality of Thesis Statement, supporting details specificity, and use of transitions. This is a qualitative observation, not a quantitative one.
3. 70% of students turn in fourth Smelted Essay. 70% of Submissions will earn 75% or higher.

#### Measures for Learning Outcome 2

1. 70% or more students turn in the Outline, the Rough Draft, and the Smelted Essay for the fourth formal essay of the semester.
2. Students will participate in at least 75% of the In-class brainstorming, drafting, revision, and editing targeted practices during the course.

## 4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

### 4.1: Program Advisory Committee:

#### Narrative:

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

The Developmental English program does not have a Program Advisory Committee at this time.

#### 4.2: Specialized Accreditation:

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

##### Narrative:

The Developmental English program does not hold any specialized accreditation unique to the Developmental English program at this time.

#### 4.3: Other:

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

##### Narrative:

Independence Community College's regional accrediting body, the Higher Learning Commission (HLC), uses categories to evaluate the culture of continuous quality improvement on campus. The Developmental English program falls into the area of Criterion 3: Teaching and Learning: Quality, Resources, and Support.

## 5.0 Curriculum Reflection

### 5.1 Reflection on Current Curriculum

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

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

#### Narrative:

The program is appropriate for the breadth, depth, and level of student needs as presented. It is nontransferable but supports student success in college-level courses which are transferable. Students are better prepared for the workforce after these courses because the discussion and practice of framing for audience and situation, facility with word processing and written communication, and critical thinking are benchmarks of employability. The curriculum is highly dynamic. Over the last year, we have phased out textbooks and opted for a combination of online educational resources (OERs), instructor-generated resources, and library resources that were already in place. We updated to MLA 8 at the beginning of this Program Review period for citation to remain current.

After attending the Great Plains Accelerated Learning Program conferences at Butler Community College in 2016, 2017, and 2018, we continue to have an emphasis on self-directed placement. At the course and section level, assignments are varied each semester both to engage the specific student needs and so that students who may be repeating the class have a new opportunity to practice the same core skill. This provides a demonstration that a new semester is a new start and helps to keep them focused on new successes. The curriculum strives to be global. Readings include canonic voices, current writers' voices, international voices, and marginalized voices. Writing assignments cover topics and include influences across both the span of the globe, the arc of history, and a range of voices. This addresses both internationalism and diversity. Example assignments are included in the Appendix.

## 5.2 Degree and Certificate Offerings or Support

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

### Narrative:

The courses offered by the Developmental English program do not count towards graduation. There is not a Developmental English degree, nor is there a certificate of completion.

## 6.0 Faculty Success

### 6.1 Faculty Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative: All of the currently active English faculty have national publication experience in their backgrounds. English faculty members Heather Mydosh, LaTonya Pinkard, Camilo Peralta, and Bridget Carson volunteered at an Independence Public Library Book and Brew in the Spring of 2018. Bridget Carson was a selected playwright for the PlayLabs at the 2017 William Inge Theater Festival; she presented a paper at the Scholars' Conference at the 2018 William Inge Theater Festival titled Opportunities in Play Readings for Developmental Students based on reading the honoree Carlyle Brown's play Buffalo Hair with her English Skills and Composition Preparation students. LaTonya Pinkard's passionate dedication to empowering her students' engagement and confidence was featured in Season 3 of Last Chance U on Netflix. Bridget Carson successfully completed a Masters of Fine Arts in Music Composition from the Vermont College of Fine Arts February 16th, 2019 where she included in her reflective thesis a passage that her engagement in the music compositional process made her a better developmental teacher as she struggled to analyze and engage with multiple musical genres and generate, elaborate, organize, refine, and notate in software to communicate those ideas to others in a genre appropriate modality.

### 6.2 Program Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative: What is of note about this program is that our rates of conversion through Composition I after one or more courses in the Developmental Program are not only statistically equal to the general "college ready" student, but superior.

### 6.3 Innovative Research, Teaching and Community Service

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

Narrative: Faculty members are encouraged by their peers to engage in writing, continuing education, visiting lecturing, and experimentation with different delivery modalities, interdepartmental cooperation, and community service. LaTonya Pinkard and Bridget Carson attended the Great Plains Conference on Acceleration at Butler Community College in February 2018. LaTonya Pinkard began an on-campus book group to encourage student reading and discussion. Bridget Carson is active in the Fine Arts Department both in Music and Theater where she assists in any way feasible, as a music assistant, color guard director, performer, costumer, and was one of the Playwright Mentors for the High School 24hr Plays in the Fall of 2018. Bridget Carson performs regularly with the ICC Chamber Singers and with the Midcontinent Community Band in Independence, now entering its 127th consecutive year.

## 7.0 Program Planning & Development for Student Success

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

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

Narrative: The two most significant take aways from the available assessment data are that the entire campus community is deeply invested both in skill and attitude in creating opportunities for students who enter our classes without a pre-established skill set which is traditionally predictive of college success and that, even with significant variation from class to class and semester to semester, our Developmental English program creates a probability of a successful first attempt at Composition I higher than for students who have been determined by multiple measures to be prepared to enter it without additional support.

The data above demonstrates wild swings in class size, completion, and conversion to Composition I success. Trends to consider include Fall vs. Spring vs. Summer classes, sample size, and primary lack of either completion, passing with a C or better, or retention. ICC also tends to have lower enrollment in the Spring and Summer semesters than in the Fall allowing for even greater attention to individual student needs.

Of students who completed Composition Preparation in Academic Year 2017 88.89% passed Composition I. Of the students who passed English Skills in the same Academic Year who attempted Composition I without taking Composition Preparation first 100% passed Composition I. In the same period 0% of those who completed one of these courses with lower than a C passed Composition I. Of the general student body for whom multiple measures concluded they were prepared to enter Composition I without a developmental class prior only 79.62% passed Composition I. Our rates of conversion through Composition I after one or more courses in the Developmental Program are not only statistically equal to the general “college ready” student, but superior.

With our small class sizes, willingness to generate assignments, dedication to practice, and college wide support network, we create the capacity for students (over the course of sometimes a single 16 week semester) to leap from struggling to read and write between a fourth and eighth grade level to being able to be successful in a college-level composition class.

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

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

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. *(See Section 7.2 in the Program Review Handbook for more information.)*

### Narrative:

According to the Vitality Indicators in the Program Summative Assessment Form, the Developmental English program falls in Category 2: Maintain Current Levels of Support/Continuous Improvement. We are in line with National Standards and Best Practices from the Department of Education including class size, accelerated programs, matriculation to college level composition sequence (rather than retention), cost per student (because there is no full time faculty associated solely with the program), and indicators suggest continued planned adjustments to improve student outcomes.

While small, this program is vitally needed by the students it serves. It should maintain its small class size and emphasis on reading and writing practice in multiple genres with various readings, authors, and subject areas. It serves in-district and out-of-district students alike. As long as this remains an open enrollment institution, we must provide a quality opportunity for students to close a skill gap.

Goal 1: Create more opportunities for students to have access to computers for word processing.

Plan: Investigate possibilities for weekend computing access in the Academic Building. This is primarily a question of funding staffing.

Goal 2: Encourage Developmental English students to participate in Literature Guild Activities after Lit. Guild is rebooted.

Plan: Create more opportunities for creative writing in Developmental classes focused toward presentation at reading events, and participation in National Novel Writing Month and National Poetry Month Events.

Goal 3: Incentivize attendance at on campus events across the curriculum in order to broaden student experience and destigmatize developmental status.

Plan: Inform students of upcoming events. Ask for event suggestions. Encourage participation in student government. Faculty to be visibly in attendance at such events.

### 7.3 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 7.3 in the Program Review Handbook for more information.)*

#### Narrative:

Goal 1: Maintain Flexibility and alignment with national trends.

Plan: Continued Conference attendance at least every other year to the Great Plains Conference on Acceleration. Continued research of Department of Education findings from national studies.

Goal 2: Actively demonstrate to students writing process and lifelong learning.

Plan: Share current work, writing hygiene, and share current and recent reading.

Goal 3: Persist in helping students to generate writing schedules for papers they are writing for college level classes while they are enrolled in the Developmental English Program.

Plan: Continue asking students about their course schedules and assignments repeatedly throughout the semester and helping them break those assignments into individual task sized units.

### 7.4 Mission and Strategic Plan Alignment

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

Narrative: By the nature of fostering information management, assessment, and communication skills the Developmental English Program supports students academically, leading toward a capacity for both cognitive and non-cognitive academic excellence across the curriculum of college level content courses. The Developmental English Program promotes cultural enrichment by drawing reading examples from diverse authors and various genres. It cultivates curiosity with these readings and writing assignments while students develop the technical skills to share their voices. It encourages creativity with creative writing assignments and welcoming questions. It enhances character by empowering students to structure but not micromanaging their time management for assignment completion. These align with our mission statement and also with HLC Criterion 4.3 3.B., 3.C., and 3.D.





## 8.0 Fiscal Resource Requests/Adjustments

### 8.1 Budget Requests/Adjustments

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

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

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

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

Narrative: The Developmental English Program can be maintained at current quality at current levels. We don't need any more faculty than we currently have, although the work allocation may shift. As the active English Department is due to shrink by attrition from 3.5 + adjuncts by one for the next year without an expected enrollment increase, it would make the most sense for scheduling ease to have one full time faculty dedicated to the Developmental Program, with two full time faculty members to teach transferable classes in the English Department. Library Resources should be maintained or increased. Turnitin.com, subscription to which is \$5,500 annually should be maintained. The CANVAS platform

should be maintained. Current levels of photocopy supplies and dry erase markers should be maintained. There is sufficient Professional Development funding to provide for conference attendance. The only associated increase that could be envisioned is to supply additional staffing hours in a computer lab during the weekend to provide additional computing access to students.

## 9.0 Program Planning and Development Participation

### 9.1 Faculty and Staff

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

Narrative: This report was prepared by Bridget Carson with data provided by Anita Chappuie, Head of Institutional Research.

### 9.2 VPAA and/or Administrative Designee Response

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

Narrative:

Program Review Committee Recommendation:

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

The VPAA agrees with the Category 2 designation.

## 10.0 Appendices

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

# Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD  
President

Date: June 27, 2019

Re: Postponement of Annual Appointments and Routine Organizational Items

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As K.S.A. 2015 Supp. 25-21a01 and Sub. For S.B. 130 state that the individuals in the positions of Board Chair and Board Vice-Chair serve until the second Monday in January, a resolution postponing the annual Board nominations and elections until the January 2020 meeting is recommended.

# Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD  
President

Date: June 27, 2019

Re: Alternative Date for January 2020 Board Meeting

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Substitute for Senate Bill 130 revised several statutes, including K.S.A. 72-1133 and K.S.A. 72-1138 on electing a Chair and Vice-Chair of the Board, setting regular Board meeting dates and times, and designation of official newspaper and College legal counsel. These tasks were traditionally done in July, and **are now to be completed during the first meeting of the Board on or after the second Monday in January (January 13).**

As the regularly scheduled Board meeting in January falls on Thursday the 9<sup>th</sup>, and the second Monday in January 2020 is January 13<sup>th</sup>, it is recommended the Board consider an alternative date for the organizational meeting in January 2020.

# Memo

To: Independence Community College Board of Trustees

From: Taylor Crawshaw  
Interim Vice President for Academic Affairs

Date: June 27, 2019

Re: AC 107 Remodel

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Upon resignation of the former Vice President for Academic Affairs, a construction project for AC 107 (Academic Building Computer Classroom) was found to be underway.

We have now undergone a formal 3 bid process for the following items:

- Flooring
- Laptops
- Laptop Carts
- Laptop Charging banks
- Projector
- Desks
- Chairs

The total cost for this project will not exceed \$30,000.





## KANSAS BOARD OF REGENTS

The Civil Rights Review  
FINAL LETTER OF FINDINGS  
For  
Independence Community College  
Independence, Kansas  
Date of Review: February 20, 2019

### Introduction

On March 21, 1979, the Department of Health, Education, and Welfare issued “Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs, 34 CFR Part 100, Appendix B” (Guidelines). The guidelines explain the civil rights responsibilities of recipients of federal financial assistance that offer or administer vocational education programs.

State vocational education\* agencies are required to conduct comprehensive civil rights compliance reviews of selected subrecipients and report these compliance activities to the Office for Civil Rights (OCR), U.S. Department of Education as part of the Methods of Administration (MOA) plan describing how state agencies carry out compliance obligations. The Kansas Board of Regents (KBOR) is the state agency designated by OCR to conduct civil rights reviews at postsecondary technology centers and two-year colleges to determine compliance with the requirements of the above-mentioned Guidelines and the following federal civil rights laws:

Title VI of the Civil Rights Act of 1964 (42 USC §2000d) states, “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This law is effectuated by 34 CFR Part 100 (Title VI).

Title IX of the Education Amendments of 1972 (20 USC §1681) states, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance....” This law is effectuated by 34 CFR Part 106 (Title IX).

\* The outdated term “vocational education” has been replaced by the term “career and technical education”. References in this document to vocational education cite or refer to civil rights laws or regulations using this terminology.

Section 504 of the Rehabilitation Act of 1973 (29 USC §794) states, “No otherwise qualified individual with a disability in the United States, as defined in section 706 (20) of this title, shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...” This law is effectuated by 34 CFR Part 104 (Section 504).

Title II of the Americans with Disabilities Act of 1990 (42 USC §12132) states, “Subject to the provisions of this subchapter, no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.” This law is effectuated by 28 CFR Part 35 (Title II).

### **Targeting Plan**

The MOA requires the designated state agencies to conduct reviews, on an annual basis, of at least 2.5% of the universe of subrecipients and state-operated programs. Subrecipients are local agencies or area vocational education centers that operate vocational education programs and that receive (federal) financial assistance through a state agency (Guidelines II-B). A vocational education program “is defined as a concentration or sequence of vocational education courses” (US Department of Education, Dear Colleague Letter, August 8, 2005).

The KBOR Workforce Development division’s targeting plan selects subrecipients with disproportionate enrollment in protected classes. The targeting plan must be approved by OCR. Based on the size of the universe of subrecipients, the Kansas postsecondary targeting plan requires that a minimum of two onsite reviews are conducted each year. Additional reviews may be conducted if deemed necessary.

The postsecondary universe is divided into four sub-universes representing the institutions by geographic region: Central, North East, South East, and West. During the fall of 2018, a desk audit was conducted of enrollment of Kansas postsecondary institutions offering CTE programs in the Southeast region. The desk audit involved an analysis of 2016-2017 enrollments based on sex, minority, disability, and the year of the last on-site civil rights review. The distribution of enrollment across these factors in CTE programs at each institution was compared to the overall distribution of enrollment and/or county demographics. Institutions were assigned points in each category. Institutions with the highest point totals are selected for onsite reviews.

### **Recipient’s Ongoing Obligation**

As recipients of federal financial assistance, local education agencies, including technology centers and collegiate institutions, are under an ongoing obligation to comply with the requirements of federal civil rights laws enforced by OCR. These laws prohibit discrimination on the basis of race, color, national origin, sex, disability and age.

This Letter of Findings (LOF) reports the observations of reviewers in determining the recipient’s compliance. When no evidence of a violation is found, the findings summarize the observations and information used in reaching this conclusion and state that “no evidence of a

violation was found.” The LOF avoids blanket statements such as “the recipient does not discriminate.” When a violation is found, the details of observations and information used in reaching this conclusion and a citation of the relevant regulation are provided. The recipient will be given the opportunity to identify the corrective action it will take to remedy the violation.

## **ITEMS NEEDING CORRECTIVE ACTION IN THE FINDINGS THAT FOLLOW ARE NUMBERED.**

### **Administrative Requirements**

Subrecipients must take continuing steps to notify students, parents, applicants, employees, and the general public that it does not discriminate on the basis of race, color, national origin, sex, or disability. A “continuous notice of nondiscrimination” should be included on publications and other materials that are distributed to students, parents, applicants, employees, and the general public. Title IX and Section 504 require that the name and/or title of the individual designated to coordinate compliance activities is included in the continuing notice of nondiscrimination. All publications, whether developed by the district or purchased for the district, should be reviewed to ensure that the continuing notice of nondiscrimination is included. Such publications include bulletins, catalogs, application forms, enrollment forms, brochures, recruitment or promotional materials, videos, and any publications that describe offerings, benefits, and services available through the institution. The regulations do not require that a recipient identify the pertinent regulations by title [28 CFR 35.106; 34 CFR 100.6(d); 34 CFR 104.8(a)(b); 34 CFR 106.9(a)].

Subrecipients are required to designate a person(s) to coordinate compliance activities and to investigate complaints alleging noncompliance with the provisions of Title IX, Section 504, and Title II [28 CFR 35.107(a), 34 CFR 104.7(a); 34 CFR 106.8(a)]. These titles also require subrecipients to adopt and publish grievance procedures providing for the prompt and equitable resolution of complaints alleging discrimination including sexual harassment. The Section 504 and Title II regulations do not require designation of a compliance coordinator or the publication of grievance procedures unless the subrecipient has a minimum number of employees, 15 employees under Section 504, 50 under Title II. Separate grievance procedures are not required under each regulation, however any procedure used to resolve complaints of discrimination shall provide elements identified by OCR as essential in considering a grievance procedure “prompt and equitable” [28 CFR 35.107(b); 34 CFR 104.7(b); 34 CFR 106.8(b); and in regulatory guidance provided in Dear Colleague Letter, April 4, 2011].

Prior to the beginning of each school year, subrecipient districts and institutions operating CTE programs must advise students, parents, employees, and the general public that all CTE opportunities will be offered without regard to race, color, national origin, sex, or disability. Announcement of the nondiscrimination policy (a more detailed version of the continuous notice of nondiscrimination) may be made in local newspapers, district publications and/or other media that reach the general public (including women, minorities, those with limited English language skills, and persons with disabilities). A brief summary of program offerings should be included in the announcement; the name and/or title, address, and telephone number of the person(s) designated to coordinate Title IX, Section 504, and Title II compliance activities shall be

included in this notice. This “annual notice of nondiscrimination” shall be published once per school year [Guidelines IV-O; 34 CFR 100.6(d)].

At the time of issuance of this regulation in 1979, the annual notification was to be published once annually in “newspapers and/or other media that reach the general public.” OCR has advised that when an institution’s service area has a substantial degree of web accessibility, the notification may be published electronically, such as publication to the institution’s website and social media. In lieu of listing all degree and certificate programs, a listing of the career clusters covered by the institution’s offerings may be provided.

- Subrecipients must take continuing steps to notify students, parents, applicants, employees, and the general public that it does not discriminate on the basis of race, color, national origin, sex, or disability. A wide variety of publications provided and viewed contain the continuous nondiscrimination notice seen below in Figure 1 at the footer of the school website [www.indycc.edu](http://www.indycc.edu)

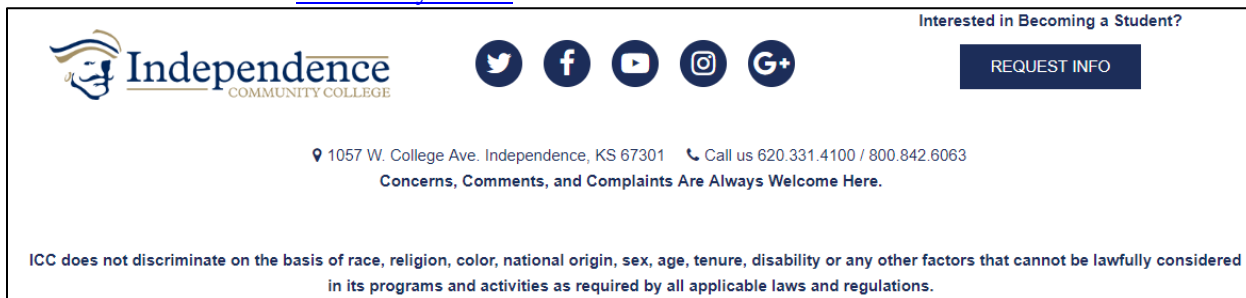


Figure 1

- Program brochures, recruitment materials, student application, printed student handbook, employee handbook, and Board of Trustees policies and procedures manual all contain the continuous nondiscrimination notice. Figure 2 below is taken from the 2018-2019 Academic Catalog:

**NOTICE OF NONDISCRIMINATION**

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment and all unions or professional organizations holding negotiated agreements or professional agreements with the institution are hereby notified that this institution does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning Independence Community College's compliance with the regulations implementing Title VI, Title IX and Americans with Disability Act of 1990 is directed to contact the coordinators who have been designated to coordinate the educational institution's efforts to comply with the regulations implementing these laws.

Specific complaints of alleged discrimination should be referred to:

Compliance Officer, Title IX, and Section 504 Coordinator  
Jessica Morgan-Tate  
Academic Building  
620-332-5672  
jmorgantate@indycc.edu

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

Address correspondence to:

Kansas City Office  
Office for Civil Rights  
U.S. Department of Education  
One Petticoat Lane  
1010 Walnut Street, 3rd floor, Suite 320  
Kansas City, MO 64106  
Telephone: 816-268-0550  
FAX: 816-268-0599; TDD: 800-877-8339  
Email: OCR.KansasCity@ed.gov

U.S. Equal Employment Opportunity Commission  
Gateway Tower II  
4th & State Avenue, 9th Floor  
Kansas City, KS 66101  
913-551-5655

*Figure 2*

- The institution has designated Jessica Morgan-Tate, J.D., as coordinator of compliance activities. The job description is clear and direct identifying the duties and responsibilities. Contact information is widely available on many sources.
- Prior to the beginning of each school year, recipients must advise students, parents, employees and general public that all vocational opportunities will be offered regardless of race, color, national origin, sex or disability through an Annual Public Nondiscrimination Notice. The notice must include a brief summary of program offerings and must be published annually prior to the first day of classes. A clipping from the local newspaper, the "Daily Reporter," was provided and contains the required components of the annual public nondiscrimination notice. A copy of the annual notice was emailed to all faculty and staff. The notice was posted in six locations around the community, including retail stores, a pregnancy center, foodbank, mental health center, and grocery stores. This notice was printed in English and Spanish. While the notice appeared to be thorough in its distribution, the clipping was dated December 8, 2018, and the email notification was dated November 9, 2018. Therefore, the institution is in violation of Administrative Equity Requirement #3: Annual Public Nondiscrimination Notification. The same annual public nondiscrimination notice serves Employment Equity

Requirement #1: Notification. We must find your institution **noncompliant** on **Administrative Equity Requirement #3**.

1. Publish and provide a dated image or evidence of the annual public nondiscrimination notices in a manner consistent with the requirements of Guidelines IV-O.
  - The student handbook, employee handbook, academic catalog published the grievance procedures and adequately notified students and employees of procedures for persons who feel they have been discriminated against based on sex or disability. The procedure appears to be readily available to students and employees and it seems prompt and equitable. A search on the institution website brings up PDF files (figure 3) of the procedures:

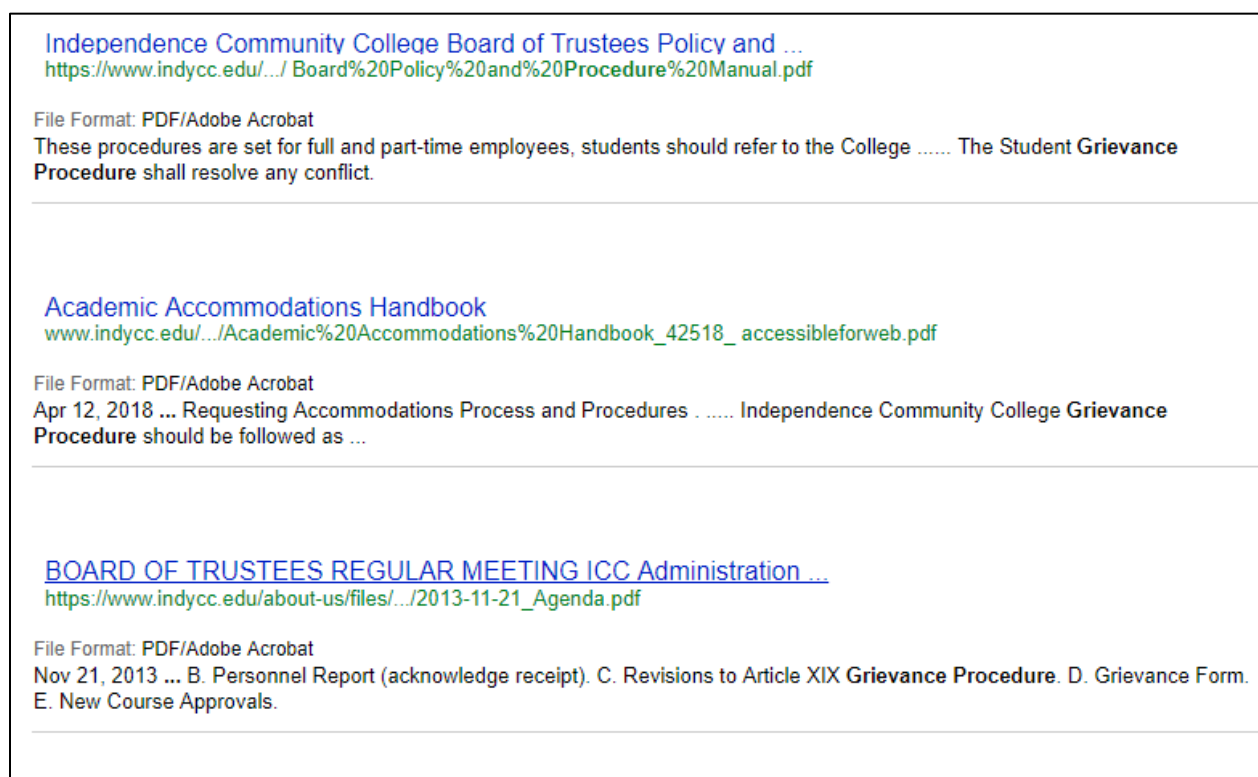


Figure 3

## Recruitment, Admissions, and Counseling

A subrecipient may not discriminate on the basis of race, color, national origin, sex, or disability in the administration of its admission or eligibility criteria for CTE programs [28 CFR 35.130(a); 34 CFR 100.3(a); 34 CFR 104.4(a), 34 CFR 106.21(a); Guidelines IV-A].

A subrecipient may not adopt or maintain a system for admission to a secondary vocational education center or program that limits admission to a fixed number of students from each sending school included in its service area if such a system disproportionately excludes students

from the technology center on the basis of race, color, national origin, sex, or disability [34 CFR 104.42(b)(1); 34 CFR 106.21(b)(ii); Guidelines IV-F].

A subrecipient may not judge candidates for admission to programs, activities, or services on the basis of criteria that have the effect of disproportionately excluding persons of a particular race, color, national origin, sex, or disability. An introductory, preliminary, or exploratory course may not be established as a prerequisite for admission to a program unless the course has been and is available without regard to race, color, national origin, sex, and disability [28 CFR 35.130(b)(8); 34 CFR 100.3(b)(1)(v); 34 CFR 104.4(b)(4); 34 CFR 106.21(b)(i); Guidelines IV-K].

Particular care should be exercised when test scores are included in the determination of a student's admission into a program. Policies or practices that have a discriminatory disparate impact on students on the basis of race, color, national origin, sex, or disability are prohibited [34 CFR 100.3(b)(2); 104.42(a)(2), 106.21(b)(2)]. Subrecipients should observe the following basic principles of appropriate test use for admission decisions:

- The important thing about a test is not its validity in general, but its validity when used for a specific purpose. Thus, tests that are valid for influencing classroom practice, “leading” the curriculum, or holding schools accountable are not appropriate for making high-stakes decisions about individual student mastery unless the curriculum, the teaching, and the test(s) are aligned.
- Tests are not perfect. Test questions are a sample of possible questions that could be asked in a given area. Moreover, a test score is not an exact measure of a student's knowledge or skills. A student's score can be expected to vary across different versions of a test – within a margin of error determined by the reliability of the test – as a function of the particular sample of questions asked and/or transitory factors, such as the student's health on the day of the test. Thus, no single test score can be considered a definitive measure of a student's knowledge.
- An educational decision that will have a major impact on a test taker should not be made solely or automatically on the basis of a single test score. Other relevant information about the student's knowledge and skills should also be taken into account.

Access to vocational education programs may not be denied to national origin minority persons with limited English language skills on the grounds that the person cannot participate in and benefit from vocational instruction to the same extent as a student whose primary language is English. Steps must be taken to ensure that vocational programs are open to these students and that language support services are available [Guidelines IV-L].

The lack of English proficiency can hinder educational advancement of students and result in classroom failure or school drop-out. These students may be less likely to seek additional educational opportunities leading to productive employment. To resolve these problems, students must have an equal opportunity to benefit from education programs offered by subrecipients. Subrecipients may not, on the basis of race, color, or national origin (see 34 CFR 100.3(b):

- provide services, financial aid, or other benefits that are different or provide them in a different manner
- restrict an individual’s enjoyment of an advantage or privilege enjoyed by others
- deny an individual the right to participate in federally assisted programs
- defeat or substantially impair the objectives of federally assisted programs

Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a student’s limited proficiency in English. Title VI protects students who are so limited in their English language skills that they are unable to participate in or benefit from regular or special education instructional programs. Specifically, subrecipients violate Title VI if:

- students are excluded from effective participation in school because of their inability to speak and understand the language of instruction
- national origin minority students are mis-assigned to special education classes because of their lack of English skills
- programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or if these programs operate as a dead-end track
- parents whose English is limited do not receive school notices and other information in a language they can understand

A subrecipient may not make pre-admission inquiry as to the marital or family status of an applicant for admission, including whether such applicant is “Miss” or “Mrs.” A subrecipient may make pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination on the basis of sex [34 CFR 106.21(c)(4)].

A subrecipient may not apply any policy or criteria for admission concerning the actual or potential parental/family or marital status of students/applicants that treats persons differently on the basis of sex. A subrecipient may not exclude a woman from admission to, or participation in any vocational program on the basis of pregnancy, childbirth, termination of pregnancy or recovery from pregnancy, or treat the pregnancy or childbirth differently from other temporary disabilities [34 CFR 106.21(c)(1-3)].

Absent a remedial action or voluntary action to overcome the effects of conditions that resulted in limited participation by persons with disabilities, a subrecipient is prohibited from making a preadmission inquiry into an applicant’s disability status in the secondary context [34 104.4; 34 CFR 104.6] and in the post-secondary context [34 104.42].

Subrecipients must conduct recruitment activities so as not to exclude or limit opportunities on the basis of race, color, national origin, sex, or disability. Subrecipients must ensure that materials and media used in recruiting are free from stereotypes and portray males, females, minorities, and individuals with disabilities in a broad range of occupations and roles, paying



particular attention to programs and occupations where groups have been traditionally underrepresented [Guidelines V-C, V-E].

A subrecipient must ensure that its recruitment activities are not focused in geographic areas or at specific demographics that result in the perpetuation of discrimination on the basis of race, color, national origin, sex, or disability. To the extent possible, recruiting teams should represent persons of different race, color, national origin, sex, and include persons with disabilities. Where the service area of a subrecipient includes a significant population of individuals whose native language is not English the subrecipient must disseminate promotional materials in the native language(s). Subrecipients must ensure that those participating in recruiting activities are able to communicate effectively with individuals with limited English proficiency or who have sensory impairments [34 CFR 106.23; Guidelines V-C, V-D, V-E].

Subrecipients must ensure that counseling materials and activities (including student program selection and employment/career selection) promotional, and recruitment efforts do not discriminate on the basis of race, color, national origin, sex, or disability [Guidelines V-A].

Subrecipients that operate vocational programs must ensure counselors, or other staff members who counsel students, do not direct or urge any student to enroll in a particular program or predict a student's prospects for success in any career or program on the basis of race, color, national origin, sex, or disability. Students with disabilities may not be counseled toward more restrictive career objectives than other students with similar abilities and interests. Subrecipients must take steps to ensure that where disproportionate enrollments exist, the disproportionality is not the result of discriminatory counseling and recruitment practices [34 CFR 100.3(b); 34 CFR 104.4(b), 104.33(b), 104.43(a), 104.43(c); 34 CFR 106.31(b), 106.36(b), Guidelines V-B].

Schools must insure that counselors can effectively communicate with national origin minority students with limited English language skills and with students who have hearing impairments. This requirement may be satisfied by having interpreters available [Guidelines V-D].

Subrecipients have an obligation to provide accurate information about licensing and certification requirements that may present obstacles to individuals with disabilities in their pursuit of particular careers in the secondary context [34 CFR 104.37(b)] and in the post-secondary context [34 CFR 104.47(b)].

Ineffective counseling can perpetuate past inequities such as gender stereotyping by limiting the options students might see for themselves as they contemplate future career choices. A subrecipient may not conduct its counseling activities in such a way that has the effect of subjecting individuals to discrimination on the basis of race, color, national origin, sex, or disability [28 CFR 35.130(b)(3); 34 CFR 100.3(b)(2); 34 CFR 104.4(b)(4)].

In order to avoid "steering" minorities, women, and students with disabilities toward more restrictive career objectives, counselors require updated information about the dynamics of the labor force. Subrecipients should ensure that counselors are apprised of the most recent occupational outlook data and emerging opportunities in new fields, and that they inform students of a broad range of career options.

- Recruitment activities indicate efforts to reach a wide student pool. Recruitment materials, program flyers, and images in online media depict a diverse student body and are free from bias and stereotyping. The institution has a published plan for the provision of services for individuals with Limited English Proficiency (LEP) and individuals with hearing impairment. A variety of materials are available in Spanish.
- Admissions policy for CTE programs are clear. Procedures and criteria for selective admissions are clear. No students in programs with selective admissions appear to have been rejected or selected based on race, color, national origin, sex, or disability.
- Counseling materials and activities do not appear to discriminate on the basis of race, color, national origin, sex, or disability. The advising handbook contains a written guidance plan, policy and procedure.
- Recruiting teams and advisors are aware of programs having disproportionate enrollment based on race, color, national origin, sex and disability. Efforts to recruit and retain students in these groups include diverse imagery on program materials and the institution's website. Instructor support of students choosing nontraditional career paths is evident and impactful, according to student interviews.
- The physical distance (3.1 miles, according to google maps, illustrated at right in figure 4) between the ICC campus and ICC West compounds a perceived separation between the "main campus" and ICC West, where most of the technical programs are taught. Several interviewed students in CTE programs only spend time on the "main campus" for general education classes required by their program. Their perception is that many other CTE students feel similarly. Intentional cooperation and activity between the ICC main campus and ICC West students and faculty could promote a physical and perceptual link between the campuses.

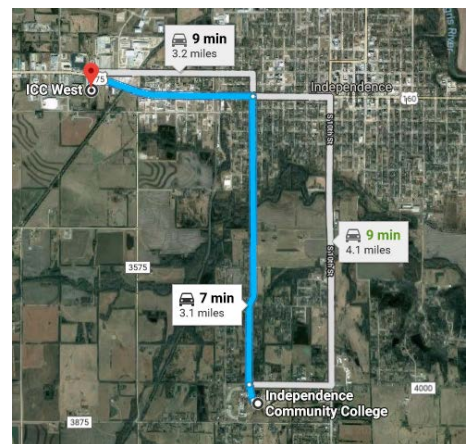


Figure 4

- Scheduled public transportation is available between the two campuses on request for a fee of \$2-\$3. Students seeking an Associate's Degree in a program offered at ICC West must take general education courses on the main campus. This could be a barrier to some students.

### Services for Students with Disabilities

A subrecipient must make such modifications to its academic requirements to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of disability, against a qualified handicapped applicant or student. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific

courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted [34 C.F.R. 104.44(a)].

Subrecipients may not impose rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings that have the effect of limiting the participation of students with disabilities. Course examinations or other procedures for evaluating the academic achievement of students with disabilities must represent student achievement in the course, rather than reflecting the student's disability [34 C.F.R. 104.44(b), 104.44(c)].

A subrecipient must take such steps as are necessary to ensure that no student with a qualified disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the subrecipient because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills. Auxiliary aids may include taped texts, interpreters or other effective methods of making orally-delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions. Subrecipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature [34 C.F.R. 104.44(d)].

Title II requires a subrecipient to furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity conducted by a public entity. In determining what type of auxiliary aid and service is necessary, a public entity shall give primary consideration to the requests of the individual with disabilities [28 C.F.R 35.160(b)]. If students are being evaluated to determine their eligibility under Section 504 or the Title II, the recipient must provide auxiliary aids in the interim.

A postsecondary student with a disability who is in need of auxiliary aids is obligated to provide notice of the nature of the disabling condition to the college and to assist it in identifying appropriate and effective auxiliary aids. In postsecondary schools, the students themselves must identify the need for an auxiliary aid and give adequate notice of the need. The student's notification should be provided to the appropriate representative of the college who, depending upon the nature and scope of the request, could be the school's Section 504 or Title II coordinator, an appropriate dean, a faculty advisor, or a professor.

A subrecipient may ask the postsecondary student, in response to a request for auxiliary aids, to provide supporting diagnostic test results and professional prescriptions for auxiliary aids. A subrecipient may obtain its own professional determination of whether specific requested auxiliary aids are necessary.

Where housing is made available, it must be available to all students without discrimination on the basis of race, color, national origin, sex/gender, or disability. Housing provided to students with disabilities must be accessible, comparable in quality, convenient, and priced at the same cost as that available to nondisabled students [34 C.F.R. 104.45(a); Guidelines VI-C].

- Applications for admissions do not include prohibited disability-related inquiries.
- Student handbook and academic catalog include contact information for “Student Support Services.” The coordinator works with faculty to ensure appropriate accommodations are available to students with disabilities
- Board policy contains written procedures for students to access “Student Support Services” on campus. Students indicated in interviews they were told how to request support services. Advisors, teachers, and administrators echoed this. A student with a hearing impairment was interviewed and requested the interviewer use a microphone and handheld amplifier during the conversation. The student reported satisfaction with the accommodations, and it was a good example of the process working at the institution.
- Accessible on-campus housing is available for students with disabilities.

### **Work Study, Cooperative Programs, and Job Placement**

A subrecipient shall make opportunities available in its work-study, cooperative vocational education and job placement programs to students without regard to race, color, national origin, sex, or disability. A subrecipient that assists employers and prospective employers in making employment opportunities available to any of its students must ensure that the employer does not discriminate on the basis of race, color, national origin, sex, or disability in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and pay [34 CFR 100.3(b); 34 CFR 104.4(b); 34 CFR 104.46(b); 34 CFR 106.31(d); 34 CFR 106.38(a), 106.38(b); Guidelines VII-A, VII-B].

- Worksite learning agreements include the nondiscrimination statement and is signed by the participating employer.
- Employment opportunities are posted in a commons area. There was no evidence that the institution discriminates in providing job placement assistance based on race, color, national origin, sex, or disability.

### **Employment**

Subrecipients shall not administer or operate any test or other criterion for any employment opportunity which has a disproportionately adverse effect on persons on the basis of sex unless the test validly predicts successful performance in the position in question and alternative tests or criteria that do not have an adverse effect are unavailable. Subrecipients may not limit their recruitment for employees to schools, communities, or companies that are disproportionately composed of persons of a particular race, color, national origin, sex, or disability except for the purpose of overcoming the effects of past discrimination. Subrecipients must establish and maintain faculty salary scales and policy based upon the conditions and responsibilities of employment without regard to race, color, national origin, sex, or disability [34 CFR 106.52, 106.53, 106.54; Guidelines VIII-A-F].

A subrecipient must provide employment opportunities for teaching and administrative positions to applicants with disabilities who can perform the essential functions of the positions and make reasonable accommodations for the physical or mental limitations of disabled (otherwise qualified) applicants unless it can be demonstrated that such accommodations would impose undue hardship. It is unlawful for a subrecipient to fail to select and administer tests concerning employment in the most effective manner to ensure that, when a test is administered to a job applicant or employee who has a disability that impairs sensory, manual, or speaking skills, the test's results accurately reflect the skills, aptitude, or whatever other factor of the applicant or employee that the test purports to measure, rather than reflecting the impaired sensory, manual, or speaking skills of such employee or applicant (except where such skills are the factor that the test purports to measure) [29 CFR Part 1630; 34 CFR 104.12, 104.13; Guidelines VIII-E].

A subrecipient shall not make pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is "Miss or Mrs." A subrecipient may make pre-employment inquiry as to the sex of an applicant for employment, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination on the basis of sex [34 CFR 106.60].

Except as provided in the paragraph below, a subrecipient may not conduct a pre-employment medical examination or may not make pre-employment inquiry of an applicant as to whether the applicant is a handicapped person or as to the nature or severity of a handicap. A recipient may, however, make pre-employment inquiry into an applicant's ability to perform job-related functions [34 CFR 104.14(a)].

When a subrecipient is taking remedial action to correct the effects of past discrimination the subrecipient may invite applicants for employment to indicate whether and to what extent they are handicapped, provided, the recipient states clearly on any written questionnaire used for this purpose or makes clear orally if no written questionnaire is used that the information requested is intended for use solely in connection with its remedial action obligations or its voluntary or affirmative action efforts; and the recipient states clearly that the information is being requested on a voluntary basis, that it will be kept confidential, and that refusal to provide it will not subject the applicant or employee to any adverse treatment Nothing in this section shall prohibit a recipient from conditioning an offer of employment on the results of a medical examination conducted prior to the employee's entrance on duty, provided, all entering employees are subjected to such an examination regardless of handicap, and the results of such an examination are used only to determine an applicant's to perform the duties required for the position in question [34 CFR 104.14(b)-(c)].

- The institution publishes a "Policies, Processes & Procedures – Personnel Selection" identifying steps in the process from "identification of personnel needs" to "orientation of the new employee." The nondiscrimination statement is part of the written policy.
- The institution uses online services Indeed and LinkedIn as well as their own web page to announce vacancies. Vacancy announcements include the nondiscrimination statement.
- Employment applications were examined for prohibited disability-related inquiries and inquiries into the marital status of applicants. None was found.

- Job descriptions were reviewed. None was found to include requirements that discriminate based on race, color, national origin, sex, or disability.
- Salaries are calculated on a table based on a class designation (type of certificate or degree) and steps.
- There was no evidence that the college discriminates in its employment practices based on race, color, national origin, sex, or disability.

### **Accessibility**

No qualified individual with a disability shall, because a subrecipient's facilities are inaccessible to or unusable by individuals with disabilities, be denied the benefits of, be excluded from participation in, the services, programs, or activities of a public entity, or otherwise be subjected to discrimination by any public entity [28 CFR 35.149; 34 CFR 104.21].

A subrecipient shall operate its programs, activities, or services so that each program, activity, or service when viewed in its entirety is readily accessible to disabled persons [28 CFR 35.150(a); 34 CFR 104.22(a)]. A subrecipient shall maintain in operable working condition the facilities and equipment that are required to be readily accessible to and usable by persons with disabilities [28 CFR 35.133(a)].

Title II and Section 504 require that a new or altered facility (or the part that is new or altered) be readily accessible to and usable by individuals with disabilities [28 CFR 35.151 and 34 CFR 104.23]. Accessibility requirements fall into two categories: those for new construction and alterations and those for existing facilities. New construction is defined as construction that began on or after the effective date of the applicable legislation. Alterations to existing facilities that began on or after the effective date are treated as new construction. The new construction and alterations requirements focus on providing physical access to buildings and facilities rather than on providing access to programs and services. A facility must be built in compliance with specific architectural accessibility standards (or substantially equivalent) in effect on the date that construction began.

The appropriate accessibility standard for a facility is determined by the date of construction or the date of its last alteration or addition. Under Section 504, two effective dates are relevant to making the determination as to whether facilities are considered as existing facilities or as new construction or alterations:

- New construction or alterations to existing facilities that began on or after June 4, 1977 is subject to the American National Standards Institute A117.1 accessibility standard that was originally published in 1961 and reaffirmed in 1971 (ANSI A117.1).
- In 1990, Section 504 was updated to adopt the Uniform Federal Accessibility Standard (UFAS). The effective date of this change was January 18, 1991. This date coincides with the effective date for Title II.

When Title II went into effect on January 18, 1991, subrecipients were required to select UFAS as the appropriate accessibility standard. On January 27, 1992, subrecipients were allowed to choose UFAS or the ADA Standards for Accessible Design (ADA (1991)). Subrecipients were permitted to use the ADA (1991) Standards as an acceptable alternative to UFAS for Section 504 compliance.

On September 15, 2010, the 2010 ADA Standards for Accessible Design were issued. Subrecipients were allowed to choose the 2010 ADA Standards for a new or altered facility until these standards become fully effective on March 15, 2012. After this date the 2010 ADA Standards replace the ADA (1991) and UFAS as the acceptable standard under Title II. Currently, the 2010 ADA Standards are an acceptable alternative to UFAS for Section 504 compliance. Federal regulators are working to revise Section 504 regulations to adopt the 2010 ADA Standards as the appropriate accessibility standard. Consequently, subrecipients are encouraged to adopt the 2010 ADA Standards for new and altered facilities.

In the case of alterations, the following definitions of alterations and additions apply:

- An addition is an expansion, extension, or increase in the gross floor area of a building or facility. Each addition to an existing building or facility is regarded as an alteration and must comply with the requirements for new construction.
- An alteration is a change to a building or facility that affects or could affect the usability of the building or facility or part thereof. Alterations include, but are not limited to, remodeling, renovation, rehabilitation, and changes to the floor plan or other structural elements. Other modifications such as normal maintenance, reroofing, painting, etc. are not alterations because they do not affect the usability of the building or facility. When referring to physical changes to a building or facility, the terms alteration, remodel, update, and modification are frequently used interchangeably. In this document the term alteration will be used exclusively to identify those changes that affect the usability of a facility and hence require a determination of the applicable accessibility standard.

With respect to existing facilities, both Title II and Section 504 require subrecipients to operate each program so that, when viewed in its entirety, the program is readily accessible to and usable by individuals with disabilities [28 CFR 35.150(a); 34 CFR 104.22(a)]. The specific language of Title II also refers to services. This is known as the program accessibility standard. Neither regulation requires that subrecipients make all existing facilities, or every part of the existing facility, accessible to and usable by individuals with disabilities, as long as the program (or service) as a whole is accessible. Subrecipients have non-construction alternatives available to achieve program accessibility such as relocating the service or program to an accessible location, assigning aides to assist individuals with disabilities, and redesigning equipment.

Consideration of the program accessibility standard raises the question “What is a program?” As used in Title II and Section 504, the term “program” refers to the programs, activities, and services offered by a subrecipient in fulfillment of its mission. This includes but is not limited to instructional programs, food services, counseling, assessment services, financial aid (for

postsecondary students), and transportation. In this context, counseling services is a single program.

It is important to remember that accessibility should be evaluated not just in terms of meeting the needs of those with mobility impairments but also those with vision and hearing impairments as well. In addition, accessibility extends to parents, guardians, and members of the public with disabilities for programs, activities, or services that are open to parents or the public, such as parent-teacher meetings, organizational meetings, athletic events, plays, and graduation ceremonies. Although the inspection of athletic facilities is not specifically identified as a component of the MOA compliance review, a district or institution is nonetheless required to ensure that facilities for participants and spectators of athletic events are accessible.

<b>Building Construction and Alterations</b>			
<b>Independence Community College</b>			
<b>Building</b>	<b>Construction or Alteration Date</b>	<b>Applicable Standards</b>	<b>CTE Programs Offered</b>
Student Union	1971, 2006, 2013, 2015	2010 ADA	No, Commons Area, Food Services
Administration Building	1968, 2015	2010 ADA	No, Financial Aid, Admissions, Business Office, Marketing, President's Office
Academic Building	1971, 2015	2010 ADA	Yes
Fine Arts Building	1972	Program Access	Yes
Fieldhouse	1971	Program Access	No, Commons Area
Cessna Learning Center	1996, 2018	2010 ADA	Yes
ICC West	Unknown, Altered 2010	1991 ADA	Yes
Pirate Bay Villas	2016	2010 ADA	No, On-Campus housing
Captains Quarters	2001	1991 ADA	No, On-campus housing

After touring the facilities and reviewing documentation presented, the following items of noncompliance were noted by:

Ray Petty  
 Kansas Coordinator  
 Great Plains ADA Center  
 100 Corporate Lake Drive  
 Columbia, MO 65203



### Student Union:

Built in 1971, the most recent alteration was completed in 2015. The building has two floors of commons areas. The upper level restrooms are accessible. The game room and other commons areas feature “high top” tables (figure 5), but also some lower tables (figure 6) for accessibility. The lower level has accessible single-user men’s and women’s restrooms (figure 7). The lower level does not have accessible water fountains. There is no accessible route inside the building leading from the upper and lower levels (figure 8), and no vertical interior access between the upper and lower levels exists. Outside routes are not considered to be accessible.



Figure 5



Figure 6



Figure 7

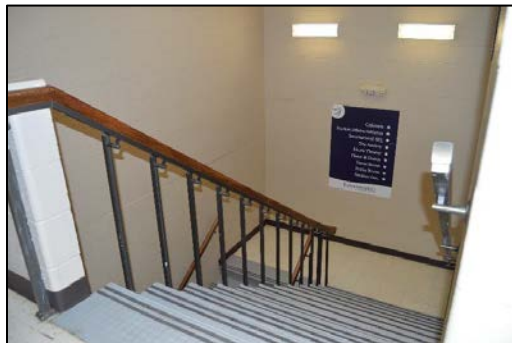


Figure 8

2. In the lower floor, install accessible water fountains along accessible routes in compliance with 2010 ADA 602.
3. Install interior vertical access from the upper floor to the lower floor of the Student Union using 2010 ADA standard 4.3.1 Accessible Route General and 4.3.2 Location for initial guidance. 2010 ADA standard 206 has guidance on elevators, platform lifts, existing site constraints. Below is guidance on elevators and lifts in new construction and alterations from the DOJ Title II Technical Assistance Manual. Additional guidance can be accessed by Ray Petty and KBOR upon request.

<https://www.ada.gov/taman2.html#18%20elevators%20and%20platform%20lifts%20in%20new%20construction%20and%20alterations>

### Administration Building:

Originally constructed in 1986 and altered in 2015, the Administration Building houses Financial Aid, Admissions, Business Office, Marketing, and the President's Office. The unisex restroom is accessible (figures 11, 12).



Figure 11

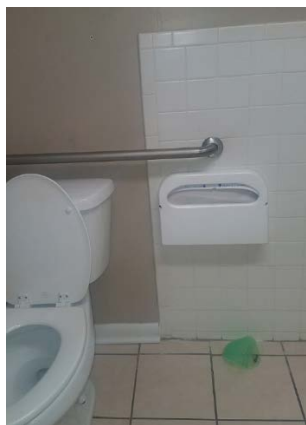


Figure 12

No evidence of a violation was found.

### Academic Building:

The Academic Building was built in 1971 and altered in 2015. This building contains the library and offers general education courses associated with CTE AAS degrees. Accessible routes feature adequate spacing between the library aisles. The outside approach to the library (figure 13) includes a ramp which lacks a handrail on the building side (figure 14). Handrails must be provided on both sides of a walking surface, according to 2010 ADA standards 405.8 Handrails and 505 Handrails. The library features accessible routes and forward-approachable tables. An elevator shaft exists, but no vertical access route is available. Reasonable accommodations could be made to move a classroom to an accessible level in the building, allowable under ADA for existing construction under Title II. Restrooms are accessible. Classroom features are accessible (figure 15)



Figure 13



Figure 14



Figure 15

4. Install a handrail on the building side of the approach to the library entrance. Refer to 2010 ADA standards 405.8 Handrails and 505 Handrails for guidance.

Fine Arts Building:



Figure 16



Figure 17

The Fine Arts Building, built in 1972 is home to commons areas and classrooms. Restrooms are accessible (figure 16). No accessible water fountains were observed on accessible routes and inaccessible water fountains do not comply with 2010 ADA standard 602 (figure 17).

5. Install accessible water fountains along accessible routes in compliance with 2010 ADA 602.

Fieldhouse:

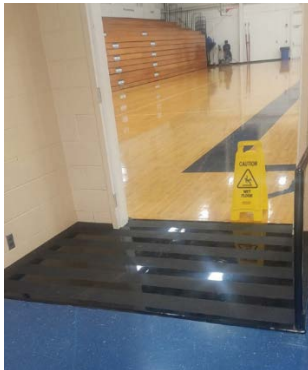


Figure 18

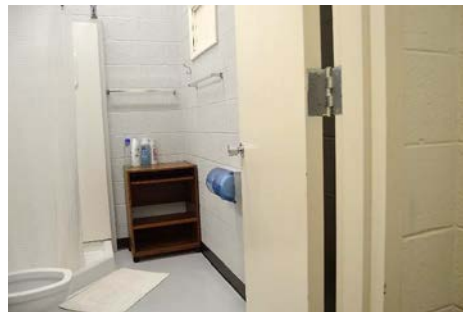


Figure 19



Figure 20



Figure 21

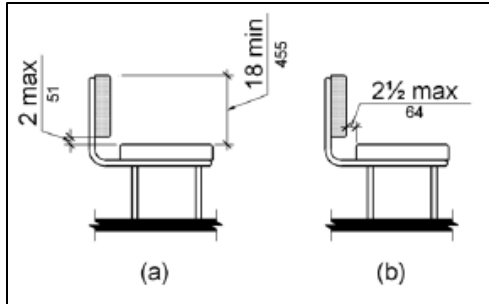


Figure 22



Figure 23

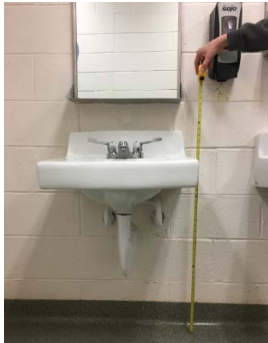


Figure 24



Figure 25



Figure 26

The Fieldhouse was built in 1971 and does not house CTE programs, but contains commons areas, the gymnasium and conference room space. Both entrances to the gym originally had a step leading to the court. A small ramp in figure 18 offers wheelchair access to the accessible entrance under 2010 ADA standard 405. There is no designated accessible seating area in the gymnasium. The most logical location would be the center of the court on the north side of the seating area. Signage alerting spectators to the existence of accessible seating should be added to the North gym doors according to section 216 and 703 of the 2010 ADA standards. Room 104 (figure 19, 20, 21) should be converted to a single-user unisex accessible restroom/shower room: remove the shower cabinet, add an accessible toilet seat and rear 36 inch grab bar, lower the mirror to 40 inches AFF, lower the paper towel dispenser is higher than 48 inches AF, build a “stem wall” on the North side of the toilet, add an accessible shower bench (figure 22). The entrance to room 124 is not accessible in the current configurations. Remove the door to room 124 and build a level space and an accessible ramp through room 124. Public restrooms are accessible (figures 23, 24, 25). Doors feature lever-type handles and accessible permanent signage (figure 26)

6. Create an accessible seating area in the gymnasium according to section 221 of the 2010 ADA standard.
7. Add accessible signage to the North gym doors identifying the route to the accessible seating area of the gym. Refer to sections 216 and 703 of the 2010 ADA standards.
8. Install a transition space and ramp outside Room 124 achieving the proper slope and level landing requirements of 2010 ADA standard 405.
9. Convert Room 104 to a single-user unisex accessible toilet and bathing room using 2010 ADA standards 213, 603, 604, and 608 for guidance on the toilet and shower. The goal is to enable a side transfer to the toilet on the shower side of the toilet.



- a. Remove the shower compartment, convert to a roll-in shower
- b. Add a hand-held shower unit with operable parts 48" max aff
- c. Roll-in shower becomes WC access to both shower and toilet
- d. Build a stem wall between the lavatory and toilet to accommodate a 42" grab bar and toilet paper dispenser
- e. Add lever-handled faucet to lavatory
- f. Add drain insulation to the lavatory
- g. Lower the mirror to 40" AFF max (or add a full-length mirror elsewhere)
- h. Lower soap dispenser to 48" AFF max to operable parts
- i. Lower paper towel dispenser to 48" AFF max to operable parts
- j. Add ADA-compliant changing bench (Figure 22) (see 2010 ADA standard 903.4)

Cessna Learning Center:

The Cessna Learning Center was built in 1996 and was altered in 2018 to house an innovative "Fab Lab." The building's alterations include accessible routes throughout, and adequate access to emergency features (figures 27, 28, 29, 30, 31)



Figure 27



Figure 28



Figure 29



Figure 30



Figure 31

No evidence of a violation was found.

### ICC West:

The West campus offers a variety of coursework for CTE students. The building appears to be a former retail building acquired by the institution in 2006. Alterations were completed in August 2010, and include accessible approaches, accessible routes throughout, and adequate access to emergency features. Restrooms are accessible (figure 32, 33).



Figure 32



Figure 33

No evidence of a violation was found.

### Pirate Bay Villas:

Pirate Bay Villas provide on-campus housing and were built in 2016. There are 36 suites, six of which are ADA accessible. No barriers to access were determined. Kitchen, restroom, bathing, and emergency features are accessible.

No evidence of a violation was found.

### Captain's Quarters:

Captain's Quarters provide on-campus housing and were built in 2001. There are 100 suites of rooms, six of which are ADA accessible. No barriers to access were determined. Kitchen, restroom, bathing, and emergency features are accessible.

No evidence of a violation was found.

## **Comparable Facilities**

Subrecipients must provide changing rooms, showers, and other facilities for students of one sex that are comparable to those provided to students of the other sex. Separate toilet, locker room, and shower facilities may be provided on the basis of sex, but the facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex. This may be accomplished by alternating use of the same facilities or by providing separate, comparable facilities. Such facilities must be adapted or modified to the extent necessary to make the vocational education program readily accessible to handicapped persons [Guidelines VI-D; 34 CFR 106.33].

If a recipient, in compliance with paragraph (a) of this section, operates a facility that is identifiable as being for handicapped persons, the recipient shall ensure that the facility and the services and activities provided therein are comparable to the other facilities, services, and activities of the recipient [34 CFR 104.34(c)].

- After visual examination of the facilities, it appears the institution provides comparable facilities for male and female students with and without disabilities.

## **Student Financial Assistance**

Subrecipients may not award financial assistance in the form of loans, grants, scholarships, special funds, subsidies, compensation for work, or prizes to vocational education students on the basis of race, color, national origin, sex, or disability, except to overcome the effects of past discrimination. Subrecipients may not award less assistance to students with disabilities; provide assistance in a manner that discriminates against students with disabilities; or employ or provide assistance in making available outside employment in a manner that discriminates against students with disabilities in the secondary context [34 CFR 104.4(a) and 104.4(b)] or in the post-secondary context [34 CFR 104.46].

Post-secondary awards that are sex-restricted or that have the effect of discriminating on the basis of disability may be established under wills, trusts, bequests, or similar legal instrument only if the overall effect of financial assistance awarded by the subrecipient does not discriminate on the basis of sex or disability [34 CFR 100.3; 34 CFR 104.46(a), 104.46(c); 34 CFR 106.37, 106.37(b); Guidelines VI-B].

- The majority of financial assistance provided to students was need-based assistance provided through federal Title IV programs. Several awards were set aside for students representing particular groups but these awards were small in number and were established by endowment, gift, or other legal instrument.

## Conclusion

This **final** letter of findings is not intended and should not be construed to cover any other issue regarding the compliance of the district or institution with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1991 not specifically identified herein.

Your institution has reviewed and responded to the preliminary LOF, sent on March 21, 2019. The institution corrected inaccuracies and provided additional information. In many instances, items which needed corrective action were corrected prior to the sending of this letter.

Following receipt of this final LOF, the institution must develop a Voluntary Compliance Plan (VCP). Compliance plans are written using the format described below. Corrective action is required on the numbered items in the Final LOF. The findings requiring correction will be listed on the VCP (sent electronically to the on-site coordinator) and space is provided for the following:

- corrective action planned to remedy each item
- target completion date (month and year)
- how completion of the corrective action will be verified or reported
- name/title of the individual responsible for completing the corrective action

The VCP must be returned to our office within 90 days of the receipt of the final Letter of Findings. Technical assistance for the development and implementation of the VCP will be provided by KBOR staff and is available upon request.

This time frame does not mean that all deficiencies outlined in the VCP must be completed within the 90-day timeframe. The VCP details and tracks your institution's plan to address each of the noncompliance issues identified during the on-site visit. As each of the corrective actions is completed, documentation or evidence verifying completion is to be sent to our office. When all corrective actions are satisfactorily completed and documented the file for your institution will be closed, and a "closed file" letter will be sent.

It is important to note that the professional organization of the materials requested would serve as a 'model of excellence' for any other institution within the state of Kansas. The cooperation and hospitality extended to the onsite review team was greatly appreciated and we encourage your continued proactive efforts to comply with the requirements of Title VI, Title IX, Section 504, Title II and the *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Educational Programs*.



# Personnel Report June 27, 2019

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## **Employment/New Hires:**

Sharniece Byrd

Role: Assistant Athletic Trainer

Date of Hire: 06/17/2019

Hiring Rate of Pay: \$3,192 / monthly (\$38,300 annually)

## **Separations:**

Jessica Morgan-Tate

Role: Compliance Officer / Title IX Coordinator

Dates of Hire: 08/01/2016 – 06/30/2019

Ending Rate of Pay: \$4,167/monthly (\$50,000 annually)

## **Employment Searches:**

- Director of Business Services/Accountant
- Director of CTE and ICC NOW
- ICC NOW and Perkins Coordinator
- Upward Bound Program Specialist
- Assistant Women's Basketball Coach
- Music Instructor
- Math Instructor
- Theatre Arts Instructor

<b>Total Full Time Employees</b>	<b>107</b>
Full Time Staff Positions	55
Grant Funded TRIO Programs	7
Full Time Faculty Positions	28
Full Time Coaching Positions	17