



BOARD OF TRUSTEES

May 17, 2021

7:00 P.M.

Room 104, Center for Innovation and Entrepreneurship

Office of the PresidentMeeting Access

Notice is hereby given that Independence Community College's Board of Trustees will convene a meeting beginning at 7:00 p.m. on Monday, May 17, 2021. The meeting is open to the public and will originate in room 104 of the Center for Innovation and Entrepreneurship. The public may also access the meeting using the Zoom credentials below.

Note: Due to existing social distancing requirements, those choosing to attend in person will be subject to existing campus COVID-19 related policies and procedures.

Topic: ICC Board of Trustees Meeting - May 17, 2021

Time: May 17, 2021 07:00 PM Central Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/82940789882?pwd=dXRNZGVkT3FZREkrVlpMVTUyTE9VZz09>

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BOARD OF TRUSTEES REGULAR MEETING
Center for Innovation and Entrepreneurship - CIE 104
Zoom Webinar - 7:00 p.m.
May 17, 2021

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 April 19, 2021 Meeting Minutes Action

II. INSTITUTIONAL OPERATIONS

- A. Faculty Senate Update – Bridget Carson Report
- B. Comprehensive Program Reviews Report/Action
 - Criminal Justice – Ben Seel
 - Health Physical Education, and Recreation (HPR) – Brett Gilcrist
 - Long Term Care – Mallory Byrd
 - Pre- Nursing - Tom Weaver
- C. Financial Report – Jonathan Sadhoo Action
- D. Allow Payables – Jonathan Sadhoo Action
- E. Procurement of Fleet Vans – Jonathan Sadhoo Action
- F. HR Report (acknowledge receipt) – Lori Boots Action
- G. Grant Progress Report – Bruce Peterson Report
- H. ICC Field House Floor Repairs – Eric Figurski Action
- I. Create Student Life Coordinator Position – Vincent Bowhay Action
- J. Create Business Systems Analyst Position – Vincent Bowhay Action
- K. Create ICC NOW High School Coordinator Position – Vincent Bowhay Action
- L. Create Financial Aid Specialist Position – Vincent Bowhay Action
- M. 1st Reading Revisions to Board Policy TRU-917 – Vincent Bowhay Action
- N. College Completion Committee By-Laws – Vincent Bowhay Action
- O. President's Update – Vincent Bowhay Report
 - COVID-19 Update – Vincent Bowhay
 - Inge Update – Vincent Bowhay
 - Fab Lab Update – Jim Correll
 - Athletics Update – Eric Figurski
 - Strategic Plan Update – Larry Markiewicz
 - HEERF III Funding Distribution Plan – Laura Allison

III. 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 in CIE 104 and through the Zoom link at (insert time). Those invited to attend are: (list attendees).

IV. 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 in CIE 104 and through the Zoom link at (insert time). Those invited to attend are: (list attendees).

V. ADJOURN

Action

PUBLIC PARTICIPATION AT BOARD MEETING

Items on the Agenda

Members of the public attending the meeting virtually and wishing to address the Board concerning an item which is on the agenda must submit the item through the webinar link provided. Those attending the meeting in person 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 CIE 104 and through the Zoom link. 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 CIE 104 and through the Zoom link. 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 CIE 104 and through the Zoom link. 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 CIE 104 and through the Zoom link. Those invited to attend are: (list attendees).

BOARD OF TRUSTEES REGULAR MEETING
Center for Innovation and Entrepreneurship - CIE 104
Zoom Webinar - 7:00 p.m.
April 19, 2021

MINUTES

Members Present

Cynthia Sherwood
Ashley Osburn
Norman Chambers
John Eubanks
Val DeFever
Kevin Brannum

Others Present

Vincent Bowhay, President
Cordell Jordan, Chief Marketing Officer
Cherie Stockton, Executive Assistant/Board Clerk
Beverly Harris, Executive Assistant/Board Clerk
Jonathan Sadhoo, Vice President for Administration and Finance
Lori Boots, Vice President for Human Resources
Taylor Crawshaw, Vice President for Academic Affairs
Anita Chappue, Director of Institutional Research
Bridget Carson, Faculty Senate President
Paul Molnar, Associate Professor of Theater
Cody Westerhold, Director of Student Life
Melissa Ashford, Professor of Business/Accounting
Jaicey Gillum, Associate Vice President for Academics
Bruce Peterson, Grant Writer-Student Affairs
Ben Seel – Professor of Political Science
Tamara Blaes – Professor of Business Computer Technology
Michael Burchfield – Marketing Coordinator

Guests

Taina Copeland, Reporter
Andy Taylor, Montgomery County Chronicle

I. ROUTINE

- A. Call to Order – Cynthia Sherwood called the meeting to order at 7 p.m. and noted that the agenda would be amended for an Executive session following an approval of the minutes.
- B. Approval of Agenda – Ashley Osburn moved to approve the agenda as amended, Kevin Brannum seconded. Motion carried 6 – 0.
- C. Welcome Guests – Cynthia Sherwood welcomed the guests in person/via zoom and said it was great to be back in person.

- D. Pledge of Allegiance – Vincent Bowhay led the group in recitation of the Pledge of Allegiance
- E. Mission Statement – Norman Chambers read the Mission Statement
- F. Vision Statement – Kevin Brannum read the Vision Statement
- G. Approval of March 15, 2021, April 5, 2021, and April 9, 2021 Meeting Minutes – Norman Chambers moved to approve the minutes. Val DeFever seconded. Motion carried 6 – 0.

IV. EXECUTIVE SESSION: Non-Elected Personnel

Ashley Osburn moved that the Board recess for an Executive Session in CIE 105 for discussion of non-elected personnel pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 8:02 p.m. in CIE 104 and through the Zoom link. Lori Boots and Jeff Chubb were invited to attend. Val DeFever seconded. Motion carried 6-0. The Board entered Executive Session in CIE 105 at 7:02 p.m. The Board returned to Open Session in CIE 104 and through the Zoom link at 8:02 p.m.

Ashley Osburn moved to amend the agenda to sign contract approval for Vincent Bowhay in the position of President. John seconded. Motion carried 6 – 0.

Ashley Osburn moved to approve the contract for Vincent Bowhay in the position of President. Val DeFever seconded. Motion carried 6 – 0.

John Eubanks moved that the Board recess for an Executive Session in CIE 105 for discussion of non-elected personnel pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 8:36 p.m. in CIE 104 and through the Zoom link. Lori Boots, Jeff Chubb and Vincent Bowhay were invited to attend. Ashley Osburn seconded. Motion carried 6-0. The Board entered Executive Session in CIE 105 at 8:06 p.m. The Board returned to Open Session in CIE 104 and through the Zoom link at 8:36 p.m.

II. INSTITUTIONAL OPERATIONS

- A. Faculty Senate Update – Bridget Carson spoke about Division Chair elections being held. Administrator Evaluations of level Dean or Higher were completed and sent to HR for Board to review. Bridget Carson will meet with Lori Boots about policies. The Theater Department will be doing “Shakespeare in the Park” on April 30 at 6 p.m. May 3, ICC Wind Band and Jazz Ensemble Concert, 7 p.m. at the Band Shell. Retirement for Sue Manning is set for May 7, 8 to 10 a.m. at ICC West for a come and go reception.

Cynthia Sherwood congratulated WBB for making it to the NJCAA Nationals Tournament and mentioned success in sports for Spring.

- B. ACCT Governance Leadership Institute Update – Cordell Jordan and Norman Chambers attended the ACCT Leadership Institute 3 weeks ago. Cordell Jordan said the sessions are recorded and he would send to Vincent Bowhay and the Board via email. Felt there was good information to review on how to increase communication within the Board and how to prepare for a Board Retreat.
- C. Judicial Committee By-Laws Revision – Cody Westerhold shared that the By-Laws were revised to better align w/ the current processes. Ashley Osburn moved to approve the

revisions. John Eubanks seconded. Motion carried 6 – 0.

- D. Financial Report/Allow Payables – Jonathan Sadhoo provided an overview. John Eubanks moved to approve the Financial Report, Norman Chambers seconded the motion. It was carried 6 – 0. Ashley Osburn moved to approve the payables. John Eubanks seconded. Motion carried 6 – 0.
- E. Remove Cordell Jordan-Cash Management Administrative Rights and Signature Authority – FirstOak Bank. Ashley Osburn moved to remove Cordell Jordan from Cash Management Administrative Rights and Signature Authority, FirstOak Bank. John Eubanks seconded. Motion carried 6 – 0.
- F. Approve Vincent Bowhay-Cash Management Administrative Rights and Signature Authority-FirstOak Bank. John Eubanks moved to approve Vincent Bowhay – Cash Management Administrative Rights and Signature Authority – FirstOak Bank. Val DeFever seconded. Motion carried 6 – 0.
- G. Designation of Authorized Representatives/Declaration of Trust Financing Documents - Val DeFever moved to remove Cordell Jordan and designate Vincent Bowhay as the Authorized Representatives/Declaration of Trust Financing Documents. Ashley Osburn seconded. Motion carried 6 – 0.
- H. Personnel Report (acknowledge receipt) – Ashley Osburn moved to acknowledge receipt of the personnel report; Norman Chambers seconded. Motion carried 5 – 1 with Kevin Brannum voting no. The Personnel Report included employment plus College support toward employee participation in ICC's group health insurance plan of: Gabby Godwin in the position of Athletics Administrative Assistant at an annualized salary of \$45,000; Alan Parsons in the position of Veteran Success Director at an annualized salary of \$48,000; Kristen Jackson in the position of Upward Bound Coordinator at an annualized salary of \$36,618; Wendy Niemeyer in the position of Registrar at an annualized salary of \$46,000; Christopher Kumke in the position of eSports Head Coach and Director at an annualized salary of \$48,000; and, Tiffany Strickland in the position of WEST Administrative Assistant at an hourly rate of \$16. Employment included Caitlin Cannon in the position of Student Affairs Administrative Assistant at an hourly rate of \$16 for 20-hour week and India Bennett in the position of Veterans Success Administrative Assistant at an hourly rate of \$16 for 20-hour week. The Personnel Report also included Transfer/Status changes plus college support toward employee participation in ICC's group health insurance plan for: Cherie Stockton from the position of Athletic Administrative Assistant to Executive Admin. Asst./Board Secretary at an annualized salary of \$54,000; Taylor Crawshaw from the position of Dean of Student Accessibility/Registrar to Vice President for Academic Affairs at an annualized salary of \$87,000; Jaicey Gillum from the position of Community Outreach Director to Associate Vice President for Academics at an annualized salary of \$70,000; Brooke Joseph from the position of Community Outreach Coord/ ICC NOW to Recruiting Director at an annualized salary of \$50,000; Laura Jamison from the position of WEST Administrative Asst. to Navigator/ICC Now Coordinator at an annualized salary of \$40,000; Danielle Hayes from the position of Library Assistant – parttime to Library Assistant - fulltime at an hourly rate of \$12; Jason McKenzie from the position of Bookstore Assistant – parttime to Bookstore Assistant – fulltime at an hourly rate of \$13; Brittany Thornton from the position of Enrollment & Retention Mgmt. Director to Executive Director of Enrollment & Retention at an annualized salary of \$70,000. The Personnel Report also included separations from Independence Community College as follows: Kenneth Tate from Theatre Technical Director; Mark Allen from Vice President for Academics; Chris Taylor from Head Volleyball Coach; Shane Burchett from Assistant Spirit Coach; Beverly Harris from Executive Admin. Asst. to President and Board Secretary and, Sue Manning from EMS Director.
- I. Grant Progress Report – Bruce Peterson provided an overview of the Grant progress report. Utilization of Cares Fund will be included in the May Agenda.
- J. Procurement of Automated External Defibrillators (AED) – Val DeFever moved to approve

the purchase of AEDs. Kevin Brannum seconded. Motion carried 6 – 0.

K. Recommendation for Get Inclusive Training System – Kevin Brannum moved to approve Get Inclusive Training. John Eubanks seconded. Motion carried 6 – 0.

L. President's Update – Vincent Bowhay recognized Coach Turgeon and Staff on competing in the NJCAA Championship Tournament.

- 2021 Summer Hours – Vincent Bowhay shared that Summer hours was led by Interim President Jordan. Daily Hours will be 8 – 6 p.m. to increase the availability of staff and to keep staff accountable. Val DeFever questioned the lack of employees on campus on Fridays. Vincent Bowhay will continue to talk to Cabinet to evaluate if hours need to be extended.
- Halsey Program Update – Vincent Bowhay provided an overview of the email from Cordell Jordan's meeting with Jim Halsey. Further discussion will take place during the May Board of Trustees meeting to decide how to proceed with this project.
- Higher Learning Commission Conference Update – Taylor Crawshaw, Anita Chappuie and Jaicey Gillum gave updates on the sessions they attended. Cynthia Sherwood mentioned her concern about being on task for the HLC Accreditation Visit. Vincent Bowhay feels like we are in good shape but would share the HLC information before hand with the Board. The strengths in the Assessment Category were noted following our last review.
- May 8, 2021 Graduation Update – Taylor Crawshaw shared that Graduation will take place in person on May 8 at Schulthis Stadium at 10 a.m. Practice will be held on May 7 at 1 p.m.
- Schedule Extra Meeting in May for Comprehensive Program Reviews – Taylor Crawshaw shared there are 10 Comprehensive Reviews. The Board will review five in the May Meeting and five in the June Meeting.
- Schedule Extra Meeting in June for Budget Planning – The Trustees will coordinate with Cherie Stockton for Budget meetings with Jonathan Sadhoo.
- Finance and Operations Annual Update – Jonathan Sadhoo provided an overview of the Annual update.

III. EXECUTIVE SESSION – Employer-Employee Negotiations. This Executive Session was not necessary.

v. ADJOURN - Ashley Osburn moved the meeting adjourn. Norman Chambers Seconded. Motion carried 6 - 0. The meeting adjourned at 9:44 p.m.

Cherie Stockton
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.



Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay
President

Date: May 17, 2021

Re: Faculty Senate Report

Responding to a request made by the Board of Trustees, the Faculty Senate President will provide monthly updates during the regularly scheduled Board meetings.



Program Review at ICC

HLC 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 ensures the quality of its educational offerings.
- The institution maintains a practice of regular program reviews and acts upon the findings





Goals of Academic Program Review, Planning and Development

- Ensure that academic programs remain focused on student success and serving the needs of the community;
- Increase coherence of academic program development and apply continuous quality improvement;
- Enhance the quality of academic programs by assessing program strengths and challenges;
- Align academic program needs and campus priorities with the planning and budget process; and
- Ensure that program priorities are consistent with the college's mission and strategic plan.



Who Participates?

- All credit academic programs and instructional support units that offer any of the following are included in the processes of program review, planning and development:
- Courses or sequence of courses designed to prepare students for employment in a specific field leading to an Associate of Applied Science Degree (AAS) or Certificate at ICC
- Courses or sequence of courses designed to fulfill general education degree requirements at ICC leading to an Associate of Arts; Associate of Science; or Associate of General Studies
- Courses or sequence of courses designed to support broad goals related to ICC's mission (examples include: Developmental Education);
- Courses or sequence of courses designed to fulfill transfer degree requirements at partnering colleges and universities

When?

- The *Comprehensive Academic Program Review* is completed by programs every three years. During the intervening years, on an annual basis, programs will complete the Annual Program Review, which is an abbreviated version of the Comprehensive Academic Program Review with the focus on student success and program innovation.





Academic Program Responsibilities

Each fall semester, all Academic Programs (faculty and staff) will request updated data from the Office of Institutional Research. Programs may choose to include additional resources such as survey results, trend data or advisory board recommendations. Using this compiled information, program faculty will provide the following:

- data reflection and narrative context;
- new and/or updated goals and action plans linked to the ICC mission, vision and strategic plan;
- budget recommendations; and
- a Program self-assessment vitality recommendation.

Division Chair Responsibilities

The Division Chair will provide comments within the program review to each program within the division. These comments, which should be used by programs during the review and development process the following fall, will include the Division Chair's assessment of program vitality along with any comments, clarifying questions, suggestions and/or expectations. It may also include a referral to the Program Review Committee's (PRC) division representatives for assistance with a program's program review process. The Division Chair's comments will also be used as the basis for discussion with the Academic Leadership Team and the VPAA on the development of priorities for Academic initiatives and budget recommendations. Open and frequent discussion with each program is encouraged throughout the process, as needed.

As a compliance requirement of the Higher Learning Commission accreditation, summative data elements and other elements of the program review, planning and development narrative, along with the Division Chair's assessment and feedback to the program, will be made available on the college website at the end of each academic year.



Program Review Committee Responsibilities

- Primarily focuses on comprehensive program reviews
- ICC Standing Committee composed of at least one faculty member elected by each academic division and four members appointed by the VPAA.
- Assists program in achieving continuous quality improvement by maintaining focus on student success, faculty involvement, currency and relevancy through constructive, formative feedback to participating programs.





VPAA Responsibilities

- Make recommendations to the President and Board of Trustees
- Determine who will chair the committee
- Assist with establishing the timeline for review and the final report



Ad Hoc Program Vitality Committee

- For programs in which revitalization efforts have been unsuccessful or in circumstances that warrant full phase-out of a program, the VPAA may consider forming an Ad Hoc Program Vitality Committee. This committee will consist of:
 - Division Chair
 - Program Faculty Representative
 - Program Review Committee co-chairs (if division representative is from the program in question, another PRC member will be appointed by the committee; if the Program Faculty Representative is the same as Division Chair for program in question, then another Division Chair would be appointed by the VPAA.)
 - Other representation as requested by VPAA (examples: Director of IR, Associate Dean of Academic Support, etc.)
-
- The VPAA will determine who will chair the committee and establish the timeline for the review and final report. The Ad Hoc Program Vitality Committee will conduct its own review of the program's status and will be charged with interpreting the qualitative and quantitative data of the program review; soliciting additional data and commentary; and conducting its own research as deemed warranted. At the conclusion of the review, the Ad Hoc Program Vitality Committee will provide recommendation(s) and associated rationale to the VPAA.



President Responsibilities

- The President is responsible for making recommendations to the Board of Trustees based on results from the *Comprehensive Academic Program Review*, and taking into consideration the recommendations made by the VPAA and the PRC. The President will review and clarify any questions prior to presenting to the Board of Trustees.



Board Responsibilities

- The Board of Trustees (BOT) is responsible for reviewing *Comprehensive Academic Program Reviews* with all recommendations from each level. They may ask any clarifying questions of the President and VPAA as needed. The BOT will choose to accept reviews, or to send them back to the PRC for more information. The BOT will also make the final decision regarding programs that are recommended for phase-out.



General Timeline

August/September

- Program Faculty:
- Attend training on *Comprehensive Program Review* and/or *Annual Planning and Development*
- Receive updated data from IR
- Review and Discuss the Summative Assessments of the previous year's process with the Division Chair
- Review requirements for completion and request additional data as needed to complete
- Determine work teams and/or strategies and deadlines to complete the Program Review, Planning and Development processes

September/October

- Program Faculty:
- Continue review, discussions and work on completing required sections.
- Program Faculty/Division Chair/VPAA:
- Maintain open and frequent discussion, as needed.

General Timeline (continued)



October/November

- Program Faculty:
- Continue work and provide opportunities for program faculty review and refinement of Program Planning or Review drafts within *The template provided in OneDrive*.
- Maintain open and frequent discussion with the Division Chair, PRC, PRC Division Representative and/or VPAA, as needed.
- By **December 11**, Annual Reviews should be submitted.
- Program Faculty/Division Chair/VPAA:
- Maintain open and frequent discussion, as needed.

December/January

- Division Chair:
- Review and clarify preliminary program planning and development proposals.
- Draft prioritized Division initiatives & budget proposals for next FY.
- Update program on Division prioritized initiatives and budget proposals for next FY.

VPAA:

- Review, clarify and refine preliminary division program planning & development proposals.
- Draft and refine prioritized initiatives and budget proposals for next FY.



General Timeline (continued)

February-March

- Program Faculty:
- By **March 18**, Comprehensive Program Reviews should be submitted.
- Refine program goals and action plans; begin implementation of action plans and/or plan for implementation of action plans in the next cycle.
- Respond to feedback from Program Review Committee (*Comprehensive Program OReview Cohort*).
- As applicable, complete the approval process through Academic Council for new, modified, or deactivated curriculum. This step must be completed by the end of March. Contact the Registrar's Office at for assistance.

PRC:

- Review *Comprehensive Program Review* submissions and provide feedback to respective programs of the Comprehensive Cohort (January-Mar).
- Division Chair and VPAA:
- Support academic program refinement of program goals and action planning and implementation.
- Maintain open and frequent discussion, as needed.



General Timeline (continued)

April-May

- Division Chair:
- Fully review *Comprehensive Program Review* and *Annual Planning and Development* submissions and pending budget status for next FY.
- Complete a Summative Assessment Report, including vitality assessment and any comments, clarifying questions, suggestions and/or expectations. This may include consideration for referral to the PRC and/or PRC division representatives to assist with subsequent fall semester planning and development.
- VPAA:
- Review respective program Summative Assessment Reports and recommend any additional comments, clarifying questions, suggestions and/or expectations.
- President:
- Review respective program Summative Assessment Reports and recommend any additional comments, clarifying questions, suggestions and/or expectations.
- Present *Comprehensive Program Reviews* to the Board of Trustees

May-June

- Board of Trustees
- Review *Comprehensive Program Reviews* and accept results or send back to PRC for further questions.



Vitality Categories

- Potential Enhancement Opportunities
- Maintain Current Levels of Support/Continuous Improvement
- Revitalization Opportunities or Needs
- Phase Out

Potential Enhancement Opportunities

- Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.
- Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:
- Program exceeds ICC's comparative discipline data medians/averages on most criteria or explains adequately why smaller numbers are necessary and appropriate.
- Program shows a clear and consistent upward trend in majors and student credit hour production.
- Program is above ICC comparative discipline data on average for student retention, transfer and/or graduation.
- Cost per student is at or below national averages or other comparative numbers available for this type of program.
- Student FTE per faculty is at or below other comparative numbers available for this type of program.
- Indication of unmet demand and that the program could grow further with additional resources.
- Qualitative indicators suggest high program quality and student outcomes.
- Program is well aligned with ICC mission, strategic plan and KPI's.
- There is evidence to suggest that there is sufficient demand to initiate a new program.
- Resource requirements are reasonable, and evidence suggests that appropriate support will be provided for new program.



Maintain Current Levels of Support/Continuous Improvement

- Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans. Some guidelines which indicate a program should be given a Category 2 vitality recommendation are:
- Program is on par with ICC comparative discipline data medians/averages on most criteria.
- Program shows a stable trend in majors and SCH production.
- Program is near ICC comparative discipline data average for student retention, transfer and/or graduation.
- Cost per student is close to national averages or other comparative numbers available for this type of program.
- Student FTE per faculty is at or slightly above other comparative numbers available for this type of program.
- Indication that program is meeting need with adequate resources.
- Qualitative indicators suggests appropriate program quality and student outcomes.
- Program is aligned with ICC mission, strategic plan and KPI's.



Revitalization Opportunities or Needs

- At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented. Some guidelines which indicate a program should be given a Category 3 vitality recommendation are:
- Program is below the ICC comparative discipline data medians/averages on most criteria.
- Program shows a declining pattern in majors and SCH production.
- Program is below the ICC comparative discipline data average for student retention, transfer and/or graduation.
- Cost per student is well above national averages or other comparative numbers available for this type of program.
- Student FTE per faculty is below other comparative numbers available for this type of program.
- Indication that program is not meeting needs and requiring substantial resources.
- Qualitative indicators give insufficient data to suggest quality program and student outcomes.



Phase Out

- A program is unlikely to consider this category and it would be the rare exception for the VPAA to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that the VPAA would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources. Some guidelines which indicate a program should be given a Category 4 vitality recommendation are:
- There was a serious attempt to improve program effectiveness and efficiency, but efforts were unsuccessful or shown insufficient improvement.
- There was no serious attempt to improve program effectiveness and efficiency since last annual or *Comprehensive Academic Program Review*.
- No satisfactory potential to restructure organizationally or by discipline, curriculum, program, etc. was identified.
- Future efforts are not warranted due to changes in needs, expectations, duplication of curriculum, or the cost of delivery is too substantial.



**Comprehensive
Program
Of
Criminal Justice
For
AY 2018 - 2020**

Prepared by

Ben Seel

March 2021



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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

The criminal justice program exists for students who are interested in careers in law enforcement or social work and is an appropriate major for those interested in pursuing a law degree (ICC Course Catalog).

There are two program specific courses to provide students an introduction to the field: Introduction to Criminal Justice and Introduction to Criminal Behavior. These are general education courses that serve as most students' formal introduction into the academic study of criminal justice. These introductory courses serve as gate-keepers for the degree, if a student does not enjoy or succeed in these courses they should reconsider being a criminal justice major.

In addition to the role of these discipline specific courses, the remaining hours in the program align with KBOR and ICC general study requirements to be a transfer-oriented degree.

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:

The next page list the data points in the bullet list above from the 2018-2019 and 2019-2020 academic years. In conducting a cost-benefit analysis, reviewing course enrollment compared to expenditures, the program specific courses there is a positive return for ICC in offering these courses.

2018 – 2019

Semester/Course/ online or on-ground (session)
Summer 2018
Introduction to Criminal Behavior/on-ground (1st)
Fall 2018
Introduction to Criminal Behavior / online
Spring 2019
Introduction to Criminal Justice / online (2nd)
Introduction to Criminal Behavior / online (2nd)

Number of Faculty:

full time: 0 ()
part time: 1 (J. Harrison)

Enrollment & Student credit hours by Faculty type:

Full time: N/A
Part time: 12 credit hours taught (4 classes)
54 total students enrolled
162 credit hours total credit hours

Average Class size based on completion:

23 students in Face-to-Face classes (1 section)
8.67 students in online classes (3 sections)

Completion rates (% of students enrolled who did not drop or withdraw):

88.5% face-to-face
92.9% online

Pass ('D' or better) rates:

100% face-to-face
65.4% online

Pass ('C' or better) rates:

100% face-to-face
57.7% online

Number of Majors: 8 (2 returned in Fall 2019)

Degrees Awarded: 0

Expenditure: Adjunct salary, \$550 per credit hour

Transfer Rate:

2019-2020

Semester/Course/ online or on-ground (session)
Summer 2019
Introduction to Criminal Behavior / hybrid (2nd)
Fall 2019
Introduction to Criminal Justice / online (1st)
Introduction to Criminal Behavior / online (2nd)
Spring 2020
Introduction to Criminal Justice / online (1st)
Introduction to Criminal Justice / online (2nd)
Introduction to Criminal Behavior / online (2nd)

Number of Faculty:

full time: 0 ()
part time: 1 (J. Harrison)

Enrollment & Student credit hours by Faculty type:

Full time: N/A
Part time: 18 credit hours taught (6 classes)
63 total students enrolled
189 credit hours total credit hours

Average Class size based on completion:

18 students in Hybrid classes (1 section)
9 students in online classes (5 sections)

Completion rates (% of students enrolled who did not drop or withdraw):

100% Hybrid
97.8% online

Pass ('D' or better) rates:

100% Hybrid
72.7% online

Pass ('C' or better) rates:

100% face-to-face
70.5% online

Number of Majors: 16 (5 returned in Fall 2020)

Degrees Awarded: 1

Expenditure: Adjunct salary, \$550 per credit hour

Transfer Rate:

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:

Success in the program can be looked at in two ways: success in the two program-specific courses and completion of the degree. Passing Introduction to Criminal Justice and Introduction to Criminal Behavior would give students the knowledge that defines this degree as being more than just a liberal studies degree. The total program is transfer-oriented for students who wish to pursue a major in criminal justice, or a related field. Yet, since the degree is also a full A.S. degree anyone who completes the degree can use it for workplace credentials as appropriate.

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:

Based on the data provided in section 1.2, this program has excellent course level success.

Student retention numbers and the subsequent graduation with degree numbers are not very high. The program level data is unable to provide insight into why the number of student majors who return is low as there are many reasons beyond academic coursework that influence a students decision to return to ICC or not.

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:

The program follows the guidelines established by KBOR and ICC as for what classes are required. The difference between this program and the liberal studies program are replacing two elective courses with required courses, the outcomes of this program match that achieved in the liberal studies program.

On the course level:

Each learning outcome had a target of 70% of students receiving a 70% or better on the direct measure. This goal was exceeded on all learning outcomes in both classes! See the appendix section for full details on each learning outcome and the results.

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:

Observations from Prof. Harris

The objective measures support that most students are understanding the material and retaining it well enough to succeed during the eight-week session of class. Helping students understand the importance of a syllabus, writing style, and grammar seem to be recurring challenges. Overall, I feel that most students make some improvements in writing style. Many students will take the other criminal justice course before or after

this class. Because the classes are founded on the same theories students seem to retain the information and do well in both classes.

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 program will continue course and program level assessment as aligns with the recommendations of the ICC Assessment Committee.

4.0 External Constituency and Significant Trends

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

4.1: Program Advisory Committee:

Narrative:

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

There is not a program advisory committee for this degree. It should be noted that the part-time instructor teaching the courses is a law enforcement officer; currently serving as the Independence Chief of Police. While criminal justice extends beyond law enforcement careers this professional expertise is beneficial to students.

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:

This program does not have any specialized accreditation.

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:

Introduction to Criminal Justice is in the KBOR transfer matrix guaranteeing it will transfer statewide across all public institutions.

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:

Currently the ICC criminal justice program consists of two specific criminal justice courses: introduction to criminal justice and introduction to criminal behavior. KBOR did add Criminal Law to the transfer matrix recently, so that is a course ICC should look at adding to its catalog. Most of the general education courses are prescribed, opposed to open ended electives, that were picked because they align with skills or knowledge set for typical career paths of criminal justice majors. Individual courses are updated as they are taught per the course specific changes.

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:

Students who complete this degree will be awarded an Associated of Science (A.S.) degree.

Outside of this degree program, the two program specific courses; Introduction to Criminal Justice and Introduction to Criminal Behavior, are considered elective courses and do not satisfy any of the general education category requirements of ICC.

For students who transfer before completing their degree, the Introduction to Criminal Justice class is part of the KBOR Transfer and Articulation Matrix and will be accepted by other Kansas institutions as their equivalent course. The Introduction to Criminal Behavior course is transfer institution dependent; it may be seen as a course equivalent or may only be allowed to transfer as an elective course.

6.0 Faculty Success

6.1 Faculty Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

Adjunct Prof. Harris is an active law enforcement officer, serving as the Independence Chief of Police.

6.2 Program Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

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

6.3 Innovative Research, Teaching and Community Service

Narrative:

There are no full-time instructors who teach the program specific courses. As an adjunct professor Mr. Harris gets access to resources and information from ICC that is provided to all adjuncts. As an active law enforcement professional, Mr. Harris engages in community service on a daily basis.

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 percentage of students finishing and successfully completing the program specific courses is high.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

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

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

Narrative:

The concept of criminal justice is of high interest to many, in society at large and among the ICC student population. There will be demand for these courses.

7.3 Academic Program Goals and Action Plans

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

Narrative:

The program can continue as is and still serve as a valuable marketing tool for ICC as many potential students are interested in criminal justice.

There are two key actions that would improve the value of this program: the hiring of a full-time faculty member who teaches these courses as part of their job and/or KBOR increasing the number of criminal

justice courses that are part of the transfer matrix, which would make to courses more appealing to non-criminal justice majors.

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:

As with all academic programs at ICC, the Criminal Justice program aligns with the ICC mission by providing academic excellence. Cultural enrichment and economic development are circumstantial; depending on what a student plans on doing with their degree but both are plausible as this degree is foundational and can be used in many different future pursuits.

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 specific costs of this program are limited to the hiring of an adjunct professor to teach the required courses. All other costs are part of institutional operations (e.g. utilities and IT services), there are no unique budgetary requirements to successfully operate this program.

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 Ben Seel. The institutional data was provided by Anita Chappuie. Program course data was provided by Jerry Harrison.

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 has looked at this review and agrees with the recommendation to maintain the program at current levels.

I agree with the contents of this review and the recommendation to maintain current program levels. Taylor C. Crawshaw VPAA 4/29/2021

10.0 Appendices

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

Course Learning Outcome Data for Introduction to Criminal Justice:

Introduction to Criminal Justice

03-SOC-1113-1058

Prepared by Jerry Harrison
Adjunct Instructor

I. KBOR Goals & Outcomes

1. Recall and define the structure of the criminal justice system, including the components of each of the core elements (police, courts, and corrections); and the procedures, rules and agencies for each of the core elements.
 - i. Direct Measure
 1. Chapter 1 assignment, Question 1
 - a. Describe the major components of the criminal justice system and what each component does.
 - ii. Target
 1. 70% of students received 70% or more.
 - iii. Data
 1. 46 of 49 (94%) students met this target.
 - iv. Learning Outcome Result
 1. Met
 - v. Summary of Results & Future Actions
 1. Target was met, continue using this measure.

II. KBOR Goal & Outcome

2. Analyze the interconnectivity of the elements of the criminal justice system, distinguishing between conflicting and harmonious goals of the agencies present in each core element.
 - i. Direct Measure
 1. Chapter 1 Assignment, Question 2
 - a. Explain how due process impacts police as they attempt to control crime.
 - ii. Target
 1. 70% of students received 70% or more.

- iii. Data
 - 1. 46 of 49 (94%) students met this target.
 - iv. Learning Outcome Result
 - 1. Met
 - v. Summary of Results & Future Actions
 - 1. Target was met, continue using this measure.
- III. KBOR Goal & Outcome
 - 3. Explain and evaluate the effectiveness of the criminal justice system in its response to crime, criminals and victims; the procedures and practices present in each of the core elements of the criminal justice system; and the agencies participating in and affected by the criminal justice system.
 - i. Direct Measure
 - 1. Chapter 3 News Analysis-Essay assignment that evaluates an article describing how an agency utilized Crime Prevention Through Environmental Design (CPTED).
 - ii. Target
 - 1. 70% of students received 70% or more.
 - iii. Data
 - 1. 40 of 44 (91%) students met this target.
 - iv. Learning Outcome Result
 - 1. Met
 - v. Summary of Results & Future Actions
 - 1. Target was met, continue using this measure.
- IV. KBOR Goal & Outcome
 - 4. Analyze and compare the criminal justice system's various elements and the agencies within each element for each its effectiveness in addressing crime, criminals and victims.
 - i. Direct Measure
 - 1. Chapter 11 Assignment, Question 6
 - a. Explain how the Eighth Amendment to the US Constitution applies to prison conditions.
 - ii. Target
 - 1. 70% of students received 70% or more.
 - iii. Data
 - 1. 41 of 45 (91%) students met this target.
 - iv. Learning Outcome Result
 - 1. Met
 - v. Summary of Results & Future Actions
 - 1. Target was met, continue using this measure.

V. KBOR Goal & Outcome

5. Summarize each element of the criminal justice system; provide constructive criticism of each of the elements, including arguments in support of and in opposition to each of the elements, agencies present in each element, and rules and procedures for each element.

- i. Direct Measure

1. Chapter 4 Assignment, Question 2

- a. Contrast substantive law versus procedural law.

- ii. Target

1. 70% of students received 70% or more.

- iii. Data

1. 45 of 47 (96%) students met this target.

- iv. Learning Outcome Result

1. Met

- v. Summary of Results & Future Actions

1. Target was met, continue using this measure.

VI. KBOR Goal & Outcome

6. Devise alternative criminal justice system elements and summarize the effectiveness of alternative methods of criminal justice.

- i. Direct Measure

1. Chapter 1 Assignment, Question 3

- a. Provide an actual example of an evidence-based practice that controls crime. Describe the evidence that supports the practice.

- ii. Target

1. 70% of students received 70% or more.

- iii. Data

1. 46 of 49 (94%) students met this target.

- iv. Learning Outcome Result

1. Not met

- v. Summary of Results & Future Actions

1. Target was met, continue using this measure.

Introduction to Criminal Behavior

03-SOC-1133-1467

Prepared by Jerry Harrison
Adjunct Instructor

II. KBOR Goals & Outcomes

2. Identify basic sociological concepts and theories used to study criminology.

i. Direct Measure

1. News Analysis Chapter 18

- a. Develop a primary, secondary, and tertiary crime prevention method for specific crimes. Explain what theory supports your method.

ii. Target

- 1. 70% of students received 70% or more.

iii. Data

- 1. 29 of 39 (74%) students met this target.

iv. Learning Outcome Result

- 1. Met

v. Summary of Results & Future Actions

- 1. Target was met, continue using this measure.

vi. Direct Measure Fall 2018

1. Final Exam

- a. What theory explains that what people do in their private lives can increase or decrease their chances of being a victim of crime?

vii. Target

- 1. 70% of students received 70% or more.

viii. Data

- 1. 4 of 5 (80%) students met this target.

ix. Learning Outcome Result

- 1. Met

x. Summary of Results & Future Actions

- 1. Target was met, continue using this measure.

xi. Alternate Direct Measure Summer 2019

1. Chapter 7 Discussion

- a. Describe the five adaptations of Merton's Anomie and Strain Theory

xii. Target

- 1. 70% of students received 70% or more.

- xiii. Data
 - 1. 18 of 18 (100%) students met this target.
 - xiv. Learning Outcome Result
 - 1. Met
 - xv. Summary of Results & Future Actions
 - 1. Target was met, continue using this measure.
- VII. KBOR Goal & Outcome
 - 2. Be able to describe the relationship between crime, deviance, and criminal law.
 - i. Direct Measure
 - 1. Chapter 1 Discussion
 - a. Explain criminal behavior from sociological perspective, deviance, and legal defenses.
 - ii. Target
 - 1. 70% of students received 70% or more.
 - iii. Data
 - 1. 61 of 64 (95%) students met this target.
 - iv. Learning Outcome Result
 - 1. Met
 - v. Summary of Results & Future Actions
 - 1. Target was met, continue using this measure.
- VIII. KBOR Goal & Outcome
 - 3. Be able to describe how consensus and conflict perspectives contribute to different definitions of crime and our understanding of criminal behavior.
 - i. Direct Measure
 - 1. Final Exam, Question 40
 - a. This theory argues that certain behavior is labeled as a crime so that the powerful people in society can maintain their power.
 - ii. Target
 - 1. 70% of students received 70% or more.
 - iii. Data
 - 1. 11 of 36 (31%) students met this target.
 - iv. Learning Outcome Result
 - 1. Not met
 - v. Summary of Results & Future Actions
 - 1. This question was reviewed due to poor student response. The proper answer was conflict theory. Labeling Theory was a distractor and the word “labeled” was in the question. I believe this may have led students to incorrectly select Labeling Theory.

This question will be reworded to measure this outcome in future classes.

IX. KBOR Goal & Outcome

5. Be able to describe the effects of media coverage, including public ignorance, public fear and concern, and racial and ethnic stereotyping.

i. Direct Measure

1. News Analysis Chapter 2

- a. Explain a news paper article that involves the “virtuous victim myth”.

ii. Target

1. 70% of students received 70% or more.

iii. Data

1. 41 of 46 (89%) students met this target.

iv. Learning Outcome Result

1. Met

v. Summary of Results & Future Actions

1. Target was met, continue using this measure.

vi. Alternate Direct Measure Spring 2020

1. Final Exam

- a. The media tends to focus on crime victims that are women, wealthy, and white. The term for this in our book is:

vii. Target

1. 70% of students received 70% or more.

viii. Data

1. 2 of 10 (20%) students met this target.

ix. Learning Outcome Result

1. Met

x. Summary of Results & Future Actions

1. Target was not met, question will be modified or removed.

X. KBOR Goal & Outcome

5. Be able present various types of research methods in criminological research.

ii. Direct Measure

1. Chapter 3 Discussion

- a. Explain the importance of measuring crime, the use of statistics, and three surveys used as measures.

ii. Target

1. 70% of students received 70% or more.

iii. Data

1. 12 of 12 (100%) students met this target.
- iv. Learning Outcome Result
 1. Met
- v. Summary of Results & Future Actions
 1. Target was met, continue using this measure.
- vi. Alternate Direct Measure Spring 2020, Spring of 2019, Fall of 2019, & Fall of 2020
 1. Final Exam
 - a. What type of study follows the same study participants for years, even decades?
- vii. Target
 1. 70% of students received 70% or more.
- viii. Data
 1. 23 of 32 (72%) students met this target.
- ix. Learning Outcome Result
 1. Met
- x. Summary of Results & Future Actions
 1. Target was met, continue using this measure.

Comprehensive
Program
Of
Health, Physical
Education, and
Recreation (HPR)
For
2017-2020

Prepared by

Brett Gilcrist

November 24, 2020



Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

The HPR program is designed to provide students an introduction to potential careers in the health, physical education, and recreation disciplines. Whether the student wants to work as a PE teacher, in sports management, or as a park ranger, the HPR program can help him or her successfully complete the necessary general education requirements towards a Bachelor's degree in those fields.

NOTE: This program underwent extensive changes at the start of this program review cycle. The argument, constructed at the time while conducting a comprehensive program review, was to build a program that considered transferability of courses and to provide (or assign someone to provide) direct oversight of the program to ensure articulation agreements were developed and assessment consistently occurred.

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent 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
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- 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:

The data below comes from the 2019-20 (AY2020) academic year. To see the data from AY2018 and AY2019, see appendix 1 and 2 respectively.

Program Review Data AY 2020

Number of Faculty:

1 full time (Gilcrist)

1 adjunct (Floyd)

Enrollment & Student credit hours by Faculty type:

Full time: 15 total credit hours taught, with 90 total students enrolled

Adjunct: 15 credit hours taught, 187 total students enrolled

Average Class size:

23 students in Face-to-Face classes

18.5 students in online classes

19.8 students across all courses

Completion rates:

90.2% face-to-face

95.7% online

93.9% all courses

Pass ('D' or better) rates:

91.6% face-to-face

88.7% online

89.6% all courses

Pass ('C' or better) rates:

86.7% face-to-face

84.2% online

85.0% all courses

Number of Majors: 3 (2 returned in Fall 2020)

Degrees Awarded: 0

ACADEMI C_YEAR	ACADEMI C_TERM	ACADEMI C_SESSION	EVENT_I D	Credits	SECTION	EVENT_L ONG_NAME	PERSON_ CODE_ID	Instructor	ADDS	Complete d	Passed 'D' or better	Passed 'C' or better
2020	SPRING	FULL	HPR1053	3	0001	PERSONAL	P0001554	B. Gilcrist	40	33	30	26
2019	FALL	FULL	HPR1023	3	0001	INTRODUC	P0001554	B. Gilcrist	5	3	2	2
2019	SUMMER	SECOND	HPR1053	3	HY01	PERSONAL	P0001146	T. Floyd	24	24	22	22
2019	SUMMER	SECOND	HPR1053	3	HY02	PERSONAL	P0001146	T. Floyd	23	23	22	22
2019	SUMMER	FULL	HPR1053	3	ON01	PERSONAL	P0001554	B. Gilcrist	16	14	10	9
2019	FALL	INTER	HPR1053	3	ON01	PERSONAL	P0001554	B. Gilcrist	12	11	6	5
2020	SPRING	FULL	HPR1053	3	ON01	PERSONAL	P0001554	B. Gilcrist	17	14	13	12
2019	FALL	FULL	HPR1053	3	ON01	PERSONAL	P0001146	T. Floyd	23	23	21	19
2019	SUMMER	SECOND	HPR1401	1	ON01	WELLNESS	P0001146	T. Floyd	18	18	17	15
2019	FALL	FIRST	HPR1401	1	ON01	WELLNESS	P0001146	T. Floyd	21	20	18	18
2019	FALL	INTER	HPR1401	1	ON01	WELLNESS	P0001146	T. Floyd	14	14	12	12
2020	SPRING	FIRST	HPR1401	1	ON01	WELLNESS	P0001146	T. Floyd	20	20	20	20
2020	SPRING	SECOND	HPR1401	1	ON01	WELLNESS	P0001146	T. Floyd	21	20	20	20
2019	FALL	SECOND	HPR1401	1	ON02	WELLNESS	P0001146	T. Floyd	23	23	20	19
									277	260	233	221

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 in this program is defined by students' abilities to demonstrate mastery (scoring 70% or higher) on the assessments tied to the program and general education outcomes below:

Program outcomes

- Students will be able to analyze the factors influencing individual lives and societies.
- Students will be able to compose clear, concise written statements.
- Students will be able to demonstrate information literacy.

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 in the HPR program is promoted through adherence to course learning outcomes, common assessments, and upholding values of accountability and integrity. This is accomplished by hiring qualified instructors with educational and occupational experience that are appropriate to the courses being taught. It is accomplished by properly advising students within the discipline, by ensuring the curriculum focuses on transferability of courses within the major, and by focusing the program under the scope of academic affairs more so than the athletic department.

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:

Simply put, this program has failed in each of the last three years. Despite asking every year for the administration to allow Brett Gilcrist, the person who is asked to write the program reviews for HPR due to his experience (educationally and occupationally) within Sports Management, no such declaration has ever been made. As a result, the only assessment data that exists for this program is the data collected in Gilcrist's courses themselves (See Appendix 3 for this data; this means we only have data from 15 of 39 courses [38%]). Furthermore, we have continued to rehire instructors who have failed to submit assessment data and use the required common assessments, we have retained an instructor who we know does not consistently hold classes and fails to teach the proper course outcomes, and we have consistently made an effort to push less academically rigorous courses in an effort to provide GPA boosts for student-athletes.

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 lack of data available for this comprehensive review in spite of Gilcrist acknowledging these short-comings were going to occur in each of the annual program reviews demonstrates how poorly this program has been managed and why it fails our students and our institution.

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:

At this time, it is recommended the program be eliminated from the catalog. If it is to continue, however, then it is recommended a contract be provided to a full-time faculty member (presumably, Brett Gilcrist) that outlines the roles and expectations placed upon him as “Director of the HPR program”. This would enable Academic Affairs to ensure that the cracks in the assessment of this program are sealed: instructors could be vetted each semester to ensure common assessments are being used, course outcomes are being addressed, assessment data is being submitted, and classes within HPR represent the educational excellence mentioned in ICC’s mission statement. Without someone being empowered to provide these sorts of checks and balances on the program, it is impossible to assume that HPR will ever amount to anything more than a collection of GPA-boosting courses with little academic rigor and validity.

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).

Not applicable

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:

Not applicable

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:

Currently, both Personal and Community Health and Wellness Concepts are articulated through the KBOR matrix assuring they transfer across the State's public colleges and universities (this also means four-year institutions across the state expect us to teach certain things within these two courses).

Also, given the college's accreditation with the Higher Learning Commission it is important to note the HPR program is supposed to help ICC meet the following HLC criteria:

- 3A – The institution's degree programs are appropriate to higher education.
- 3B – 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.
- 3C – The institution has the faculty and staff needed for effective, high-quality programs and student services.
- 3D – The institution provides support for student learning and effective teaching.
- 4A – The institution demonstrates responsibility for the quality of its educational programs.
- 4B – The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
- 4C – The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

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:

Personal and Community Health and Wellness Concepts are system-wide transfer courses across the State of Kansas. Introduction to Physical Education, a major requirement for HPR majors, will also transfer throughout the State.

The concern, however, is that ICC is continuing to offer (despite previous program reviews and conversations with administration explaining why this is less than ideal) Fundamentals of Coaching and Rules and Officiating. Below are my notes about those two courses from the first comprehensive program review (and that information is still accurate today):

- Fundamentals of Coaching (not a required part of any degree program, and only transfers towards a requirement in the Coaching emphasis at KSU)
- Rules and Officiating (not a required part of any degree program, and only transfers towards a requirement of in the Coaching emphasis at KSU and PSU)

HPR is home to the college's “activity” courses which are not transferable requirements at the four-year level.

While it is understandable how advantageous it is to offer students coursework with less academic rigor, it is a disservice to them and to our own scholarship fund to push students into these non-major courses when we know they will not advance students towards their four-year degrees.

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:

Personal and Community Health and Wellness Concepts are listed as General Education electives across almost all of the ICC programs. Otherwise, the courses within the HPR program support an Associate's of Science degree in Health, Physical Education, and Recreation. That program is listed below:

Health, Physical Education, and Recreation (HPR)

Degree: Associate of Science

The HPR program is designed to provide students an introduction to potential careers in the health, physical education, and recreation disciplines. Whether the student wants to work as a PE teacher, in sports management, or as a park ranger, the HPR program can help him or her successfully complete the necessary general education requirements towards a Bachelor's degree in those fields.

Analysis and Oral Communication (9 hours)		Credit Hours
English Composition I (ENG 1003)		3
English Composition II (ENG 1013)		3
Public Speaking (COM 1203)		3
Mathematics (3 hours)		Credit Hours
College Algebra (MAT 1023) or higher		3
Sciences (10 hours)		Credit Hours
General Biology (BIO 1005)		5
Chemistry I (PHS 1025)*		5
Fine Arts and Aesthetic Studies (3 hours)		Credit Hours
(Select 1)		
Music Appreciation (MUE 1303)		3
Art Appreciation (AED 1043)		3
Cultural Studies (3 hours)		Credit Hours
World Regional Geography		3
Health and Well-Being (4 hours)		Credit Hours
General Psychology (BEH 1003)		3
Wellness Concepts (HPR 1401)		1
Human Heritage (9 hours)		Credit Hours
History (Select 1)		
US History I (HIS 1023)		3
US History II (HIS 1063)		3
Literature		
Introduction to Literature (ENG 1073)		3
Philosophy and Religion (Select 1)		
Introduction to Philosophy (PHI 2003)		3
Ethics (PHI 1073)		3
Logical and Classical Reasoning (PHI 2073)		3
New Testament History (REL 1013)		3
World Religions (REL1053)		3
Social Awareness (3 hours)		Credit Hours
Introduction to Sociology (SOC 1003)		3
Political Awareness (3 hours)		Credit Hours
American Government (POL 1023)		3
Business and Technology (6 hours)		Credit Hours
Personal Finance (BUS 1003)		3
(Select 1)		
Introduction to Business (BUS 1093)		3
Computer Concepts & Applications (CIT 1003)		3
Major Requirements (6 hours)		Credit Hours
Personal and Community Health (HPR1053)		3
Introduction to Physical Education (HPR1023)		3
Recommended Electives (3-5 hours)		Credit Hours
Anatomy and Physiology (BIO2045)**		5

Intro to Sports Management (HPR1043)***	3
Free elective****	3

TOTAL: 60-62

*Please review the science requirements at your potential transfer institutions to determine if you need Chem I or General Chemistry.

**Depending on the four-year institution to whom you are transferring, A&P may be a required course.

***Will transfer to KU and WSU if student is pursuing a Sports Management degree, otherwise only a required part of a degree in PSU's Recreation program.

****Students are encouraged to consider the requirements of their potential transfer destinations to determine which elective course would be best.

Long Term Care

Certificate: Long Term Care

The Long Term Care Certificate allows students to have multiple credentials in long term care that will lead to multiple job options or increased pay in a current job. Interested students should choose courses that will complement their goals in long term health care.

Required Course (6 hours)		Credit Hours
Introduction to Nursing Aide (HEA 1210)		6
Required credits from Tiered Electives (6 hours)		
*Medication Aide (HEA 1220)		2
*Activity Director (HEA 1473)		1
*Social Service Aide (HEA 1413)		1
*Recreation Aide (HEA 1262)		2
*Home Health Aide (HEA 1201)		1
Philosophy Essentials (HEA 1001)		2
Philosophy Fundamentals (HEA 1013)		2
Electives (6 hours)		
English Composition I (ENG 1001)		3
Public Speaking (COM 1203)		3
Interpersonal Communication (COM 1233)		3
Developmental Psychology (HEH 1003)		3
Drugs and Behavior (HEH 1043)		3
Anatomy and Physiology (BIO2045)		5
Total		18

*Required Having a CNA License

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

There is not currently a full-time faculty member assigned to oversee this program. Brett Gilcrist, who teaches in the HPR program and completes the program reviews for HPR, has coached sports at both the high school and college levels while completing a Master's degree specializing in Sports Management. He also attends the Kansas Core Outcomes Group on behalf of ICC and the HPR program, working closely with area four-year faculty to discuss the transferability of courses between the two- and four-year levels.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

Not applicable

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:

Not applicable

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 biggest challenge in evaluating the data available from the last three academic years is that PC Health is a general education elective at ICC meaning many of the students completing the course were not HPR majors. That said, the data from this course does demonstrate that students who took the course consistently met expectations (see Appendix 3).

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:

Category 4 – Phase Out

There is no reason this program needs to continue. There is an extremely small number of majors (3) and zero degrees were awarded during AY2020. By removing this as a program of study, it enables there to be bucket of courses from which administration can draw to create each semester's course offerings.

Should HPR continue as a program, it is imperative that someone be assigned to oversee the program to ensure the proper course outcomes are being taught, that common assessments are being utilized, that assessment data is being submitted, and that qualified instructors are hired and actively engaged with their students. Once someone is empowered to oversee the program, it is then imperative that course offerings be limited to those classes that transfer consistently and count towards students' intended programs.

The VPAA recommends Category 3 – Revitalization Opportunities or Needs – there is indication in this review that the program is not meeting needs and requires substantial resources (VPAA Taylor Crawshaw 4.28.2021

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:

Recommendation to phase out, but goals are simple if program remains:

Contract someone to oversee the program to ensure the proper course outcomes are being taught, that common assessments are being utilized, that assessment data is being submitted, and that qualified instructors are hired and actively engaged with their students. This needs to be done ASAP!

Once someone is empowered to oversee the program, it is then imperative that course offerings be limited to those classes that transfer consistently and count towards students' intended programs. This would need to be done on an on-going basis each term.

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

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

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

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

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

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

Narrative:

There are no new budget needs for the HPR program at this time. Open Education Resources (OERs) are utilized instead of traditional textbooks, and Brett Gilcrist's professional development has been sought through continuing education opportunities rather than more traditional conferences and coursework. The zero-based budget worksheets completed at the end of the 2018-19 academic year should fulfill all necessary instructional requirements as it continues to be implemented moving forward.

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 the full-time Psychology professor, Brett Gilcrist, with assistance from Anita Chappuie (IR) and Sarah Owen (Librarian).

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:

I agree with the assessment that the program should be Phased Out. We can continue to offer Personal & Community Health and Wellness concepts as they both transfer.

If ICC chooses to continue this program, a full-time faculty member should be oversight of the program.

It is concerning that the adjuncts who teacher this course are not held to high standards expected of all faculty. It is important that all faculty teach to the classes learning outcomes, hold class regularly, and have the appropriate rigor for the material. –Brian Southworth 2.4.2020 (PRC Member)

I agree with the faculty and PRC committee comments. I would suggest ICC hire a full-time instructor to embrace this program or eliminate it.

10.0 Appendices

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

Appendix 1: HPR Data from IR – AY2018

HPR Assessment Data AY 2018

Number of Faculty:

1 full time (Gilcrist)

2 part time (Donerson, Floyd)

Enrollment & Student credit hours by Faculty type:

Full time: 10 total credit hours taught, with 77 total students enrolled

Part time: 24 credit hours taught, 142 total students enrolled

Average Class size:

16.89 students in Face-to-Face classes

13.40 students in online classes

15.64 students across all courses

Completion rates:

94.74% face-to-face

97.01% online

95.43% all courses

Pass ('D' or better) rates:

95.14% face-to-face

86.15% online

92.34% all courses

Pass ('C' or better) rates:

93.75% face-to-face

83.08% online

90.43% all courses

Number of Majors: 1 (0 returned in Fall 2018)

Degrees Awarded: 0

ACADEMI C_YEAR	ACADEMI C_TERM	EVENT_I D	SECTION	EVENT_ MED_NA ME	CREDITS	ADDS	PERSON_ CODE_ID	Instructor	Completi ons	Passed D or better	Passed C or better
2018	SPRING	HEA1053	0001	PC HEALTH	3	6	P0001554	B. Gilcris	1	1	0
2017	FALL	HPR1013	0001	FUNDAME	3	16	P0001602	K. Donersc	15	15	15
2018	SPRING	HPR1033	0001	RULES & C	3	23	P0001602	K. Donersc	22	22	22
2017	FALL	HPR1003	0001	DRUGS IN	3	25	P0001146	T. Floyd	24	23	23
2018	SPRING	HPR1023	0001	INTRO TO	3	29	P0001146	T. Floyd	29	26	26
2017	FALL	HPR1043	0001	INTRO SPC	3	5	P0001146	T. Floyd	5	5	5
2017	FALL	HEA1053	0001	PC HEALTH	3	6	P0001146	T. Floyd	6	5	5
2017	SUMMER	HEA1053	HY02	PC HEALTH	3	19	P0001554	B. Gilcris	19	18	17
2017	SUMMER	HEA1053	HY03	PC HEALTH	3	23	P0001146	T. Floyd	23	22	22
						152			144	137	135
2017	FALL	HPR1401	ON01	WELLNESS	1	18	P0001554	B. Gilcris	18	13	13
2018	SPRING	HPR1401	ON01	WELLNESS	1	25	P0001554	B. Gilcris	23	22	20
2017	SUMMER	HPR1401	ON01	WELLNESS	1	8	P0001554	B. Gilcris	8	7	7
2017	SUMMER	HEA1053	ON01	PC HEALTH	3	15	P0001146	T. Floyd	15	14	14
2017	FALL	HPR1401	ON02	WELLNESS	1	1	P0001554	B. Gilcris	1	0	0
						67			65	56	54

Appendix 2: HPR Data from IR – AY2019

HPR Program Review Data AY 2019

Number of Faculty:

full time: 1 (Gilcrist)

part time: 1 (Floyd)

Enrollment & Student credit hours by Faculty type:

Full time: 8 total credit hours taught, with 42 total students enrolled

Part time: 13 credit hours taught, 149 total students enrolled

Average Class size:

15.5 students in Face-to-Face classes

19.6 students in online classes

17.4 students across all courses

Completion rates:

94.6% face-to-face

99.0% online

96.9% all courses

Pass ('D' or better) rates:

89.8% face-to-face

86.6% online

88.1% all courses

Pass ('C' or better) rates:

88.6% face-to-face

81.4% online

84.9% all courses

Number of Majors: 0

Degrees Awarded: 0

ACADEMIC	ACADEMIC	ACADEMIC	EVENT_ID	SECTION	EVENT_MI	CREDITS	ADDS	Instructor	Completed	Passed D	Passed C
2018	FALL	FULL	HPR1053	0001	PC HEALTH	3	28	T. Floyd	27	26	25
2019	SPRING	FULL	HPR1053	0001	PC HEALTH	3	24	B. Gilcrist	22	21	21
2018	FALL	SECOND	HPR1401	0001	WELLNESS	1	7	T. Floyd	7	7	7
2018	FALL	FULL	HPR1053	0002	PC HEALTH	3	25	T. Floyd	23	19	19
2019	SPRING	SECOND	HPR1401	0005	WELLNESS	1	1	B. Gilcrist	1	1	1
2018	FALL	INTER	HPR1053	0006	PC HEALTH	3	8	B. Gilcrist	8	5	5
2019	SPRING	SECOND	HPR1053	ON01	PC HEALTH	3	28	T. Floyd	28	24	23
2018	FALL	FIRST	HPR1401	ON01	WELLNESS	1	22	T. Floyd	22	20	19
2019	SPRING	FIRST	HPR1401	ON01	WELLNESS	1	25	T. Floyd	24	22	20
2018	SUMMER	FIRST	HPR1401	ON01	WELLNESS	1	9	B. Gilcrist	9	5	5
2019	SPRING	SECOND	HPR1401	ON02	WELLNESS	1	14	T. Floyd	14	13	12

Appendix 3: Course-level Assessment Data from Gilcrist (Fall 2017-Spring 2020)

Wellness Concepts (HPR 1401) – Summer 2017

Outcomes, Measures, and Assessment Data

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

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

Overall: 7 of 7 (100%) students correctly answered 75% of questions 1, 4, 6, 8, and 9 on the course post-test.

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

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

Overall: 7 of 7 (100%) students correctly answered 75% of questions 2, 3, 5, 7, and 10 on the course post-test.

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

Overall: 7 of 7 (100%) completed the SMART goals activity at a 70% or higher.

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

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

Overall: 7 of 7 (100%) scored a 70% or higher on their calorie count assignment.

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

Overall: 6 of 6 (100%) scored a 70% or higher on the diet research assignment.

Outcome 4: Examine one's own personal wellness.

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

Overall: 7 of 7 (100%) completed a Wellness Assessment and reflection at a 70% or higher.

Seventy percent of students will average a 70% or higher on their discussion posts throughout the course.

Overall: 5 of 6 (83%) averaged a 70% or higher on their discussion posts.

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

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

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

Overall: 12 of 14 (86%) students correctly answered 75% of questions 1, 4, 6, 8, and 9 on the course post-test.

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

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

Overall: 11 of 14 (78.5%) students correctly answered 75% of questions 2, 3, 5, 7, and 10 on the course post-test.

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

Overall: 13 of 14 (93%) completed the SMART goals activity at a 70% or higher.

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

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

Overall: 14 of 15 (93%) scored a 70% or higher on their calorie count assignment.

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

Overall: 11 of 11 (100%) scored a 70% or higher on the diet research assignment.

Outcome 4: Examine one's own personal wellness.

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

Overall: 15 of 16 (94%) completed a Wellness Assessment and reflection at a 70% or higher.

Seventy percent of students will average a 70% or higher on their discussion posts throughout the course.

Overall: 13 of 15 (87%) averaged a 70% or higher on their discussion posts.

Wellness Concepts (HPR 1401) – Spring 2018
Outcomes, Measures, and Assessment Data

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

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

Overall: 23 of 24 (96%) students correctly answered 75% of questions 1, 4, 6, 8, and 9 on the course post-test.

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

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

Overall: 20 of 24 (83%) students correctly answered 75% of questions 2, 3, 5, 7, and 10 on the course post-test.

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

Overall: 22 of 23 (96%) completed the SMART goals activity at a 70% or higher.

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

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

Overall: 23 of 23 (100%) scored a 70% or higher on their calorie count assignment.

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

Overall: 18 of 21 (86%) scored a 70% or higher on the diet research assignment.

Outcome 4: Examine one's own personal wellness.

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

Overall: 21 of 23 (91%) completed a Wellness Assessment and reflection at a 70% or higher.

Seventy percent of students will average a 70% or higher on their discussion posts throughout the course.

Overall: 16 of 22 (73%) averaged a 70% or higher on their discussion posts.

Wellness Concepts (HPR 1401) – Summer 2018
Outcomes, Measures, and Assessment Data

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

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

Overall: 23 of 24 (96%) students correctly answered 75% of questions 1, 4, 6, 8, and 9 on the course post-test.

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

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

Overall: 20 of 24 (83%) students correctly answered 75% of questions 2, 3, 5, 7, and 10 on the course post-test.

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

Overall: 22 of 23 (96%) completed the SMART goals activity at a 70% or higher.

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

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

Overall: 23 of 23 (100%) scored a 70% or higher on their calorie count assignment.

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

Overall: 18 of 21 (86%) scored a 70% or higher on the diet research assignment.

Outcome 4: Examine one's own personal wellness.

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

Overall: 21 of 23 (91%) completed a Wellness Assessment and reflection at a 70% or higher.

Seventy percent of students will average a 70% or higher on their discussion posts throughout the course.

Overall: 16 of 22 (73%) averaged a 70% or higher on their discussion posts.

Wellness Concepts (HPR 1401) – Spring 2019
Outcomes, Measures, and Assessment Data

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

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

0005: 1 of 1 (100%) students correctly answered 75% of questions 1, 4, 6, 8, and 9 on the course post-test.

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

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

0005: 1 of 1 (100%) students correctly answered 75% of questions 2, 3, 5, 7, and 10 on the course post-test.

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

0005: 1 of 1 (100%) completed the SMART goals activity at a 70% or higher.

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

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

0005: 1 of 1 (100%) scored a 70% or higher on their calorie count assignment.

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

0005: 1 of 1 (100%) scored a 70% or higher on the diet research assignment.

Outcome 4: Examine one's own personal wellness.

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

0005: 1 of 1 (100%) completed a Wellness Assessment and reflection at a 70% or higher.

Seventy percent of students will average a 70% or higher on their discussion posts throughout the course.

0005: 1 of 1 (100%) averaged a 70% or higher on their discussion posts.

Personal and Community Health (HEA 1053) – Spring 2019
Assessment Measures

Outcome 1: Gather, analyze and utilize information to make decisions that promote personal and community health and wellness.

Seventy percent of students will average 70% or higher on their four projects.

Overall:

0001: 13 of 22 (59%)

***21 of 22 (95%) scored 70% or higher on the four knowledge inventories that accompanied each project

Outcome 2: Differentiate among dimensions of wellness as they apply to overall health.

Seventy percent of students will score 70% or higher on their Wellness Assessment reflection.

Overall:

0001: 20 of 20 (100%)

Seventy percent of students will average 70% or higher on their four projects.

Overall:

0001: 13 of 22 (59%)

***21 of 22 (95%) scored 70% or higher on the four knowledge inventories that accompanied each project

Outcome 3: Demonstrate the knowledge and skills for developing personal responsibility in health choices and quality of life.

Seventy percent of students will average 70% or higher on their four projects.

Overall:

0001: 13 of 22 (59%)

***21 of 22 (95%) scored 70% or higher on the four knowledge inventories that accompanied each project

Outcome 4: Recognize the importance of demographic diversity as it applies to health and wellness issues.

Seventy percent of students will average 70% or higher on their four projects.

Overall:

0001: 13 of 22 (59%)

***21 of 22 (95%) scored 70% or higher on the four knowledge inventories that accompanied each project

Personal and Community Health (HPR 1053) – Summer 2019
Assessment Measures

Outcome 1: Gather, analyze and utilize information to make decisions that promote personal and community health and wellness.

Seventy percent of students will average 70% or higher on their four projects.

Overall: 10 of 10 (100%)

*** 8 of 8 (100%) averaged 70% or higher on the four knowledge inventories aligned with these projects

Outcome 2: Differentiate among dimensions of wellness as they apply to overall health.

Seventy percent of students will score 70% or higher on their Wellness Assessment reflection.

Overall: 13 of 14 (93%)

Seventy percent of students will average 70% or higher on their four projects.

Overall: 10 of 10 (100%)

*** 8 of 8 (100%) averaged 70% or higher on the four knowledge inventories aligned with these projects

Outcome 3: Demonstrate the knowledge and skills for developing personal responsibility in health choices and quality of life.

Seventy percent of students will average 70% or higher on their four projects.

Overall: 10 of 10 (100%)

*** 8 of 8 (100%) averaged 70% or higher on the four knowledge inventories aligned with these projects

Outcome 4: Recognize the importance of demographic diversity as it applies to health and wellness issues.

Seventy percent of students will average 70% or higher on their four projects.

Overall: 10 of 10 (100%)

*** 8 of 8 (100%) averaged 70% or higher on the four knowledge inventories aligned with these projects

Intro to PE (HPR 1023) – Fall 2019
Assessment Outcomes, Measures, and Data

Outcome 1: Describe the purposes and objectives of physical education.

Seventy-percent of students will score a 70% or higher on the final exam question related to this outcome.

0001: 2 of 2 (100%)

Seventy-percent of students will average a 70% or higher on the course reflection papers.

0001: 1 of 2 (50%) – the one student also did if ignoring the zeroes received for missing work

Seventy-percent of students will average a 70% or higher on the personal connection papers.

0001: 3 of 3 (100%)

Outcome 2: Demonstrate an understanding of the history of Physical Education and how it interrelates with recent changes and current issues in the field

Seventy-percent of students will score a 70% or higher on the final exam question related to this outcome.

0001: 2 of 2 (100%)

Seventy-percent of students will average a 70% or higher on the course reflection papers.

0001: 1 of 2 (50%) – the one student also did if ignoring the zeroes received for missing work

Seventy-percent of students will average a 70% or higher on the personal connection papers.

0001: 3 of 3 (100%)

Outcome 3: Explain the benefits of health lifestyles for the individual and justify the need for physical fitness education programs in today's society.

Seventy-percent of students will score a 70% or higher on the final exam question related to this outcome.

0001: 1 of 2 (50%)

Seventy-percent of students will score a 70% or higher on business plan.

0001: 0 of 2 (0%) – both scored a 69%

Seventy-percent of students will average a 70% or higher on the personal connection papers.

0001: 3 of 3 (100%)

Outcome 4: Develop a personal philosophy of physical education while demonstrating an understanding of its purpose.

Seventy-percent of students will score a 70% or higher on the final exam question related to this outcome.

0001: 2 of 2 (100%)

Seventy-percent of students will score a 70% or higher on the personal philosophy reflection.

0001: 3 of 3 (100%)

Seventy-percent of students will average a 70% or higher on the personal connection papers.

0001: 3 of 3 (100%)

Outcome 5: Demonstrate an understanding of the importance of teaching basic values such as honesty, sportsmanship, empathy for others, and self-respect in physical education.

Seventy-percent of students will score a 70% or higher on the final exam question related to this outcome.

0001: 2 of 2 (100%)

Seventy-percent of students will score a 70% or higher on the personal philosophy reflection.

0001: 3 of 3 (100%)

Seventy-percent of students will average a 70% or higher on the personal connection papers.

0001: 3 of 3 (100%)

Personal and Community Health (HPR 1053) – Fall Intercession 2019
Assessment Measures

Outcome 1: Gather, analyze and utilize information to make decisions that promote personal and community health and wellness.

Seventy percent of students will average 70% or higher on their four projects.

Overall: 4 of 5 (80%)

*** 7 of 7 (100%) averaged 70% or higher on the four knowledge inventories aligned with these projects

Outcome 2: Differentiate among dimensions of wellness as they apply to overall health.

Seventy percent of students will score 70% or higher on their Wellness Assessment reflection.

Overall: 8 of 8 (100%)

Seventy percent of students will average 70% or higher on their four projects.

Overall: 4 of 5 (80%)

*** 7 of 7 (100%) averaged 70% or higher on the four knowledge inventories aligned with these projects

Outcome 3: Demonstrate the knowledge and skills for developing personal responsibility in health choices and quality of life.

Seventy percent of students will average 70% or higher on their four projects.

Overall: 4 of 5 (80%)

*** 7 of 7 (100%) averaged 70% or higher on the four knowledge inventories aligned with these projects

Outcome 4: Recognize the importance of demographic diversity as it applies to health and wellness issues.

Seventy percent of students will average 70% or higher on their four projects.

Overall: 4 of 5 (80%)

*** 7 of 7 (100%) averaged 70% or higher on the four knowledge inventories aligned with these projects

Personal and Community Health (HPR 1053) – Spring 2020
Assessment Measures

Outcome 1: Gather, analyze and utilize information to make decisions that promote personal and community health and wellness.

Seventy percent of students will average 70% or higher on their four projects.

Overall: 32 of 36 (89%)

0001: 20/24 (83%)

ON01: 12/12 (100%)

*** 36 of 41 (88%) averaged 70% or higher on the four knowledge inventories aligned with these projects

0001: 24/28 (86%)

ON01: 12/13 (92%)

Outcome 2: Differentiate among dimensions of wellness as they apply to overall health.

Seventy percent of students will score 70% or higher on their Wellness Assessment reflection.

Overall: 44 of 46 (96%)

0001: 31/32 (97%)

ON01: 13/14 (93%)

Seventy percent of students will average 70% or higher on their four projects.

Overall: 32 of 36 (89%)

0001: 20/24 (83%)

ON01: 12/12 (100%)

*** 36 of 41 (88%) averaged 70% or higher on the four knowledge inventories aligned with these projects

0001: 24/28 (86%)

ON01: 12/13 (92%)

Outcome 3: Demonstrate the knowledge and skills for developing personal responsibility in health choices and quality of life.

Seventy percent of students will average 70% or higher on their four projects.

Overall: 32 of 36 (89%)

0001: 20/24 (83%)

ON01: 12/12 (100%)

*** 36 of 41 (88%) averaged 70% or higher on the four knowledge inventories aligned with these projects

0001: 24/28 (86%)

ON01: 12/13 (92%)

Outcome 4: Recognize the importance of demographic diversity as it applies to health and wellness issues.

Seventy percent of students will average 70% or higher on their four projects.

Overall: 32 of 36 (89%)

0001: 20/24 (83%)

ON01: 12/12 (100%)

*** 36 of 41 (88%) averaged 70% or higher on the four knowledge inventories aligned with these projects

Comprehensive
Program
Of
Long-Term Care Certificate
For
2020-2021
Prepared by
Mallory Byrd
03/17/2021



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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

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:

The Long-Term Care Certificate provides students with being a well-rounded employee in the nursing home environment. By obtaining the Long-Term Care Certificate, a student can be placed as a CNA and work up the ladder or sidestep into an administration style role such as an Activity Director. Currently, with COVID-19, we've had limited opportunities with the surrounding nursing homes to place students in clinical sites near them. This Fall semester, we utilized our classroom clinical equipment to simulate nursing home scenarios. Permission was allowed by the requested exception, the Department of Aging and Disabilities granted through December. We continuously encourage local RNs to apply to be adjuncts. Encouraging local RNs in the facilities we use creates references for our students when looking

and applying for jobs. The need for this program continues to grow significantly with the current pandemic.

Long Term Care

Certificate: Long Term Care

The Long Term Care Certificate allows students to have multiple credentials in long term care that will lead to multiple job options or increased pay in a current job. Interested students should choose courses that will complement their goals in long term health care.

Required Course (6 hours)	Credit Hours
Certified Nurse Aide (HEA 1216)	6
Required credits from Tiered Electives (7-10 hours)	
Medical Terminology (HEA1143)	3
*Medication Aide (HEA 1225)	5
Activity Director (HEA 1423)	3
Social Service Designee (HEA 1413)	3
*Restorative Aide (HEA 1262)	2
*Home Health Aide (HEA 1201)	1
Phlebotomy Essentials (HEA 1003)	3
Phlebotomy Clinical (HEA 1013)	3
Electives (3 hours)	
English Composition I (ENG 1003)	3
Public Speaking (COM 1203)	3
Interpersonal Communication (COM 1233)	3
Developmental Psychology (BEH 2003)	3
Drugs and Behavior (BEH 2043)	3
Anatomy and Physiology (BIO2045)	5
Total	16-19

*Requires having a CNA license

LTC Program Review Data AY 2020

Number of Faculty:

3 full time (Manning, Byrd, Weaver)

0 adjunct ()

Enrollment & Student credit hours by Faculty type:

Full time: 78 total credit hours taught, with 162 total students enrolled

Adjunct: 0 credit hours taught, 0 total students enrolled

Average Class size:

7.6 students in Face-to-Face classes

11.1 students in online classes

9.0 students across all courses

Completion rates:

97.6% face-to-face

91.0% online

94.4% all courses

Pass ('D' or better) rates:

92.7% face-to-face

87.3% online

90.2% all courses

Pass ('C' or better) rates:

91.5% face-to-face

87.3% online

89.5% all courses

Number of Majors: 13 (1 returned in Fall 2020)

Degrees Awarded: 2

LTC Program Review Data AY 2019

Number of Faculty:

full time: 3 (Manning, Byrd, Weaver)

part time: 2 (Martin, Small)

Enrollment & Student credit hours by Faculty type:

Full time: 88 total credit hours taught, with 145 total students enrolled

Part time: 7 credit hours taught, 24 total students enrolled

Average Class size:

7.87 students in Face-to-Face classes

8.5 students in online classes

8.1 students across all courses

Completion rates:

97.5% face-to-face

92.2% online

95.9% all courses

Pass ('D' or better) rates:

95.7% face-to-face

80.9% online

91.4% all courses

Pass ('C' or better) rates:

93.0% face-to-face

80.9% online

85.8% all courses

Number of Majors: 13 (0 returned in Fall 2019)

Degrees Awarded: 0

YEAR	TERM	SESSION	ID	Credits	EVENT_LONG_NAME	Instructor	Completed	Passed 'D' or better	Passed 'C' or better
2020	SPRING	FIRST	HEA1003	3	PHLEBOTOMY ESSENTIALS	S. Mannin g	8	8	8
2020	SPRING	SECOND	HEA1013	3	PHLEBOTOMY:CLINICAL APPLICATION	S. Mannin g	8	8	8
2020	SPRING	FULL	HEA1143	3	MEDICAL TERMINOLOGY	S. Mannin g	12	12	11
2020	SPRING	FIRST	HEA1216	6	CERTIFIED NURSE AID	M. Byrd	4	4	4

2019	FALL	FIRST	HEA12 25	5	MEDICATION AID	M. Byrd	4	2	2
2020	SPRING	FIRST	HEA10 03	3	PHLEBOTOMY ESSENTIALS	S. Mannin g	5	4	4
2020	SPRING	SECON D	HEA10 13	3	PHLEBOTOMY:CLINICA L APPLICATION	S. Mannin g	4	4	4
2020	SPRING	FULL	HEA12 16	6	CERTIFIED NURSE AID	M. Byrd	4	4	4
2020	SPRING	FULL	HEA12 25	5	MEDICATION AID	M. Byrd	7	6	6
2019	FALL	FULL	HEA12 16	6	CERTIFIED NURSE AID	M. Byrd	16	14	14
2019	FALL	FULL	HEA11 43	3	MEDICAL TERMINOLOGY	M. Byrd	10	10	10
							82	76	75
2019	SUMM ER	FULL	HEA11 43	3	MEDICAL TERMINOLOGY	T. Weaver	3	3	3
2019	FALL	FULL	HEA11 43	3	MEDICAL TERMINOLOGY	T. Weaver	12	9	9
2020	SPRING	FULL	HEA11 43	3	MEDICAL TERMINOLOGY	T. Weaver	14	10	10
2019	SUMM ER	FULL	HEA12 16	6	CERTIFIED NURSE AID	M. Byrd	11	10	10
2019	FALL	FIRST	HEA12 16	6	CERTIFIED NURSE AID	M. Byrd	14	14	14
2020	SPRING	FIRST	HEA12 16	6	CERTIFIED NURSE AID	M. Byrd	15	14	14
2019	SUMM ER	FULL	HEA12 25	5	MEDICATION AID	M. Byrd	2	2	2
							71	62	62

YEAR	TERM	SESSION	NAME	CREDITS	ADDS	Instructor	Completed	Passed D	Passed C
2018	FALL	FIRST	PHLEBOTOMY	3	7	S. Manning	6	5	5
2018	FALL	SECOND	PHLEBOTOMY:CLINICAL	3	5	S. Manning	5	5	5
2018	SUMMER	FIRST	CNA	6	8	M. Byrd	8	8	8
2018	FALL	FIRST	MEDICATION AID	5	5	M. Byrd	5	4	4
2019	SPRING	FIRST	MEDICATION AID	5	5	M. Byrd	5	5	5
2018	SUMMER	FIRST	MEDICATION AID	5	6	M. Byrd	5	5	5
2018	FALL	FULL	CNA	6	8	M. Byrd	8	7	7
2019	SPRING	SECOND	CNA	6	6	M. Byrd	6	6	6
2018	FALL	SECOND	MEDICATION AID	5	6	M. Byrd	6	6	6
2018	FALL	FULL	MEDICAL TERMINOLOGY	3	11	S. Manning	11	11	9
2019	SPRING	FULL	MEDICAL TERMINOLOGY	3	14	S. Manning	14	13	12
2018	FALL	FULL	CNA	6	10	M. Byrd	10	10	10
2019	SPRING	FULL	CNA	6	9	M. Byrd	9	9	9
2018	FALL	FULL	CNA	6	8	M. Byrd	8	8	8
2018	FALL	FULL	CNA	6	10	M. Byrd	9	8	8
2018	FALL	FULL	MEDICAL TERMINOLOGY	3	8	R. Martin	8	6	6
2019	SPRING	FULL	MEDICAL TERMINOLOGY	3	12	R. Martin	12	8	8
2018	SUMMER	FULL	MEDICAL TERMINOLOGY	3	12	T. Weaver	12	10	10
2019	SPRING	SECOND	HHA	1	4	L. Small	4	3	3
2019	SPRING	FIRST	CNA	6	7	M. Byrd	7	7	7
2019	SPRING	SECOND	MEDICATION AID	5	8	M. Byrd	4	4	4

INDEPENDENCE COMMUNITY COLLEGE
Allied Health/LTC

For the Six Months Ending Thursday, December 31, 2020

		<u>Operating Budget</u>	<u>Expense</u>	<u>Encumbered</u>	<u>Remaining</u>
12-510:550	Salary	\$34,550.04	\$32,582.49		\$1,967.55
	Fringe				
12-591:598	Benefits	2,643.06	2,592.35		50.71
12-601	Travel				
	Food and				
12-602	Meals	475.00			475.00
12-606	Student Travel				
12-607	Rentals				
	Postage &				
12-611	Shipping				
12-613	Printing				
12-615	Advertising				
12-616	Promotions				
12-617	Recruiting				
12-619	Animal Food				
	Conference				
12-626	Fees/Registration		(875.00)		875.00
12-631	Telephone				
	Lease/Rental/Leas				
12-641	e Purchase				
	Service				
12-646	Agreements				
12-647	Fuel/Gas				
12-649	Repairs	2,500.00			2,500.00
	Contract				
12-661	Services				
	Legal				
12-662	Services				
12-663	Consultants				
	Dues/Membership				
12-681	s/Fees				
12-682	Subscriptions				
12-699	Uniforms				
	Instructional				
12-700-000	Supplies	500.00			500.00
	Instructional				
12-700-001	Supplies				
	(Innovation Fee)				
	Office				
12-701	Supplies	300.00			300.00
	Paper				
12-702	Supplies				
12-703	Books				
12-704	Periodicals				
	Media				
12-705	(Videos, DVD)				
	Professional				
12-717	Development				
	Misc.				
12-719	Expenses				

12-850	Equipment- Non-Capital >\$5,000	11,000.00		11,000.00
12-852	Software & Licenses			
	Total	51,968.10	34,299.84	17,668.26

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 Allied Health Department defines student success as gaining certification from the Kansas Department of Aging and Disabilities. In order to qualify for testing the students must complete the course they are enrolled in at a percentage rate of 75 along with completing clinical time of 25 hours. The KDADS (state) test requires the following number of questions answered correctly for the following: CNA requires 75/100, CMA requires 65/85, and HHA requires 22/30.

2.2 Achieve/Promote Student Success

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

Narrative:

The Allied Health Department continues to achieve success by incorporating hands on learning. We do this by giving the students real life situations to practice during class and applying those skills during their clinical time. After courses are completed, we encourage students to apply for positions at those clinical sites along with assisting them with letters of recommendation. If the students are currently employed, we encourage furthering their education.

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:

Each course curriculum is set by Kansas Department of Aging and Disabilities (state). We follow these guidelines of required teachings and incorporate real life situations. Our program shows few completers, but we have revamped our certificate allowing more flexibility. Assessment data from Fall of 2018 to Fall of 2020 has been provided in summary form in section 7.1. To see full details, it can be found under assessment data in one drive. COVID-19 has created partially met results as skills have had to be altered. We however can see that all Outcomes are being Met on a consistent basis.

Certified Nurse Aide Learning Outcomes: Upon completion of this course, students will be able to do the following:

- Demonstrate the ability to think critically and make reasonable judgments.
- Perform all CNA roles successfully.
- Demonstrate effective CPR techniques for healthcare provider.

Certified Medication Aide Learning Outcomes: Upon completion of this course, students will be able to do the following:

- Perform duties which are of a standard nature within Kansas licensed adult care homes.
- Demonstrate the ability to follow policies and procedures regarding administering medication safely.
- Identify the basic structures and functions of body systems and how they are affected by a variety of medications.
- Demonstrate effective interpersonal skills while administering medications.

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

- Define rationale, philosophy, policies, personnel and regulations unique to restorative care needs in the nursing homes.
- Describe basic human anatomy applicable to the restorative role with emphasis placed on normal function and structure.
- Demonstrate effective interpersonal skills.
- Identify common medical problems encountered during restorative nursing.
- Demonstrate procedures and treatment methods used in the restorative aide role.

- Demonstrate and identify office procedures, forms, scheduling necessary in performing restorative aide duties.

Activity and Social Service Designee Learning Outcomes: Upon completion of this course, students will be able to do the following:

- Demonstrate interpersonal skills for communication and teamwork.
- Demonstrate understanding of social work practice and approaches to counseling.
- Identify documentation process within the parameters of HIPPA and confidentiality.
- Demonstrate care plan development, implementation skills, & updates from admission to discharge.
- Demonstrate the role and function in understanding and analyzing activities.
- Demonstrate and plan therapeutic activities to meet the holistic health.

Home Health Aide Learning Outcomes: Upon completion of this course, students will be able to do the following:

- Demonstrate health and supportive services in the home setting.
- Identify ways to assist the resident in maintaining/restoring optimal levels of holistic health.
- Demonstrate interpersonal skills.
- Identify first aid & safety measures to be taken in the home.

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:

In assessing the LTC certificate our stand-alone courses have large enrollment and completion. Our completion numbers for the certificate continues to struggle as we are unable to count high school students as finishers. During this pandemic time, we have seen a large increase in the enrollment for CNA and CMA courses. Students are completing course offerings and obtaining jobs in the local nursing homes. A yearly report is gathered by IR which includes if they have found a job and the rate of pay they receive.

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:

Currently we are assessing the learning outcomes of each program. We will continue our current procedures as our goals of assessment are consistently met. We also will incorporate new ideas as our adjunct instructor pool grows. With additional people recognizing areas of need we will improve student success in the work force.

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).

Amber Ragan Administrator of Gran Villas Fall 2017

Megan Lawrence DON of Independence Medical lodges Fall 2017

Melissa Traylor* RN of Cherryvale Nursing and Rehabilitation Center Fall 2012

Leah Small RN Wound care nurse Wilson Medical Independence Fall 2015

Ann Coats RN Assentation Bartlesville Oklahoma Spring 2016

Brenda Crites Kansas Works Independence Spring 2015

Melissa Johnson Kansas Works Independence Spring 2016

Taylor Westerfield Cherryvale representative Fall 2019

Rebecca Peitz Neodesha Representative Fall 2018

Michelle Lever RN Adjunct Spring 2020

Valon Jones Fredonia Representative Fall 2018

Jaicey Gillum ICC Now Coordinator Fall 2015

Allied Health Advisory Committee

Minutes September 25th, 2018

People in Attendance:

Susan Apollo- Executive Director of Morning Star Care Homes

Michelle Lever- Director of Healthcare Morning Star Care Homes

Ann Coats- Director of Nursing Medicalodges Coffeyville Kansas
Melissa Johnson- Yought Program Director Southeast Kansas Works
Brenda Crites- Career Coach Southeast Kansas Works
Charis Schultheiss- MDS/ADON Cherryvale Nursing and Rehabilitation
Melissa Traylor- Director of Nursing Cherryvale Nursing and Rehabilitation
Leah Small- Home Health Nurse Home Town Health Care
Jon Reed- Director of Operations Home Town Health Care
Amber Ragan- Operator/RN Grandvillas Independence
Linda Adkins- Administrator Neodesha Care
Megan Lawrence- Administrator Medicalodges Independence
Jaicey Gillum- ICC Now Coordinator
Rebekah Peitz- Navigator
Chastity Troxel- Program Coordinator for Registered Apprenticeships
Mallory Byrd- Director of Allied Health

Mallory Byrd Director of Allied Health called meeting to order. Introductions of the group were obtained. Chastity Troxel presented a PowerPoint presentation to the group about Registered Apprenticeships for the group. Following the floor was open for questioning. Neodesha Care Homes was interested in the process of beginning a group and Director of Allied Health told group that she would be willing to help in any way. Chastity was thanked for her presentation and the group was informed of the changes made to the LTC certificate. The group was told of plans to purchase laptops and they were very excited that it was a possibility along with classes being offered in the area schools via online. The group asked if there would be summer classes and the Director said it could be possible. Everyone was thanked for their time. The meeting ended at 7:45

Advisory Board Meeting March 13th 2019 6:00 PM

Review of previous meeting minutes.

Mallory Byrd shared that we are attempting to partner with another school for Perkins. We are also not able at this time to purchase the software for the course due to loss of PERKINS funding. Concerns for loss of funding was discussed as numbers for the courses has not decreased. Facilities all shared continued interest in attempting to gain software if funds became available. Talk of Application Day

continued; application day is where surrounding homes all come to WEST campus to have applications for perspective students and community members. Logistics still need worked out on availability and promotion.

Attendance was a group email as all who RSVP'd had to cancel.

Melissa Traylor-CNRC

Leah Small- HHC

Brett Pu- Montgomery Place

Brenda Crites- Kansas Works

Megan Lawrence- Medicalodges Indy

Ann Coats- Medicalodges Coffeyville

Melissa Johnson- Kansas Works

Amber Ragan- Medicalodges Indy

Canyae Downing- Windsor Coffeyville

Allied Health Advisory Committee

Minutes September 25th, 2019

People in Attendance:

Susan Apollo- Executive Director of Morning Star Care Homes

Michelle Lever- Director of Healthcare Morning Star Care Homes

Ann Coats- Director of Nursing Medicalodges Coffeyville Kansas

Melissa Johnson- Yought Program Director Southeast Kansas Works

Brenda Crites- Career Coach Southeast Kansas Works

Charis Schultheiss- MDS/ADON Cherryvale Nursing and Rehabilitation

Melissa Traylor- Director of Nursing Cherryvale Nursing and Rehabilitation

Leah Small- Home Health Nurse Home Town Health Care

Jon Reed- Director of Operations Home Town Health Care

Amber Ragan- Operator/RN Grandvillas Independence

Linda Adkins- Administrator Neodesha Care

Megan Lawrence- Administrator Medicalodges Independence

Mallory Byrd- Director of Allied Health

Mallory Byrd Director of Allied Health called meeting to order. Introductions of the group were obtained. The group was told of plans to purchase laptops and they were very excited that it was approved in the budget along with Point Click Care software and the classes being offered in the area schools via online. The group was told the laptops would be in use in October this year. The group asked if there would be summer classes and the Director said it could be possible. Everyone was thanked for their time. The meeting ended at 7:45

Allied Health Advisory Group

11/30/2020

Attendance:

Melissa Johnson- Kansas Works

Taylor Westerhold- Cherryvale UDS 447

Jaicey Gillum- ICC Now Coordinator

Laura Jamison- Navigator

Mallory Byrd- Allied Health Director

This group of people meet at 3:00 in a Zoom meeting. Mallory Byrd gave an update of computers that were purchased for the program and that they are awaiting the software purchase of Point Click Care. Perkins also purchased a thin man, and different artery models for the classroom. Mallory spoke about finding out logistics of money coming in from Senate Bill 155 and how they are being returned to the program. Members were informed of the graduation exception that was passed; this allows students to transfer in credits for a CNA course from another school to count towards the Long Term Care Certificate. Jaicey spoke about the partnerships and taking pictures at clinical sites. Melissa spoke about coming to the classes toward the end to help with application/resumes to aid in job placement. Taylor spoke with how her students end in the middle of the semester and how that would help and Jaicey spoke with possibly doing a soft skills course after their CNA course is over. Mallory stated she would send out her schedule once it has been completed. Mallory also spoke with the group about having another meeting in the Spring to keep all fronts up to date and discuss any changes or needs from the group. Meeting ended at 3:25.

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:

There is no specialized accreditation group required for the Allied Health courses. We are required by the Kansas Department of Aging and Disabilities to apply for approval or courses prior to offering them.

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:

ICC NOW is a program that has been created to assist with our high school enrollment by utilizing their high school pathways. Excell CTE is a program that currently allows CNA and CMA courses to be paid for the student leaving them only with set course fees. The ICC NOW coordinator has created relationships with surrounding high schools which has increased enrollment especially during this pandemic. This program helps fulfill the following HLC criterion by: Helping students learn with smaller class sizes and one on one applications. Providing skills that will allow students to gain employment and enhance community life. The program uses the Higher Learning Commission (HLC), the college's regional accrediting body, uses categories to evaluate the culture of continuous quality improvement on campus. I believe we fall under criterion 3 which is 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)
- 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 LTC Certificate is composed of KDADS regulated courses along with KBOR courses. This being stated, LTC certificate courses are easily transferred to the surrounding schools by compliance with KDADS and KBOR. By completing courses within the certificate students can become CNAs, CMAs, Activity Directors, Social Service Designees, Home Health Aides, and Restorative Aides. The program assess diversity is by learning about different cultures, religions, and disease processes along with learning/recognizing how we will communicate while care is being provided. To assist in learning this the students go to clinical where they are surrounded by a variety of scenarios. Below is the average base salary for a CNA provided by www.salary.com.

Certified Nursing Assistant Salaries by Percentile

PERCENTILE	SALARY	LOCATION	LAST UPDATED
10th Percentile Certified Nursing Assistant Salary	\$25,696	KS	January 29, 2021
25th Percentile Certified Nursing Assistant Salary	\$28,194	KS	January 29, 2021
50th Percentile Certified Nursing Assistant Salary	\$30,937	KS	January 29, 2021

75th Percentile Certified Nursing Assistant Salary	\$34,160	KS	January 29, 2021
90th Percentile Certified Nursing Assistant Salary	\$37,093	KS	January 29, 2021

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 Long-Term Care Certificate is awarded when a student has successfully completed the required number of credits. This certificate supports any student looking to get into the medical field.

Long Term Care

Certificate: Long Term Care

Course Title/ Credit Hours

Required Course (6 Hours)

Certified Nurse Aide (HEA 1216) 6

Required credits from tiered electives (7-10 hours)

Medical Terminology (HEA 1143) 3

*Medication Aide (HEA 1225) 5

Activity Director (HEA 1423) 3

Social Service Designee (HEA 1413) 3

*Restorative Aide (HEA 1262) 2

*Home Health Aide (HEA 1201) 1

Phlebotomy Essentials (HEA 1003) 3

Phlebotomy Clinical (HEA 1013) 3

Electives (3 hours)

English Composition I (ENG 1003) 3

Interpersonal Communication (COM 1233) 3

Public Speaking (COM 1203) 3

Developmental Psychology (BEH 2003) 3

Drugs and Behavior (BEH 2043) 3

Anatomy and Physiology (BIO2045) 5

* Requires having a CNA License

Total 16-19 credits

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

The program continues to grow in enrollment and expanding to surrounding high schools. We also have new partnerships with surrounding nursing homes such as Morningstar Care Homes of Neodesha, Montgomery Place Independence, Cherryvale Senior Living Cherryvale, Medicalodges of Coffeyville.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

The faculty stay up to date on issues/regulations in the field. Along with staying in good standing with the facilities in which our students use for clinical time. Mallory Byrd Director works part-time in two of our clinical sites building relationships. Mallory also is continuing her education through Pittsburg State University working towards her Bachelor of Nursing.

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 teach primarily geriatrics. What this entails is educating on disease processes, diversity needs, communication, empathy, and professionalism. We encourage our students to create relationships with the residents while maintaining professional boundaries. During clinicals some students find that working in the field as a geriatric aide is not for them. Our faculty/students have on several occasions gone to the nursing homes and donated time to sit with residents who might need one on one care but cannot afford it. Faculty also works with EMS Education on similar skills allowing students to work with other medical response teams.

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 Fall of 2018 to Fall of 2020 has been provided in summary form below. To see full details, it can be found under assessment data in one drive. COVID-19 has created partially met results as skills have had to be altered. We however can see that all Outcomes are being Met on a consistent basis.

Assessment Report for *Certified Nurse Aide HEA 1216*

Term: Fall 2018

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Demonstrate the ability to think critically and make reasonable judgments.	Met	
2. Perform all CNA roles successfully.	Met	
3. Demonstrate effective CPR techniques for healthcare providers.		Spring 2019
4. Demonstrate effective intrapersonal skills.		Spring 2019

Assessment Report for *Certified Medication Aide HEA 1225*

Term: Fall 2018

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Perform duties which are of a standard nature within Kansas licensed adult care homes.	Met	None
2. Demonstrate the ability to follow policies and procedures regarding administering medication safely.		Measure in Spring 2019
3. Identify the basic structures and functions of body systems and how they are affected by a variety of medications.	Met	None
4. Demonstrate effective interpersonal skills while administering medications.		Measure in Spring 2019

Assessment Report for *Certified Nurse Aide HEA 1216*

Term: Spring 2019

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Demonstrate the ability to think critically and make reasonable judgments.	Assess in Fall 2019	
2. Perform all CNA roles successfully.	Assess in Fall 2019	
3. Demonstrate effective CPR techniques for healthcare providers.	Partially Met	No further action is planned at this time because there is not enough data to show a need of changing teaching method.
4. Demonstrate effective intrapersonal skills.	Met	

Assessment Report for *Certified Medication Aide HEA 1225*

Term: Spring 2019

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Perform duties which are of a standard nature within Kansas licensed adult care homes.	Assess in Fall 2019	

2. Demonstrate the ability to follow policies and procedures regarding administering medication safely.	Partially Met	Provide more in class activities to demonstrate understanding.
3. Identify the basic structures and functions of body systems and how they are affected by a variety of medications.	Assess in Fall 2019	
4. Demonstrate effective interpersonal skills while administering medications.	Met	None

Assessment Report for *Certified Nurse Aide HEA 1216*

Term: Fall 2019

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Demonstrate the ability to think critically and make reasonable judgments.	Met	
2. Perform all CNA roles successfully.	Met	

3. Demonstrate effective CPR techniques for healthcare providers.		
4. Demonstrate effective intrapersonal skills.		

Assessment Report for *Certified Medication Aide HEA 1225*
Term: Fall 2019

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Perform duties which are of a standard nature within Kansas licensed adult care homes.	Met	
2. Demonstrate the ability to follow policies and procedures regarding administering medication safely.		
3. Identify the basic structures and functions of body systems and how they are affected by a variety of medications.	Met	
4. Demonstrate effective interpersonal skills while administering medications.		

Assessment Report for *Certified Nurse Aide HEA 1216*
Term: Spring 2020

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Demonstrate the ability to think critically and make reasonable judgments.	Partially Met	With Covid 19 students have yet to be able to complete this outcome outside of the classroom setting.
2. Perform all CNA roles successfully.	Partially Met	With Covid 19 students have yet to be able to complete this outcome outside of the classroom setting.
3. Demonstrate effective CPR techniques for healthcare providers.	Met	
4. Demonstrate effective intrapersonal skills.	Partially Met	With Covid 19 students have yet to be able to complete this outcome outside of the classroom setting.

Assessment Report for *Certified Medication Aide HEA 1225*

Term: Spring 2020

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Perform duties which are of a standard nature within Kansas licensed adult care homes.	PARTIALLY MET	

2. Demonstrate the ability to follow policies and procedures regarding administering medication safely.	PARTIALLY MET	
3. Identify the basic structures and functions of body systems and how they are affected by a variety of medications.	PARTIALLY MET	
4. Demonstrate effective interpersonal skills while administering medications.	PARTIALLY MET	

Assessment Report for *Certified Nurse Aide HEA 1216*

Term: FALL 2020

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Demonstrate the ability to think critically and make reasonable judgments.	Partially Met	With Covid 19 students have yet to be able to complete this outcome outside of the classroom setting.
2. Perform all CNA roles successfully.	Partially Met	With Covid 19 students have yet to be able to complete this outcome outside of the classroom setting.

3. Demonstrate effective CPR techniques for healthcare providers.	Met	
4. Demonstrate effective intrapersonal skills.	Partially Met	With Covid 19 students have yet to be able to complete this outcome outside of the classroom setting.

Assessment Report for *Certified Medication Aide HEA 1225*
Term: FALL 2020

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Perform duties which are of a standard nature within Kansas licensed adult care homes.	PARTIALLY MET	
2. Demonstrate the ability to follow policies and procedures regarding administering medication safely.	PARTIALLY MET	
3. Identify the basic structures and functions of body systems and how they are affected by a variety of medications.	PARTIALLY MET	
4. Demonstrate effective interpersonal skills while administering medications.	PARTIALLY MET	

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:

I believe that the Long-Term Care Certificate falls under Vitality Category 2: Maintain current levels of support and continuous improvement. Full time faculty and adjuncts constantly strive to make improvements as needed to further the education level of students. Our program meets the guidelines set by Kansas Department of Aging and Disabilities. This program continues to make an atmosphere like the nursing home setting by equipment being purchased. Laptops, a thin man body diagram, arteriosclerosis model, and bronchodilator models have recently been purchased to help visualize what is happening to the body with certain disease processes. We are aligned with the mission statement by producing excellent employees in this area.

I agree that this program falls under the maintain current levels of support and continuous improvement category. The full - time faculty and adjuncts continue to strive towards improvements for their students and the overall program.

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: Obtain computer software to increase knowledge on computerized charting. In getting Point Click Care (PCC) Software the students will know the software that majority of the nursing

homes in this area use. I will be able to assess this as students are able to chart a clinicals. This will be possible when IT finishes conferring with PCC. By knowing how to chart on the PCC system students will have more confidence when obtaining a new job.

Goal 2. Obtain a second full time instructor. By having a second instructor we will be able to offer additional summer and evening courses. We will see how if this happens by number of enrollments and number of courses offered. This is possible to achieve if we can continue to our online offerings. Some training would be required for the new employee such as assessment. Curriculum would remain the same as it is provided by the state of Kansas.

Goal 3. Creation of a simulation lab outside of in the classroom. This would require another room utilized by the Allied Health department. With this the students would be placed in a different atmosphere and allow them to feel what it is like in unfamiliar surroundings. This classroom would be ideal if it had access to a sink to ensure students provide proper hand hygiene.

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:

This program is built around our mission statement here at ICC. Not only do the students gain knowledge about different cultures they get to put the knowledge they learn to the test at the facilities we go to. Students are assigned a paper in which they must research a culture and provide insight to the class. We also help our students feel confident by preparing them for the real situations. This is done by testing and demonstrations. Our students are going out and getting jobs in this field and if they are not employed most are still continuing with their education.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

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

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

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

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

Narrative:

Currently the budget we have is adequate. We are able to fix small expenditures with equipment when needed. We had reduced cost of budget by encouraging students to bring items from home on lab days. As times and availability of items change such as isolation gowns, masks, gloves, and goggles we attempt to keep equipment as long as possible. I would like to see the Long-Term Care budget to reflect:

Food and Meals- 475

Recruiting- 500

Conference fees/registration- 1000

Instructional supplies- 1000

Software- 1500** New Expense. Goal 1 Yearly Software Fee

Office supplies- 400

Salaries- 100,000 (this includes a second faculty member) *** New Expense. Goal 2 Program growth.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

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

Narrative:

The Director of Allied Health Mallory Byrd has completed this Comprehensive review with assistance from staff for salary and enrollment numbers. The review of this document was done by members of the Assessment team.

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 PRC reviewed and has sent recommendation for clarification to program faculty. We agree with maintaining the program.

10.0 Appendices

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

Comprehensive
Program
Of
<Pre-Nursing>
For
<2020-2021>

Prepared by
<Dr. Thomas Weaver>

<2>



Independence
COMMUNITY COLLEGE

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1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

The pre-nursing curriculum is designed for students who are planning to enter the field of nursing and pursuing a Bachelor of Nursing degree. Students considering nursing as a career should consult the catalog of the college, they wish to attend to ensure transfer of all courses. Different schools may have different requirements.

The Pre-Nursing program at Independence Community College offers introductory courses in Biology, including, Biology I, Anatomy and Physiology, Chemistry, and Microbiology as well as electives such as Nutrition and Medical Terminology. These courses provide an excellent foundation for students to continue their education in Nursing or at a four-year college or in a health-related program.

The courses in Pre-Nursing at ICC are taught by three full time faculty members and four part-time faculty members. The three full time faculty members have diverse specializations from molecular and organismal biology to medical and health care that complement the course offerings. All courses in the Biological Sciences at ICC have a maximum of 24 students, allowing students to receive individualized attention, ample opportunities for active class participation, and accurate advisement.

Studying Pre-Nursing increases an understanding and appreciation of medical situations along with an understanding of the human body and chemistries. In addition, studying Pre-Nursing creates scientific thinking, reasoning, problem solving skills and the ability to relate to real world experiences.

A career in Pre-Nursing can be very exciting and rewarding. Nurses work in fields such as health care, research, Nurse Anesthetist, Mental Health, Nurse Practitioner, Certified Nurse Midwife, Pediatric Nurse, Orthopedic Nurse, Nurse Practitioner, Clinical Nurse Specialist, Geriatric Nurse, Neonatal Nurse amongst many others. With recent advances in science and medical research, many more doors and avenues are opening for students with degrees in Pre-Nursing.

The two-year associate degree in Pre-Nursing at Independence Community College is designed as a transfer program for completion at a four-year institution or for completion in a health-related program such as an LPN program, BSN program, or NP program.

For detailed information about careers in Nursing, please visit <http://albs.org/careers/Nursing>.

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:

PRN Program Review Data AY 2019

(Looking at all courses from the “Sciences” section of the degree plan.)

Number of Faculty:

full time: 3 (Chaplin, Weaver, Crompton)

part time: 4 (Reynolds, Dahler, Pearce, Lal)

Enrollment & Student credit hours by Faculty type:

Full time: 96 total credit hours taught, with 312 total students enrolled

Part time: 28 credit hours taught, 63 total students enrolled

Average Class size:

14.1 students in Face-to-Face classes

15.7 students in online classes

14.4 students across all courses

Completion rates:

90.4% face-to-face

77.7% online

87.2% all courses

Pass ('D' or better) rates:

98.4% face-to-face

82.2% online

94.8% all courses

Pass ('C' or better) rates:

87.4% face-to-face

71.2% online

83.8% all courses

Number of Majors: 21 (3 returned in Fall 2019)

Degrees Awarded: 1

PRN Program Review Data AY 2020

(Looking at all courses in the "Sciences" section of the degree plan)

Number of Faculty:

3 full time (Chaplin, Crompton, Weaver)

3 adjunct (Dahler, Reynolds, Pearce)

Enrollment & Student credit hours by Faculty type:

Full time: 101 total credit hours taught, with 307 total students enrolled

Adjunct: 15 credit hours taught, 34 total students enrolled

Average Class size:

13.6 students in Face-to-Face classes

16.0 students in online classes

14.2 students across all courses

Completion rates:

85.3% face-to-face

80.2% online

83.9% all courses

Pass ('D' or better) rates:

92.8% face-to-face

88.3% online

91.6% all courses

Pass ('C' or better) rates:

84.7% face-to-face

85.7% online

85.0% all courses

Number of Majors: 24 (2 returned in Fall 2020)

Degrees Awarded: 0

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 in the Pre-Nursing program at ICC consists of students acquiring a set of skills and competencies through highly engaged, high-impact educational practices to produce work that exhibits ingenuity, self-expression, compelling composition, strong technique, and exceptional craftsmanship. In addition, student success is defined by acquiring the intellectual foundation to interpret and evaluate work, leading to essential learning outcomes.

Student success is evaluated through assessment measures that correlate to the course outcomes. These measures consist of test questions and test scores, assignment questions and assignment scores, lab questions and lab scores, and other knowledge-based activities throughout the course. Student success is accomplished if at least 70% of students who complete all these assignments receive at least 70% of the total combined points possible for the assignments.

2.2 Achieve/Promote Student Success

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

Narrative:

The Pre-Nursing program at ICC promotes student success through one-to-one relationships with students and colleagues, innovation of teaching strategies, refinement of course offerings to better meet students' needs, and continual exploration of new ways to engage students with discipline-related content, including Learning Communities, Independent Studies, and Honors contracts/courses.

The Pre-Nursing program strives to maintain academic rigor and excellence to ensure that students preparing for a career in any branch of biological science have a solid foundation. This includes increasing student completion rates by improving services provided and implementing current best practices in teaching. In addition, the Pre-Nursing program provides creative ways to engage students in active learning, reflection, rebalancing numbers of sections of each course in response to enrollment figures, as well as expanding online course offerings.

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:

In striving to meet its institutional responsibilities as a community college, Independence Community College sets forth the following purpose statements in definition of its educational programs and services. These statements also serve as criteria for the administration, faculty, staff, students, and the public in assessing the College's effectiveness in meeting its institutional mission. The following is the student learning outcomes assessment for the Pre-Nursing program.

The Pre-Nursing program adopted the learning outcome in response to the impact the curriculum provides for students that will transfer to other institutions for additional nursing degree.

Achieving Junior Level Transfer Status

Students who have completed either a prescribed Associate of Arts or Associate of Science degree programs at Independence Community College should be able to transfer to select four-year colleges or universities with junior status. The College establishes and maintains transfer agreements with select institutions to facilitate the transferability of its academic programs.

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 assessment for the courses in the Pre-Nursing program took part in the new assessment format created by the ICC assessment committee. The template included a summary table, the outcome, whether outcome was met, findings, further action, strengths of course, weaknesses of course, measures used, measure target goal, and measure results. Assessment templates were completed for the Biology department courses by the instructors for all courses. Target success for a learning outcome is that 70% of the students will achieve a 70% on a measure corresponding to the learning outcome. Learning outcomes are considered "Met" if the average score for a learning outcome is at 70% or higher. Outcomes are "Partially Met" if

scored in the 55-69% range, and “Not Met” for outcomes less than 55%. The range for Partially Met is scored to match current trends in the number of students who obtain a grade of “C” or higher.

KBOR Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Demonstrate an understanding of the nature of science.	Partially Met	Ensure better mechanisms of assessment are in place.
2. Demonstrate an understanding of the levels of organization and emergent properties of life.	Partially Met	More active learning opportunities will be given in future sections
3. Demonstrate an understanding of bioenergetics.	Partially Met	Additional assigned activities will be given in future sections. Course progression order will be modified.
4. Demonstrate an understanding of cellular reproduction.	Met	none
5. Identify the basic principles of Mendelian and molecular genetics, and relate these to the basic principles of Natural Selection and evolution. ○	Not Met	Teaching methods will be revised.
6. Design and perform experiments in a laboratory setting.	Met	None

Anatomy & Physiology Outcomes:

1. Identify the various levels of biological structures and the language used to describe them:
 - a. be able to use anatomical terminology,
 - b. explain homeostasis,
 - c. identify cellular structures and their functions,
 - d. identify and describe tissue types and their location in the human body.
2. Identify and describe the systems associated with body covering, support, and movement.
3. Identify and describe systems that integrate, regulate, and control the activities of the body, including the nervous system, special senses, and the endocrine system.
4. Identify and describe the systems responsible for fluid equilibrium, transport and gas exchange in the body, including the cardiovascular system, the lymphatic system, and the respiratory system.
5. Identify and describe the systems that relate to environmental exchange and reproduction including the digestive system, urinary system, and the reproductive system.

Summary Table

Learning Measures	Outcomes Met/ Partially Met/ Not Met	Measure type & target goal	Summary of Future Planned Action(s)	Findings and Further actions
Exam 1	Outcomes: 1a,b,c,d NOT Met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None. This exam was attempted with lap tops in which the test was on canvas. Technical difficulties with the computers created students not to get done on time. We will not do this again.	8/15 students received a 70% or better. Further actions include taking exams on paper.
Muscle test/integumentary	Outcomes: 1,2	Direct measure,	None. students and allows	Students responded well

	Met	1. 70% of students achieve at least 70%	adaptation to real world experiences.	to this measure. %4 students met this outcome
Digestive Quiz	Outomes met: 5 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure.
Cardiovascular Quiz	Outcome met 4	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well with some difficulties due to the transition to online from the COVID 19 outbreak.
Special Senses	Outcome 3 Met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	none	Students responded well with some difficulties due to the transition to online from the COVID 19 outbreak.

3.3 Ongoing Assessment Plans

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

Narrative:

The Pre-Nursing future assessment plans will continue as describes above for individual courses. However, the Pre-Nursing department will continue to assess the program for the purpose of preparing students to transfer into other nursing programs that do not require an Associates Degree. This includes considering a Pre-nursing certificate program that includes transferrable courses to Associate of Nursing programs and/or combining the Biology program to include a general Pre-Healthcare program that includes Pre-Nursing and Pre-Medical Degrees.

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

- 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).

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 Pre-Nursing program does not have any specialized accreditation.

4.3: Other:

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

Narrative:

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

Kansas Board of Regents

Transfer and Articulation Agreement for the following courses:

- General Biology
- Biology I
- Biology II
- A&P
- Microbiology
- Nutrition
- Medical Terminology
- Environmental Science
- Chemistry I
- Chemistry II 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:

An associate degree in Pre-Nursing requires a completed application, completion of 65 credit hours, including the fulfillment of all program and degree requirements, and a cumulative GPA of 2.0 or better.

The Associates of Science Degree in Pre- Nursing is intended to enable students to satisfy equivalent lower-division college credit course requirements and to transfer, with advanced standing, into comparable Bachelor of Science Degree programs at Kansas Regents universities or to enter a healthcare Nursing program at another college or university.

Courses are organized and structured to interconnect accumulative knowledge with growing proficiencies within each course for an overall informative experience of the program. Courses are modified across outcomes whether through assessment, interaction with transfer institution, or knowledge of the profession.

The Biology program, with collaboration and guidance from KBOR, adapts and modifies the educational needs of the community it serves.

Due to the curriculum and courses offered for the program, the budget falls within the Biology department. Therefore, the future plan is for the Pre-Nursing program to become a tract within the Biology program beginning the 2021-2022 academic year or create a Pre-Healthcare program in which both Pre-Nursing and Pre-Medical program tract.

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:

Graduation Requirements for the associate of Science degree in Pre-Nursing (PRN):

The Associate of science Degree is awarded upon satisfactory completion of a planned program of not less than sixty-five (65) college credit hours and a cumulative grade point average of 2.0 including the following distribution of credits:

Pre-Nursing (PRN)			
Degree: Associate of Science			
The following is a pre-nursing curriculum for students who are planning to enter the field of nursing pursuing a Bachelor of Nursing degree. Students considering nursing as a career should consult the catalog of the college they wish to attend to ensure transfer of all courses. Different schools may have different requirements than those listed below.			
Analysis & Oral Communication (9 hours)	Credit Hours	Health and Well-Being (6 hours)	Credit Hours
English Composition I (ENG1003)	3	General Psychology (BEH 1003)	3
English Composition II (ENG 1013)	3	Developmental Psychology (BEH 2003)	3
Public Speaking (COM 1203)	3		
Mathematics (3 hours)	Credit Hours	Human Heritage (6 hours)	Credit Hours
College Algebra (MAT 1023) or higher	3	History (Select 1)	
		US History I (HIS 1023)	3
		US History II (HIS 1063)	3
Sciences (23 hours)	Credit Hours	Philosophy and Religion (Select 1)	
Anatomy & Physiology (BIO 2045)	5	Introduction to Philosophy (PHI 2003)	3
Chemistry for Non-majors (PHS 1015)	5	Ethics (PHI 1073)	3
General Biology (BIO 1005)	5	New Testament History (REL 1013)	3
Microbiology (BIO 2055)	5	World Religions (REL1053)	3
Nutrition (BIO 2053)	3		
Fine Arts and Aesthetic Studies (3 hours)	Credit Hours	Social Awareness (3 hours) (Select 1)	Credit Hours
Art Appreciation (ART 1043)	3	Introduction to Sociology (SOC 1003)	3
Drawing and Composition (ART 1023)	3		
Ceramics I (ART 2023)	3	Political Awareness (3 hours) (Select 1)	Credit Hours
Painting I (ART 1033)	3	American Government (POL 1023)	3
Music Appreciation (MUE 1303)	3		
Music Theory I (MUE 1093)	3	Business and Technology (6 hours)	Credit Hours
Creative Writing (ENG 2023)	3	Personal Finance (BUS 1003)	3
Theatre Appreciation (THR 1013)	3	Financial Accounting (ACC 1043)	3
Acting I (THR 1023)	3	Introduction to Business (BUS 1093)	3
Stagecraft I (THR 1033)	3	Computer Concepts & Applications (CIT 1003)	3
		Microeconomics (BUS 2023)	3
Cultural Studies (3 hours)	Credit Hours	Macroeconomics (BUS 2033)	3
Anthropology (SOC 1023)	3		
Spanish I, II, III (FRL 1025, 1035, 2035)	5	Total: 65	
World Regional Geography (GEO 2013)	3		
Intro to Race and Ethnic Relations (SOC 2113)	3		
African American History (HIS 1163)	3		
World History I (HIS 1003)	3		
World History II (HIS 1013)	3		

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

The Pre-Nursing programs curriculum has entailed general education courses during the time analyzed by this 220-2021 Review. Therefore, the accomplishments for the Pre-Nursing program include accomplishments of all the faculty that instructs general education courses. The greatest noteworthy accomplishments are the adjustments made by the faculty during the incredibly difficult times due to the COVID-19 pandemic. Faculty made incredible strides with the changing of individual courses for the betterment of the students. This included completely changing course plans to become complete online courses, making accommodations for students, and complying with all guidelines and regulation regarding COVID-19 pandemic.

The program faculty should highlight noteworthy program accomplishments.

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

6.2 Faculty Accomplishments

6.3 Innovative Research, Teaching and Community Service

Narrative:

Two faculty members in the Biology department have accomplished the status of Professor. Faculty continue to accomplish relationships with the community by holding science demonstrations at community events. Faculty also continue to have excellent relationships with hospitals, other professionals in the field, and other institutions. This allows access for students to prepare and have advantages in the healthcare field that students from other institutions will not.

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:

Over the past two years of this program, overall enrollment numbers are down, however matching institutional decline. Average class size was down almost 2 students per class and overall completion rates decreased over 1% for all program courses. However, the number of students declaring a Major in Pre-Nursing increased by two students. In addition, no degrees were awarded in AY20 where 1 degree was awarded in AY19. However, this is being addressed by the possibility of changing the Pre-Nursing program, as mentioned above.

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:

This program analysis shows a declining pattern in student data rates. Please note that some of this data reflects the COVID-19 pandemic crisis. Revitalization initiatives have included serving the best interests of students and their success at the college level by considering an additional Associate of Science degree in pre-health care or pre-medicine. The Biology program already offers several courses that qualify students for this degree including Biology I, Anatomy and Physiology, and Nutrition. Additional courses that ICC already offers that can be considered for these additional programs or included in the nursing program include Medical Terminology, CAN/CMA courses, CPR, EMS and Phlebotomy.

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:

By the end of the 2021-2022 school year, all Science courses will be assessed through the program's new annual review.

By the end of the 2021-2022 The Pre-Nursing program will have a new identity to include additional specific courses related to a Pre-Nursing program and/or become part of a Pre-Healthcare program.

By the end of the 2021-2022 school year, the overall success rate (C or better) of all Pre-Nursing program courses will be 90%.

By the end of the 2021-2022 school year, full-time Biology faculty will participate in at least one professional development conference relating to their subject.

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 Pre-Nursing program embraces the mission of Independence Community College serving the best interests of students and the community by providing academic excellence and promoting cultural enrichment and economic development. In addition, the Pre-Nursing department aligns with the ICC mission by striving to provides an exceptional educational experience by cultivating intellect, encouraging creativity, and enhancing character in a student and community centered environment. (About Us-Independence Community College)

The Pre-Nursing program aligns itself with the ICC Purpose Criterion 1: Achieving Junior Level Transfer Status.

Transfer and Articulation Agreement for the following courses:

- General Biology
- Biology I
- Biology II
- A&P
- Microbiology
- Nutrition
- Medical Terminology
- Environmental Science
- Chemistry I
- Chemistry II

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 Pre-Nursing program does not have its own budget line. Due to the curriculum and courses offered for the program, the budget falls within the Biology department. Therefore, the plan is for the Pre-Nursing program to become a tract within the Biology program beginning the 2022-2023 academic year.

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:

For the data that is available, Dr. Thomas Weaver gathered, analyzed, and prepared this review. Anita Chappuie (Director of Institutional Research) provided end of year academic data and Johnathan Sadhoo (Chief Financial Officer) provided all financial data. Dr. Thomas Weaver prepared this comprehensive program review for the aforementioned academic years.

9.2 VPAA and/or Administrative Designee Response

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

Narrative:

I agree with Dr. Weaver's assessment and plans for the Pre-Nursing program. I feel with the right focus and agreements we can see growth in this program and success in for our students transferring into nursing programs. (Sarah Owen PRC 4.28.2021)

I agree with this assessment and plans for the Pre-Nursing program. Faculty are striving to maintain the program at current levels and are consistently assessing program and student needs. (Taylor Crawshaw VPAA 4.28.2021)

10.0 Appendices

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

INDEPENDENCE COMMUNITY COLLEGE
2020-21
Unaudited
BudgetSummary-Revenue
For The Month End: 04/30/2021

	2020-21	2020-21	2020-21	Estimated
	Published Budget	Operating Budget	Current YTD Revenue	% Budget Recorded
General Fund (11)				
Student Revenue				
Tuition	\$0.00	(\$983,171.31)	(\$921,286.87)	93.71%
Fees	0.00	(1,578,476.78)	(1,400,296.81)	88.71%
	0.00	(2,561,648.09)	(2,321,583.68)	90.63%
Local Income				
Real Estate Distribution	0.00	(5,475,664.08)	(3,454,352.93)	63.09%
Motor Vehicle	0.00	(598,008.00)	(503,301.36)	84.16%
Rec Vehicle/Watercraft	0.00	(10,859.00)	(12,152.23)	111.91%
Delinquent Taxes	0.00	(103,452.14)	(217,411.12)	210.16%
Other	0.00	0.00	(45,803.24)	0.00%
	0.00	(6,187,983.22)	(4,233,020.88)	68.41%
State of Kansas				
State Operating Grant	0.00	(1,427,559.00)	(1,427,559.00)	100.00%
State Grants and Contracts	0.00	0.00	0.00	0.00%
Technology Grant - other	0.00	(16,695.00)	(16,695.00)	0.00%
	0.00	(1,444,254.00)	(1,444,254.00)	100.00%
Federal Income				
Indirect Costs	0.00	(44,690.00)	(22,047.60)	49.33%
Other				
ICC Foundation	0.00	(60,000.00)	0.00	0.00%
Interest	0.00	(3,275.00)	(6,055.68)	184.91%
Sales Tax Payable	0.00	0.00	(449.98)	0.00%
Misc.	0.00	(500,000.00)	(506,136.37)	101.23%
Fees (non-course fees)	0.00	(18,466.15)	(13,392.64)	72.53%
	0.00	(581,741.15)	(526,034.67)	90.42%
Transfers, Allowances and Carry-overs	0.00	0.00	0.00	0.00%
Total General Fund	0.00	(10,820,316.46)	(8,546,940.83)	78.99%
Postsecondary Technical Education (12)				
Student Revenue				
Tuition	0.00	(285,004.87)	(155,259.76)	54.48%
Fees	0.00	(211,551.79)	(142,569.77)	67.39%
	0.00	(496,556.66)	(297,829.53)	59.98%
Other				
State of Kansas PTE	0.00	(557,932.00)	(557,932.00)	100.00%
State of Kansas SB155	0.00	(110,775.00)	(69,756.00)	62.97%
Cosmetology	0.00	(26,626.40)	(3,537.92)	13.29%
Other	0.00	(151,000.00)	0.00	0.00%
	0.00	(846,333.40)	(631,225.92)	74.58%
Transfers, Allowances and Carry-overs				
Total Postsecondary Fund	0.00	(1,342,890.06)	(929,055.45)	69.18%
Adult Education/GED (13)				
Other Income	0.00	(52,288.00)	(52,288.00)	100.00%
Non-mandatory Transfer	0.00	0.00	0.00	0.00%
	0.00	(52,288.00)	(52,288.00)	100.00%
Total Funds, 11, 12,13	0.00	(12,215,494.52)	(9,475,996.28)	77.57%

Auxiliary				
Bookstore				
Sales	0.00	(349,998.00)	(176,342.32)	50.38%
Non-mandatory Transfer	0.00	(3,223.63)	0.00	0.00%
	0.00	(353,221.63)	(176,342.32)	49.92%
Meals				
Student Sources	0.00	(790,000.00)	(775,952.00)	98.22%
Other Sources	0.00	(115,611.04)	(4,897.15)	0.00%
Non-mandatory Transfer				
	0.00	(905,611.04)	(780,849.15)	86.22%
Dorms				
Student Sources	0.00	0.00	0.00	0.00%
Student Sources- Dorms/Bluffstone	0.00	(701,040.00)	(627,760.00)	89.55%
Student Accident Insurance	0.00	(25,000.00)	(59,975.00)	239.90%
Non-mandatory Transfer	0.00	0.00	0.00	0.00%
	0.00	(726,040.00)	(687,735.00)	94.72%
Inge Center/Festival				
Inge Center	0.00	0.00	0.00	0.00%
Inge Festival	0.00	0.00	0.00	0.00%
Non-Mandatory Transfer	0.00	0.00	0.00	0.00%
	0.00	0.00	0.00	0.00%
Transfers, Allowances and Carry-overs				
	0.00	(3,223.63)	0.00	0.00%
Total Auxiliary	0.00	(1,984,872.67)	(1,644,926.47)	82.87%
ICC Foundation				
Scholarship Support	0.00	0.00	(66,574.00)	0.00%
Total ICCFoundation	0.00	0.00	(66,574.00)	0.00%
Plant Funds				
West Main				
Capital Outlay	0.00	0.00	(587.36)	0.00%
Foundation Support	0.00	0.00	0.00	0.00%
Student Athlete Fee	0.00	(25,000.00)	(25,850.00)	103.40%
Total Plant Funds	0.00	(25,000.00)	(26,437.36)	105.75%
Federally Funded Programs				
Upward Bound	0.00	(391,159.00)	(223,219.96)	57.07%
Student Support Services	0.00	(291,415.00)	(155,750.88)	53.45%
CARES Act Grant Funds	0.00	(1,730,369.00)	(1,014,784.26)	58.65%
Total Federally Funded Programs	0.00	(2,412,943.00)	(1,393,755.10)	57.76%
Total College Operations	0.00	(16,638,310.19)	(12,607,689.21)	75.78%

INDEPENDENCE COMMUNITY COLLEGE
2020-2021
Unaudited
Budget Summary-Expenditures
For Month End:4/30/2021

	2020-21	2020-21	2020-21	Estimated
	Published Budget	Operating Budget	Current YTD Expenses	% Budget Recorded
General Fund (11)				
Academic Instruction				
11-1100 General Instruction	\$0.00	\$288,064.36	\$2,188.04	0.76%
11-1140 Online Instruction	0.00	27,766.00	25,225.08	90.85%
11-1141 Health & Wellness	0.00	2,199.96	38,700.36	1759.14%
11-1150 Theatre	0.00	231,345.96	133,560.13	57.73%
11-1151 Music	0.00	175,424.84	141,019.18	80.39%
11-1152 Foreign Language	0.00	0.00	0.00	0.00%
11-1154 English	0.00	245,139.72	257,753.25	105.15%
11-1155 Art	0.00	71,051.16	59,494.72	83.74%
11-1156 Communications/Journalism	0.00	75,960.88	92,712.62	122.05%
11-1160 Workforce Development	0.00	3,500.04	1,830.21	52.29%
11-1161 Community Education	0.00	0.00	0.00	0.00%
11-1173 Social Sciences	0.00	282,793.40	323,938.04	114.55%
11-1174 Physical Science	0.00	79,419.24	74,091.05	93.29%
11-1175 Chemistry	0.00	38,082.04	4,366.71	11.47%
11-1176 Biology	0.00	157,192.84	147,735.17	93.98%
11-1177 Math	0.00	149,168.88	126,284.14	84.66%
11-1187 Accounting	0.00	59,006.72	29,642.38	50.24%
11-1188 Business	0.00	4,800.04	5,319.67	110.83%
11-1223 Fab Lab/Entrepreneur	0.00	157,759.46	128,317.25	81.34%
Total Academic Instruction	0.00	2,048,675.54	1,592,178.00	77.72%
Academic Support				
11-4100 Library	0.00	112,310.92	92,656.96	82.50%
11-4200 Academic Affairs	0.00	309,455.77	228,259.51	73.76%
11-4210 Online Administration	0.00	0.00	0.00	0.00%
11-4220 ICC West	0.00	47,439.51	38,906.89	82.01%
11-4230 Academic Advising	0.00	0.00	710.00	0.00%
11-4240 Online Administration	0.00	23,695.00	2,502.75	10.56%
11-4250 Tutoring	0.00	28,388.68	43,792.65	154.26%
Total Academic Support	0.00	521,289.88	406,828.76	78.04%
Total Instruction	0.00	2,569,965.42	1,999,006.76	77.78%

Postsecondary Technical Education (see detail below)

Student Services

11-5200 Financial Aid	0.00	184,101.46	127,027.44	69.00%
11-5300 Admissions	0.00	138,232.72	93,499.17	67.64%
11-5310 Navigators	0.00	193,382.00	172,831.13	89.37%
11-5400 Registrar	0.00	8,415.00	2,012.23	23.91%
11-5500 Athletic Administration	0.00	599,925.12	391,973.90	65.34%
11-5510 Football	0.00	472,938.40	415,634.42	87.88%
11-5520 Men's Basketball	0.00	156,032.35	106,235.74	68.09%
11-5530 Volleyball	0.00	104,672.50	90,845.17	86.79%
11-5540 Women's Basketball	0.00	147,403.36	124,116.87	84.20%
11-5560 Softball	0.00	105,772.24	70,132.75	66.31%
11-5580 Baseball	0.00	0.00	0.00	0.00%
11-5590 Cheer & Dance	0.00	80,328.55	47,434.70	59.05%
11-5595 Athletic Training	0.00	129,357.36	115,758.24	89.49%
11-5600 ICC NOW	0.00	93,986.00	110,486.41	117.56%
11-5700 Student Life	0.00	258,864.28	223,224.09	86.23%

Total Student Services	0.00	2,673,411.34	2,091,212.26	78.22%
Institutional Support				
11-6000 Board of Trustees	0.00	14,524.96	18,860.47	129.85%
11-6100 President's Office	0.00	319,035.12	216,553.48	67.88%
11-6110 Human Resources	0.00	172,394.60	182,506.93	105.87%
11-6200 Financial Services	0.00	411,730.80	320,740.61	77.90%
11-6300 Public Relations - Marketing	0.00	222,996.96	239,056.36	107.20%
11-6310 Recruiting-International	0.00	22,500.17	(374.01)	(1.66%)
11-6420 Institutional Research	0.00	81,405.68	62,923.69	77.30%
11-6500 Institutional Support	0.00	1,260,002.84	1,271,754.56	100.93%
11-6510 Compliance	0.00	20,900.00	20,276.45	97.02%
11-6600 Computing Department	0.00	464,345.15	365,909.92	78.80%
11-8900 Grant Writing	0.00	0.00	0.00	0.00%
Total Insitutional Support	0.00	2,989,836.28	2,698,208.46	90.25%
Scholarships				
11-8100 Scholarships	0.00	881,923.90	839,860.64	95.23%
Total Scholarships	0.00	881,923.90	839,860.64	95.23%
Transfers				
11-9200 Transfers and Carryovers	0.00	413,162.00	0.00	0.00%
Operations and Maintenance				
11-7100 Repairs & Maintenance	0.00	500,225.65	348,346.88	69.64%
11-7200 Transportation	0.00	248,206.03	209,162.52	84.27%
11-7300 Grounds-Security	0.00	22,765.00	22,123.82	97.18%
11-7500 Campus Improvements	0.00	470,419.34	408,190.07	86.77%
Total Operations and Maintenance	0.00	1,241,616.02	987,823.29	79.56%
Transfer PTE Indirect Costs	0.00	0.00	0.00	0.00%
Total Fund 11 (does not include PTEamount above)	0.00	10,769,861.16	8,616,111.41	80.00%
Postsecondary Technical Education (12)				
Indirect Costs	0.00	0.00	0.00	0.00%
12-1200 General Instruction	0.00	13,766.28	0.00	0.00%
12-1220 Vet Tech	0.00	217,910.59	91,333.40	41.91%
12-1221 Culinary	0.00	0.00	0.00	0.00%
12-1222 Automotive Technology	0.00	0.00	0.00	0.00%
12-1268 Engineering	0.00	0.00	0.00	0.00%
12-1272 Administrative Office Management	0.00	0.00	0.00	0.00%
12-1273 Cosmetology	0.00	207,679.96	197,045.12	94.88%
12-1274 Early Childhood Development	0.00	0.00	1,339.98	0.00%
12-1276 Mid-Management/Economics	0.00	0.00	0.00	0.00%
12-1277 Micro Computers	0.00	149,223.20	160,634.82	107.65%
12-1287 EMT	0.00	89,944.40	64,786.33	72.03%
12-1288 Allied Health/Long Term Care	0.00	90,561.20	66,631.56	73.58%
Total Fund 12	0.00	769,085.63	581,771.21	75.64%
Adult Education				
Fund 13				
13-1301 ABE/GED	0.00	52,288.00	52,288.00	100.00%
Total Fund 13	0.00	52,288.00	52,288.00	100.00%
Total Funds 11, 12 and 13	0.00	11,591,234.79	9,250,170.62	79.80%
Auxiliary				
16-9300 Bookstore	0.00	477,375.68	210,109.64	44.01%
16-9500 Dorms	0.00	607,820.04	536,780.67	88.31%
17-9500 Dorms-Bluffstone	0.00	456,864.60	0.00	0.00%
16-9600 Meals	0.00	788,499.96	642,052.66	81.43%
34-1100 Inge Center	0.00	0.00	679.29	0.00%
34-1200 Inge Festival	0.00	0.00	43,267.62	0.00%
48-4800 Technology	0.00	54,800.04	0.00	0.00%

48-4800 Student Athlete Fee	0.00	25,000.00	0.00	0.00%
Total Auxiliary	0.00	2,385,360.32	1,432,889.88	60.07%
Plant Funds				
61-1271 Capital Outlay, Culinary Program	0.00	0.00	0.00	0.00%
61-9900 Capital Outlay, ICC West payment	0.00	0.00	0.00	0.00%
Total Plant Funds	0.00	0.00	0.00	0.00%
Foundation				
36-6120 Foundation Expenses	0.00	0.00	72,363.57	0.00%
36-8100 Foundation Scholarships	0.00	0.00	134,394.00	0.00%
Total Foundation	0.00	0.00	206,757.57	0.00%
Federally Funded Programs				
31-8500 Upward Bound	0.00	391,156.56	283,265.32	72.42%
32-8300 Student Support Services	0.00	288,705.68	127,495.87	44.16%
39-1269 Carl Perkins	0.00	0.00	26,303.75	0.00%
Total Federally Funded Programs	0.00	679,862.24	437,064.94	64.29%
Total College Operations	0.00	14,656,457.35	11,326,883.01	77.28%

Independence Community College Account Summary
For Month End: April 30, 2021

<u>Account Number</u>	<u>Account Type</u>	<u>Beginning Balance (04/01/2021)</u>	<u>Ending Balance (04/30/2021)</u>	<u>Interest Rate</u>	<u>Monthly Int. Paid</u>	<u>Status</u>
xxx213	Checking	\$ 1,000.00	\$ 1,000.00	N/A	N/A	Open
xxx387	Checking	\$ 1,054,237.01	\$ 592,417.51	N/A	N/A	Open
xxx264	Checking	\$ 29,835.22	\$ 4,719.74	N/A	N/A	Open
xxx620	Checking	\$ 1,000.00	\$ 1,000.00	N/A	N/A	Open
xxx976	Checking	\$ 1.00	\$ 1.00	N/A	N/A	Open
xxx826	Money Market	\$ 1,000,537.68	\$ 565.10	0.05%	\$ 27.42	Open
xxx396	Money Market	\$ 2,000,307.24	\$ 2,000,389.44	0.05%	\$ 82.20	Open

Total Balance		\$ 4,086,918.15	\$ 2,600,092.79	
Variance				\$ (1,486,825.36)

Securities Pledged **Amount** **Market Value**

<u>Total Deposits</u>	<u>Total Withdrawals</u>
\$212,634.28	\$1,699,459.64

<u>Letters of Credit</u>	<u>Expiration Date</u>	<u>Amount</u>
FHLB #69549	12/16/2021	\$ 5,100,000.00
		\$ 5,100,000.00

Total Pledged	\$ 5,100,000.00
FDIC Insurance	\$ 250,000.00
Total Coverage	\$ 5,350,000.00
Overage/Shortage	\$ 2,749,907.21

ICC					
		Highlighted Expenses Covered by Grant Funds			
Payables Month Ending April 30, 2021					
Check Number	Vendor Name	Description	TRXDATE	Amount	Account
0013903	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 414.00	11-0000-203-000
0013904	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 870.00	11-0000-203-000
0013905	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 1,207.00	11-0000-203-000
0013906	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 309.47	11-0000-203-000
0013907	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 374.00	11-0000-203-000
0013908	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 616.92	11-0000-203-000
0013909	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 222.00	11-0000-203-000
0013910	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 150.00	11-0000-203-000
0013911	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 1,622.21	11-0000-203-000
0013912	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 792.00	11-0000-203-000
0013913	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 528.00	11-0000-203-000
0013914	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 1,809.00	11-0000-203-000
0013915	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 397.00	11-0000-203-000
0013916	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 1,057.82	11-0000-203-000
0013917	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 1,155.42	11-0000-203-000
0013918	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 1,960.42	11-0000-203-000
0013919	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 234.00	11-0000-203-000
0013920	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 195.00	11-0000-203-000
0013921	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 810.28	11-0000-203-000
0013922	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 2,032.00	11-0000-203-000
0013923	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 195.00	11-0000-203-000
0013924	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 2,736.08	11-0000-203-000
0013925	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 70.00	11-0000-203-000
0013926	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 395.00	11-0000-203-000
0013926	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 793.70	11-0000-203-000
0013927	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 201.00	11-0000-203-000
0013928	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 234.00	11-0000-203-000

0013929	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 2,008.00	11-0000-203-000
0013930	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 234.00	11-0000-203-000
0013931	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 204.00	11-0000-203-000
0013932	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 131.00	11-0000-203-000
0013933	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 88.00	11-0000-203-000
0013934	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 983.78	11-0000-203-000
0013935	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 184.00	11-0000-203-000
0013936	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 832.00	11-0000-203-000
0013936	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 33.70	11-0000-203-000
0013937	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 825.00	11-0000-203-000
0013938	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 435.00	11-0000-203-000
0013939	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 147.47	11-0000-203-000
0013940	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 213.28	11-0000-203-000
0013941	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 77.00	11-0000-203-000
0013942	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 145.00	11-0000-203-000
0013943	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 125.08	11-0000-203-000
0013944	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 379.00	11-0000-203-000
0013945	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 195.00	11-0000-203-000
0013946	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 146.17	11-0000-203-000
0013947	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 1,246.00	11-0000-203-000
0013948	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 915.78	11-0000-203-000
0013949	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 559.00	11-0000-203-000
0013950	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 75.00	11-0000-203-000
0013951	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 93.00	11-0000-203-000
0013952	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 87.83	11-0000-203-000
0013953	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 1,848.00	11-0000-203-000
0013954	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 200.00	11-0000-203-000
0013955	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 834.00	11-0000-203-000
0013956	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$ 162.00	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 814.00	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 1,180.00	11-0000-203-000

0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 831.00	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 295.00	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 277.15	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 1,068.00	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 234.00	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 750.27	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 1,475.00	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 758.00	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 1,475.00	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 1,645.00	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 841.78	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 889.54	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 1,230.00	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 1,525.00	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 1,475.00	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 234.00	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 396.00	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 78.00	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 1,475.00	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 984.00	11-0000-203-000
0013957	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 1,675.00	11-0000-203-000
0013958	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 2,250.00	11-0000-203-000
0013958	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 87.49	11-0000-203-000
0013958	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/6/2021	\$ 1,558.00	11-0000-203-000
0013959	ICC Student	ICC Student Financial Aid Previous Balance Refund	4/6/2021	\$ 86.53	11-0000-203-000
0013960	ICC Student	ICC Student Financial Aid Previous Balance Refund	4/6/2021	\$ 42.28	11-0000-203-000
0013961	ICC Student	ICC Student Financial Aid Previous Balance Refund	4/6/2021	\$ 80.79	11-0000-203-000
0013962	ICC Student	ICC Student Financial Aid Previous Balance Refund	4/6/2021	\$ 244.73	11-0000-203-000
0013963	ICC Student	ICC Student Financial Aid Previous Balance Refund	4/6/2021	\$ 234.00	11-0000-203-000
0013964	ICC Student	ICC Student Financial Aid Previous Balance Refund	4/6/2021	\$ 229.18	11-0000-203-000
0013965	ICC Student	ICC Student Financial Aid Previous Balance Refund	4/6/2021	\$ 131.42	11-0000-203-000

0013966	ICC Student	ICC Student Financial Aid Previous Balance Refund	4/6/2021	\$	185.00	11-0000-203-000
0013967	ICC Student	ICC Student Financial Aid Previous Balance Refund	4/6/2021	\$	234.00	11-0000-203-000
0013968	ICC Student	ICC Student Financial Aid Previous Balance Refund	4/6/2021	\$	1,266.00	11-0000-203-000
0013969	ICC Student	ICC Student Financial Aid Previous Balance Refund	4/6/2021	\$	666.72	11-0000-203-000
0013970	William Inge Festival Foundation	Lodging for Pres. Candidate	4/7/2021	\$	75.00	11-6110-693-000
0013970	William Inge Festival Foundation	Lodging for Pres. Candidate	4/7/2021	\$	75.00	11-6110-693-000
0013971	City Of Independence	Admin Bldg.-Water/Sewer Fee	4/7/2021	\$	462.56	11-6500-632-000
0013971	City Of Independence	Cessna Bldg.-Water/Sewer Fee	4/7/2021	\$	80.74	11-6500-632-000
0013971	City Of Independence	Main Campus-Water/Sewer Fee	4/7/2021	\$	2,254.67	11-6500-632-000
0013971	City Of Independence	Practice Field-Water Fee	4/7/2021	\$	95.20	11-6500-632-000
0013971	City Of Independence	Practice Field-Water Fee	4/7/2021	\$	24.22	11-6500-632-000
0013971	City Of Independence	West Campus-Water/Sewer Fee	4/7/2021	\$	196.32	11-6500-632-000
0013971	City Of Independence	West Campus-Sanitation Service	4/7/2021	\$	200.00	11-6500-679-000
0013972	Studebaker Refrigeration, Inc	Ice Machine Rent-North Gym	4/7/2021	\$	80.00	11-6500-646-000
0013972	Studebaker Refrigeration, Inc	Ice Machine Rent-Service Fee	4/7/2021	\$	9.59	11-6500-646-000
0013972	Studebaker Refrigeration, Inc	Ice Machine Rent-South Gym	4/7/2021	\$	80.00	11-6500-646-000
0013972	Studebaker Refrigeration, Inc	Ice Machine Rent-Kitchen	4/7/2021	\$	155.00	16-9600-643-000
0013973	Bailey, Chelsea	Mileage reimbursement	4/7/2021	\$	154.00	12-1273-601-000
0013974	Toyota Financial Services	Fleet Vehicle Lease-KM28-1590	4/7/2021	\$	469.00	11-7200-645-000
0013974	Toyota Financial Services	Fleet Vehicle Lease-KS61-2136	4/7/2021	\$	623.04	11-7200-645-000
0013974	Toyota Financial Services	Fleet Vehicle Lease-KS74-0393	4/7/2021	\$	647.56	11-7200-645-000
0013974	Toyota Financial Services	Fleet Vehicle Lease-KW04-7161	4/7/2021	\$	478.00	11-7200-645-000
0013975	Firex, Inc	Bi-annual fire system inspection - Student Union kitchen	4/7/2021	\$	311.50	11-7300-661-000
0013976	Indy Print Services	Xerox Page Pack Base	4/7/2021	\$	358.00	11-6500-646-000
0013976	Indy Print Services	Managed Print Services	4/7/2021	\$	2,400.00	11-6600-641-000
0013977	O'Reilly Auto Parts	Lawnmower parts	4/7/2021	\$	23.97	11-7100-649-000
0013977	O'Reilly Auto Parts	Lawnmower parts	4/7/2021	\$	361.12	11-7100-649-000
0013977	O'Reilly Auto Parts	Lawnmower parts	4/7/2021	\$	9.39	11-7300-649-000
0013977	O'Reilly Auto Parts	Lawnmower parts	4/7/2021	\$	111.01	11-7300-649-000
0013978	Hugo's Industrial Supply, Inc	Detergent	4/7/2021	\$	49.75	11-5510-698-000
0013978	Hugo's Industrial Supply, Inc	Custodial supplies	4/7/2021	\$	180.80	11-7100-708-000

0013979	John Wiley & Sons, inc.	Textbooks - Wiley	4/7/2021	\$ 1,085.41	16-9300-743-000
0013980	Fleetpool USA, LLC	Fleet Vehicle Lease	4/7/2021	\$ 725.00	11-7200-645-000
0013980	Fleetpool USA, LLC	Fleet Vehicle Lease	4/7/2021	\$ 725.00	11-7200-645-000
0013980	Fleetpool USA, LLC	Fleet Vehicle Lease	4/7/2021	\$ 725.00	11-7200-645-000
0013980	Fleetpool USA, LLC	Fleet Vehicle Lease	4/7/2021	\$ 885.00	11-7200-645-000
0013980	Fleetpool USA, LLC	Fleet Vehicle Lease	4/7/2021	\$ 885.00	11-7200-645-000
0013980	Fleetpool USA, LLC	Fleet Vehicle Lease	4/7/2021	\$ 725.00	11-7200-645-000
0013981	Shanks Oil Company LLC	Solvent for maintenance shop parts washer	4/7/2021	\$ 74.75	11-7100-701-000
0013982	Amazon Capitol Services	Athletics Dept. MacBook	4/7/2021	\$ 1,506.55	11-5500-850-000
0013982	Amazon Capitol Services	Computers IT Classroom-Covid 1	4/7/2021	\$ 1,034.54	11-6500-719-001
0013982	Amazon Capitol Services	IT webcam	4/7/2021	\$ 55.53	11-6600-850-000
0013982	Amazon Capitol Services	Fleet Parts - Maintenance	4/7/2021	\$ 19.45	11-7100-719-000
0013982	Amazon Capitol Services	Fleet Parts - Maintenance	4/7/2021	\$ 63.87	11-7100-725-000
0013982	Amazon Capitol Services	Fleet Parts - tail light	4/7/2021	\$ 191.88	11-7100-824-000
0013982	Amazon Capitol Services	Fleet Parts - Maintenance	4/7/2021	\$ 459.08	11-7200-647-000
0013982	Amazon Capitol Services	Maintenance Parts - wall thermometer	4/7/2021	\$ 220.15	11-7200-649-000
0013982	Amazon Capitol Services	Custodial Supplies	4/7/2021	\$ 42.00	11-7300-719-000
0013983	Department of Veteran Affairs	VA Repayment	4/7/2021	\$ 2,577.60	11-0000-101-000
0013984	Service Office	Office Supplies-Service Office	4/7/2021	\$ 56.40	16-9300-701-000
0013984	Service Office	Office Supplies-Service Office	4/7/2021	\$ 34.65	16-9300-701-000
0013985	Joe Smith Company	Snacks for resale	4/7/2021	\$ 173.35	16-9300-740-000
0013986	System One Holdings, LLC	West Campus Admin. Assistant Conversion	4/7/2021	\$ 5,206.30	11-6500-719-001
0013987	Virtual Care Group, LLC	Telehealth Services	4/7/2021	\$ 3,450.36	11-5700-646-000
0013988	Cloud 9 Sports, LLC	Ath Dept - Gear LF650	4/7/2021	\$ 404.95	11-5500-701-000
0013988	Cloud 9 Sports, LLC	Ath Dept - Gear LF650	4/7/2021	\$ 4,999.95	11-5510-699-000
0013989	Medco Supply, Masune & Surgical Supply Serv.	Ath Training - Supplies IN93598701	4/7/2021	\$ 367.13	11-5590-698-000
0013989	Medco Supply, Masune & Surgical Supply Serv.	Ath Training - Supplies IN93601584	4/7/2021	\$ 775.62	11-5595-698-000
0013990	Consolidated Management Co.	Board Charges March 1-24, 2021	4/7/2021	\$ 65,613.04	16-9600-602-000
0013991	Philadelphia Insurance Companies	Insurance Installment Fee	4/7/2021	\$ 2,190.99	11-6500-622-000
0013992	Woods Lumber of Independence, Ks. INC	Fire rated door for stagecraft entrance - required by Fire Marshal	4/7/2021	\$ 885.13	11-7500-820-000
0013993	Stephens, Shari J.	UB Contract Employee Pay	4/7/2021	\$ 2,567.50	31-8504-522-000

0013994	JCCI Resource Development Services, Inc.	Title III Grant Writing Service	4/7/2021	\$ 17,000.00	11-5700-646-000
0013995	GTB INC dba: AG-NEWS	Vet Nursing Ad for AG Kansas	4/7/2021	\$ 943.00	11-6300-615-000
0013996	Steinle, Kirsten	Volleyball - Scorekeeper	4/7/2021	\$ 70.00	11-5530-601-000
0013997	ICC Student	ICC Student Financial Aid Refund	4/7/2021	\$ 539.00	11-0000-203-000
0013997	ICC Student	ICC Student Financial Aid Refund	4/7/2021	\$ 2,745.51	11-0000-203-000
0013998	Smith, Cy Jacob	March Paycheck	4/7/2021	\$ 500.00	11-5700-646-000
0013999	Republic Services #376	Admin. and Fuel Recovery Fees	4/7/2021	\$ 533.56	11-6500-679-000
0013999	Republic Services #376	Sanitation Serv.-Cessna Bldg.	4/7/2021	\$ 162.89	11-6500-679-000
0013999	Republic Services #376	Sanitation Serv.-Fine Arts Bldg	4/7/2021	\$ 66.28	11-6500-679-000
0013999	Republic Services #376	Sanitation Serv.-Maintenance	4/7/2021	\$ 231.10	11-6500-679-000
0013999	Republic Services #376	Waste/recycling overage fee	4/7/2021	\$ 15.00	11-6500-679-000
0013999	Republic Services #376	Sanitation Serv.-Dorms	4/7/2021	\$ 652.84	16-9500-679-000
0013999	Republic Services #376	Sanitation Serv.-Cafeteria	4/7/2021	\$ 430.13	16-9600-679-000
0014000	Toyota Financial Services	Fleet Vehicle Lease	4/13/2021	\$ 685.00	11-7200-645-000
0014001	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 634.00	11-0000-203-000
0014002	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 634.00	11-0000-203-000
0014003	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 334.00	11-0000-203-000
0014004	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 635.00	11-0000-203-000
0014005	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 599.00	11-0000-203-000
0014006	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 696.00	11-0000-203-000
0014007	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 969.00	11-0000-203-000
0014008	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 300.00	11-0000-203-000
0014009	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 650.00	11-0000-203-000
0014010	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 634.00	11-0000-203-000
0014011	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 300.00	11-0000-203-000
0014012	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 634.00	11-0000-203-000
0014013	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 419.00	11-0000-203-000
0014014	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 201.00	11-0000-203-000
0014015	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 1,035.00	11-0000-203-000
0014016	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 1,269.00	11-0000-203-000
0014017	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 969.00	11-0000-203-000

0014018	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 634.00	11-0000-203-000
0014019	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 969.00	11-0000-203-000
0014020	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 334.00	11-0000-203-000
0014021	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 300.00	11-0000-203-000
0014022	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 634.00	11-0000-203-000
0014023	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 449.00	11-0000-203-000
0014024	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 911.00	11-0000-203-000
0014025	ICC Student	ICC Student Financial Aid Refund	4/14/2021	\$ 925.83	11-0000-203-000
0014026	Sandbagger Golf Cars	Rear discharge lawnmower deck belt	4/14/2021	\$ 82.85	11-7300-649-000
0014027	TLC Groundskeeping, LLC	Ice melt application- Academic, Student Union,FabLab,Maintenance	4/14/2021	\$ 780.00	11-7300-719-000
0014027	TLC Groundskeeping, LLC	Ice melt application- Academic, Student Union,FabLab,Maintenance	4/14/2021	\$ 340.00	11-7300-719-000
0014028	TouchTone Communications	Long Distance Phone Service	4/14/2021	\$ 128.46	11-6500-631-000
0014029	AT&T	Phone/Fax Service 2/15-3/14	4/14/2021	\$ 4,486.43	11-6500-631-000
0014029	AT&T	Phone/Fax Service 3/15-4/15	4/14/2021	\$ 3,302.77	11-6500-631-000
0014030	Fastenal	Maintenance shop tools - cordless drill & impact driver	4/14/2021	\$ 190.89	11-7100-701-000
0014030	Fastenal	Maintenance shop tools - cordless drill & impact driver	4/14/2021	\$ 13.30	11-7100-701-000
0014031	Scovel, Sarah	Piano Accompany	4/14/2021	\$ 450.00	11-1151-661-000
0014032	Center for CCSSE	CCSSE 2021 Survey Administration	4/14/2021	\$ 3,100.00	11-6420-626-001
0014033	Newton's True Value	Maintenance shop tools - boring bit	4/14/2021	\$ 6.99	11-7100-701-000
0014033	Newton's True Value	COVID 19 - Power strip for temperature check machine	4/14/2021	\$ 16.27	11-7300-719-000
0014034	George Lay Signs, Inc.	Billboard	4/14/2021	\$ 134.50	11-6300-615-000
0014035	Indy Print Services	HP Printing Supplies	4/14/2021	\$ 599.00	11-6500-646-000
0014036	Emert Chub Reynolds, LLC	Legal Services	4/14/2021	\$ 1,330.00	11-6000-662-000
0014037	Unitas Global Kansas City, Inc	Backup Services	4/14/2021	\$ 2,515.49	11-6600-646-000
0014038	Inceptia	Financial Aid Verifications	4/14/2021	\$ 385.00	11-5200-646-000
0014039	KJCCC	Ath Dept - Basketball Officials 20-21 Season	4/14/2021	\$ 901.00	11-5500-646-000
0014040	Nelnet	Hosting & Maintenance Fee	4/14/2021	\$ 785.85	11-6500-695-000
0014041	Amazon Capitol Services	Maintenance - LED Bulbs	4/14/2021	\$ 27.76	11-6200-701-000
0014041	Amazon Capitol Services	IT-Classroom Cameras-CARES	4/14/2021	\$ 3,624.96	11-6500-719-001
0014041	Amazon Capitol Services	IT-Monitors	4/14/2021	\$ 2,076.60	11-6600-850-000
0014041	Amazon Capitol Services	Maintenance - Parts	4/14/2021	\$ 9.99	11-7100-649-000

0014041	Amazon Capitol Services	Exterior light poles - light sockets	4/14/2021	\$ 9.88	11-7100-701-000
0014041	Amazon Capitol Services	Exterior light poles - light sockets	4/14/2021	\$ 12.56	11-7300-649-000
0014042	Joe Smith Company	Snacks for Resale-Joe Smith	4/14/2021	\$ 373.63	16-9300-740-000
0014043	Independence USD #446	Spring 2021 IHS Instructor Pay	4/14/2021	\$ 2,600.00	11-1154-522-000
0014043	Independence USD #446	Spring 2021 IHS Instructor Pay	4/14/2021	\$ 1,525.00	11-1173-522-000
0014043	Independence USD #446	Spring 2021 IHS Instructor Pay	4/14/2021	\$ 1,700.00	11-1176-522-000
0014043	Independence USD #446	Spring 2021 IHS Instructor Pay	4/14/2021	\$ 1,200.00	11-1177-522-000
0014044	Data Storage Corporation	Cloud Hosting/Infrastructure	4/14/2021	\$ 369.84	11-6600-852-000
0014045	Woods Lumber of Independence, Ks. INC	Metal flashing ICC West - replacing stone veneer with colored metal	4/14/2021	\$ 43.98	11-7500-820-000
0014045	Woods Lumber of Independence, Ks. INC	Metal flashing ICC West - replacing stone veneer with colored metal	4/14/2021	\$ 48.98	11-7500-820-000
0014045	Woods Lumber of Independence, Ks. INC	Metal flashing ICC West - replacing stone veneer with colored metal	4/14/2021	\$ 53.93	11-7500-820-000
0014045	Woods Lumber of Independence, Ks. INC	Metal flashing ICC West - replacing stone veneer with colored metal	4/14/2021	\$ 13.49	11-7500-820-000
0014045	Woods Lumber of Independence, Ks. INC	Metal flashing ICC West - replacing stone veneer with colored metal	4/14/2021	\$ 47.00	11-7500-820-000
0014046	Cintas Corporation No. 2	Custodial uniforms	4/14/2021	\$ 35.00	11-7100-708-000
0014046	Cintas Corporation No. 2	Custodial uniforms	4/14/2021	\$ 35.00	11-7100-708-000
0014046	Cintas Corporation No. 2	Custodial uniforms	4/14/2021	\$ 35.00	11-7100-708-000
0014046	Cintas Corporation No. 2	Custodial uniforms	4/14/2021	\$ 35.00	11-7100-708-000
0014046	Cintas Corporation No. 2	Custodial uniforms	4/14/2021	\$ 35.00	11-7100-708-000
0014046	Cintas Corporation No. 2	Custodial uniforms	4/14/2021	\$ 35.00	11-7100-708-000
0014046	Cintas Corporation No. 2	Custodial uniforms	4/14/2021	\$ 35.00	11-7100-708-000
0014047	Kansas Board of Veterinary Examiners	OMDR Change Fee	4/14/2021	\$ 75.00	12-1220-700-000
0014048	Wichita State University	Costume rental	4/14/2021	\$ 180.00	11-1150-696-000
0014049	Sparklight	2nd DIA Fiber	4/21/2021	\$ 1,423.00	11-6500-636-000
0014049	Sparklight	Dorms Fiber	4/21/2021	\$ 1,340.07	11-6500-636-000
0014049	Sparklight	ICC West-Cable tv services	4/21/2021	\$ 281.96	11-6500-636-000
0014049	Sparklight	ICC West-Internet Services	4/21/2021	\$ 2,219.97	11-6500-636-000
0014049	Sparklight	Main Campus-Internet Services	4/21/2021	\$ 2,647.43	11-6500-636-000
0014049	Sparklight	Student Union-cable tv service	4/21/2021	\$ 240.60	11-6500-636-000
0014050	Independence Chamber Of Commerce	YPI Dues - Jaicey Gillum	4/21/2021	\$ 50.00	11-6100-681-000
0014050	Independence Chamber Of Commerce	YPI Dues - Tiffany Strickland	4/21/2021	\$ 50.00	11-6100-681-000
0014050	Independence Chamber Of Commerce	YPI Dues - Laura Jamison	4/21/2021	\$ 50.00	11-6100-681-000
0014050	Independence Chamber Of Commerce	YPI Dues - Dr. Vincent Bowhay	4/21/2021	\$ 50.00	11-6100-681-000

0014050	Independence Chamber Of Commerce	YPI Dues - Brittany Thornton	4/21/2021	\$ 50.00	11-6100-681-000
0014050	Independence Chamber Of Commerce	YPI Dues -Kameron Mydland	4/21/2021	\$ 50.00	11-6100-681-000
0014050	Independence Chamber Of Commerce	YPI Dues - Brooke Joseph	4/21/2021	\$ 50.00	11-6100-681-000
0014050	Independence Chamber Of Commerce	YPI Dues - Dillon Packard	4/21/2021	\$ 50.00	11-6100-681-000
0014051	UMB Bank, NA	COP Payment Series 2011	4/21/2021	\$ 111,650.00	11-7500-820-001
0014051	UMB Bank, NA	COP Payment Series 2019	4/21/2021	\$ 447,674.86	16-9500-760-000
0014052	Toyota Financial Services	Fleet Vehicle Lease KW03-9458	4/21/2021	\$ 442.90	11-7200-645-000
0014052	Toyota Financial Services	Fleet Vehicle Lease LX93-8665	4/21/2021	\$ 571.01	11-7200-645-000
0014052	Toyota Financial Services	Fleet Vehicle Lease MM40-9904	4/21/2021	\$ 701.24	11-7200-645-000
0014053	My Town Media, Inc.	KBIK radio advertising March	4/21/2021	\$ 150.00	11-6300-615-000
0014053	My Town Media, Inc.	KBIK radio advertising March	4/21/2021	\$ 150.00	11-6300-615-000
0014053	My Town Media, Inc.	KBIK radio advertising March	4/21/2021	\$ 150.00	11-6300-615-000
0014054	D & A Electrical Systems LLC	Quarterly fire alarm monitoring	4/21/2021	\$ 283.50	11-7300-661-000
0014055	Indy Print Services	Laserjet Printer Parts + Supplies	4/21/2021	\$ 599.00	11-6500-646-000
0014055	Indy Print Services	Laptop compact charging cart	4/21/2021	\$ 495.00	11-6600-850-000
0014056	Nevco Sports, LLC	Ath Dept - Equipment #0000190766	4/21/2021	\$ 1,095.19	11-5500-850-000
0014057	Morgan, Rob	Pictures for Steel Magnolias	4/21/2021	\$ 112.50	11-1150-661-000
0014058	Hugo's Industrial Supply, Inc	Football - Recruiting Materials - #254859	4/21/2021	\$ 145.07	11-5510-617-000
0014058	Hugo's Industrial Supply, Inc	Netflix - S/H for items purchased #112507	4/21/2021	\$ 5.27	16-9300-742-001
0014058	Hugo's Industrial Supply, Inc	Netflix - S/H for items purchased #112507	4/21/2021	\$ 4.38	16-9300-742-001
0014059	Independence Daily Reporter	JUCO advertising	4/21/2021	\$ 49.50	11-6300-615-000
0014060	Amazon Capitol Services	Business Office Supplies	4/21/2021	\$ 120.00	11-6200-701-000
0014060	Amazon Capitol Services	IT Dept. Supplies	4/21/2021	\$ 58.56	11-6600-701-000
0014060	Amazon Capitol Services	IT Dept.Supplies	4/21/2021	\$ 117.12	11-6600-701-000
0014060	Amazon Capitol Services	Electrical Fan Switch For the Fab Lab Exhaust Fan	4/21/2021	\$ 5.29	11-7100-649-000
0014060	Amazon Capitol Services	Concentrated bug spray mix -Bifen I/T	4/21/2021	\$ 64.90	11-7200-647-000
0014060	Amazon Capitol Services	COVID 19-wall mounted thermostat & saftey signs	4/21/2021	\$ 10.99	11-7300-649-000
0014060	Amazon Capitol Services	Concentrated bug spray mix -Bifen I/T	4/21/2021	\$ 55.98	11-7300-719-000
0014061	GWL Advertising, Inc.	Website Services and Design	4/21/2021	\$ 3,750.00	11-6300-615-000
0014062	AmeriDyn	GP Support	4/21/2021	\$ 195.00	11-6200-646-000
0014063	Service Office	Office Supplies-Service Office	4/21/2021	\$ 28.95	16-9300-701-000

0014064	Joe Smith Company	Snacks for Resale-Joe Smith	4/21/2021	\$	340.17	16-9300-740-000
0014065	System One Holdings, LLC	Accounting Clerk	4/21/2021	\$	1,151.60	11-6200-663-000
0014066	Consolidated Management Co.	Board Charges 2/3-2/24/21	4/21/2021	\$	59,417.82	16-9600-602-000
0014066	Consolidated Management Co.	Labor Cost pre-game breakfast	4/21/2021	\$	118.00	16-9600-602-000
0014067	Labette Health	Ath Dept - Covid Tests - #0121	4/21/2021	\$	17,500.00	11-6500-719-001
0014067	Labette Health	Ath Dept - Covid Tests - #0221	4/21/2021	\$	4,500.00	11-6500-719-001
0014067	Labette Health	Ath Dept - Covid Tests - #0321	4/21/2021	\$	1,800.00	11-6500-719-001
0014068	Riddell/All American Sports Corp	Football - Supplies - #951336945	4/21/2021	\$	1,015.75	11-5510-698-000
0014069	Woods Lumber of Independence, Ks. INC	2x4 lumber for MIDSUMMER set	4/21/2021	\$	67.20	11-1150-692-000
0014069	Woods Lumber of Independence, Ks. INC	Lumber for set construction MIDSUMMER	4/21/2021	\$	708.85	11-1150-692-000
0014069	Woods Lumber of Independence, Ks. INC	Nails for MIDSUMMER set construction	4/21/2021	\$	25.98	11-1150-692-000
0014070	Big Game Sports, Inc.	Football - Game Day Supplies - #2701	4/21/2021	\$	1,890.77	11-5510-698-000
0014071	Crossroads Travel Inc.	Football - Game Day Travel - #3449	4/21/2021	\$	2,958.00	11-5510-606-000
0014072	Independence Chamber Of Commerce	Membership 2/1/2021-1/31/2022	4/21/2021	\$	895.00	11-6100-681-000
0014073	Montgomery County Tag Office	Vehicle Tag Renewals	4/22/2021	\$	358.52	11-7200-645-000
0014074	United States Postal Service	Bulk Mail Fee	4/22/2021	\$	200.00	11-6500-611-000
0014075	City Of Independence	Ath Dept - Ambulance Standby FB/BB - #5757	4/27/2021	\$	256.50	11-5500-646-000
0014075	City Of Independence	Ath Dept - FB Ambulance Standby - #5721	4/27/2021	\$	31.50	11-5500-646-000
0014075	City Of Independence	Ath Dept - FB Ambulance Standby - #5721	4/27/2021	\$	337.50	11-5500-646-000
0014076	Toyota Financial Services	Fleet Vehicle Lease	4/27/2021	\$	579.50	11-7200-645-000
0014077	Hugo's Industrial Supply, Inc	Netflix - S&H for Orders - #112517	4/27/2021	\$	30.24	16-9300-742-001
0014078	Jocks Nitch	Ath Dept - Masks for Athletes - #5839	4/27/2021	\$	1,008.00	11-6500-719-001
0014079	Independence Country Club	Clubhouse membership 2021-2022 - President	4/27/2021	\$	2,313.00	11-6100-681-000
0014080	McGraw-Hill Global Education, LLC	Chemistry I Fall 2020	4/27/2021	\$	194.00	11-1175-700-000
0014081	Ubben, Connie D.	ASL Services	4/27/2021	\$	757.50	11-4240-719-000
0014082	ConvergeOne, Inc.	VMware Renewal 4/15/21-4/14/22	4/27/2021	\$	7,596.00	11-6600-852-000
0014083	Sundowner Trophies	President's name plate	4/27/2021	\$	14.85	11-6100-701-000
0014084	Joe Smith Company	Snacks for Resale-Joe Smith	4/27/2021	\$	327.89	16-9300-740-000
0014085	Riddell/All American Sports Corp	Football - Athletic Supplies - #951357044	4/27/2021	\$	268.91	11-5510-698-000
0014086	Yuhasz, David Eric	Eric Yuhasz-Saturday Session Presenter	4/27/2021	\$	1,495.00	31-8504-719-000
0014087	ICC Student	Upward Bound Student Stipend	4/27/2021	\$	40.00	31-8504-540-000

0014088	ICC Student	Upward Bound Student Stipend	4/27/2021	\$	200.00	31-8504-540-000
EFT000000002841	United Parcel Service	Shipping Charges	4/1/2021	\$	61.80	11-6500-611-000
EFT000000002842	WEX BANK	Fleet Fuel Card Payment	4/1/2021	\$	2,682.99	11-7200-721-000
EFT000000002843	Quality Mini Storage LLC	Storage rental	4/1/2021	\$	150.00	11-7300-661-000
EFT000000002844	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$	324.00	11-0000-203-000
EFT000000002845	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$	242.00	11-0000-203-000
EFT000000002846	ICC Student	ICC Student Financial Aid Refund	4/6/2021	\$	224.78	11-0000-203-000
EFT000000002847	Evergy	Electricity-Sign at ICC West	4/6/2021	\$	23.87	11-6500-635-000
EFT000000002847	Evergy	Electricity-West Campus	4/6/2021	\$	1,479.07	11-6500-635-000
EFT000000002848	Atmos Energy	Gas Service-ICC West	4/5/2021	\$	548.00	11-6500-633-000
EFT000000002849	Kansas Department of Revenue-Sales Tax	Kansas Sales Tax Payment	4/14/2021	\$	934.79	11-0100-216-000
EFT000000002850	United Parcel Service	Shipping Charges	4/21/2021	\$	61.80	11-6500-611-000
EFT000000002851	Evergy	Electricity-Cessna Bldg.	4/21/2021	\$	644.33	11-6500-635-000
EFT000000002851	Evergy	Electricity-Main Campus	4/21/2021	\$	9,308.04	11-6500-635-000
EFT000000002851	Evergy	Electricity-Pond/Fountain/4000	4/21/2021	\$	22.73	11-6500-635-000
EFT000000002851	Evergy	Electricity-Brick A	4/21/2021	\$	101.85	16-9500-635-000
EFT000000002851	Evergy	Electricity-Brick B	4/21/2021	\$	199.83	16-9500-635-000
EFT000000002851	Evergy	Electricity-Brick C	4/21/2021	\$	43.55	16-9500-635-000
EFT000000002851	Evergy	Electricity-Brick D	4/21/2021	\$	46.68	16-9500-635-000
EFT000000002851	Evergy	Electricity-Captain Quarters	4/21/2021	\$	4,421.28	16-9500-635-000
EFT000000002852	Academic Office Credit Card	Clearmask Transparent Maks	4/1/2021	\$	146.73	11-1151-700-000
EFT000000002852	Academic Office Credit Card	Academic Affairs Office Supplies	4/1/2021	\$	235.65	11-4200-701-000
EFT000000002852	Academic Office Credit Card	Fab Lab- ASC sign	4/1/2021	\$	27.10	11-4250-719-000
EFT000000002852	Academic Office Credit Card	Diploma Mailing	4/1/2021	\$	20.74	11-6500-611-000
EFT000000002853	Hucke, Andrea Purchase Card	6 gal water, peroxide, rubbing alcohol	4/1/2021	\$	104.29	11-4220-701-000
EFT000000002853	Hucke, Andrea Purchase Card	Coffee cups	4/1/2021	\$	4.38	11-4220-701-000
EFT000000002853	Hucke, Andrea Purchase Card	6 gal water, peroxide, rubbing alcohol	4/1/2021	\$	35.94	12-1220-700-000
EFT000000002854	Vidali, Anthony Credit Card	Athletic Training - lodging for team event	4/1/2021	\$	102.33	11-5595-601-000
EFT000000002854	Vidali, Anthony Credit Card	Athletic Training - lodging for team event - Cloud County	4/1/2021	\$	111.22	11-5595-601-000
EFT000000002854	Vidali, Anthony Credit Card	Athletic Training - travel meal	4/1/2021	\$	50.85	11-5595-602-000
EFT000000002854	Vidali, Anthony Credit Card	Athletic Training - travel meal	4/1/2021	\$	35.67	11-5595-602-000

EFT000000002854	Vidali, Anthony Credit Card	Athletic Training - travel meal dodge city	4/1/2021	\$	26.59	11-5595-602-000
EFT000000002854	Vidali, Anthony Credit Card	Athletic Training - travel meal Garden City	4/1/2021	\$	37.49	11-5595-602-000
EFT000000002854	Vidali, Anthony Credit Card	Athletic Training - travel meal Graden City	4/1/2021	\$	37.65	11-5595-602-000
EFT000000002854	Vidali, Anthony Credit Card	Athletic Trianing - travel meal (Pratt)	4/1/2021	\$	23.08	11-5595-602-000
EFT000000002854	Vidali, Anthony Credit Card	Athletic Training - post op prescription	4/1/2021	\$	36.99	11-5595-698-000
EFT000000002854	Vidali, Anthony Credit Card	Athletic Training - supplies	4/1/2021	\$	52.13	11-5595-698-000
EFT000000002854	Vidali, Anthony Credit Card	Athletic Training - supplies	4/1/2021	\$	4.00	11-5595-698-000
EFT000000002854	Vidali, Anthony Credit Card	Athletic Training - supplies	4/1/2021	\$	22.61	11-5595-698-000
EFT000000002855	Athletic Department Purchase Card	Athletic Dept. - softball field porta-potty	4/1/2021	\$	250.28	11-5500-646-000
EFT000000002855	Athletic Department Purchase Card	Athletic Dept. - office supplies	4/1/2021	\$	223.88	11-5500-701-000
EFT000000002855	Athletic Department Purchase Card	Athletic Dept. - office supplies	4/1/2021	\$	35.99	11-5500-701-000
EFT000000002855	Athletic Department Purchase Card	Athletic Dept. - office supplies	4/1/2021	\$	219.96	11-5500-701-000
EFT000000002855	Athletic Department Purchase Card	Athletic Dept. - office supplies	4/1/2021	\$	38.32	11-5500-701-000
EFT000000002855	Athletic Department Purchase Card	Student Life - Interviewee Lodging	4/1/2021	\$	68.70	11-6110-601-000
EFT000000002855	Athletic Department Purchase Card	Student Life - Interviewee Lodging	4/1/2021	\$	68.70	11-6110-601-000
EFT000000002856	Beurskens, Benny Purchase Card	Ebay-vacuum repair parts	4/1/2021	\$	12.25	11-7100-649-000
EFT000000002856	Beurskens, Benny Purchase Card	Parking lot sign	4/1/2021	\$	25.48	11-7100-649-000
EFT000000002856	Beurskens, Benny Purchase Card	Parking lot sign	4/1/2021	\$	9.99	11-7100-649-000
EFT000000002856	Beurskens, Benny Purchase Card	COVID 19 - Poster board for temp check station signs	4/1/2021	\$	5.82	11-7100-701-000
EFT000000002856	Beurskens, Benny Purchase Card	Office supplies	4/1/2021	\$	22.03	11-7100-701-000
EFT000000002856	Beurskens, Benny Purchase Card	COVID 19 - Poster board for temp check station signs	4/1/2021	\$	85.41	11-7100-708-000
EFT000000002856	Beurskens, Benny Purchase Card	Custodial supplies - bathroom cleaner	4/1/2021	\$	21.52	11-7100-708-000
EFT000000002856	Beurskens, Benny Purchase Card	Two door closures for ICC West offices 109 & 110	4/1/2021	\$	60.00	11-7100-825-000
EFT000000002856	Beurskens, Benny Purchase Card	Car Wash	4/1/2021	\$	7.00	11-7200-719-000
EFT000000002856	Beurskens, Benny Purchase Card	Diesel fuel - tractor	4/1/2021	\$	6.76	11-7200-721-000
EFT000000002856	Beurskens, Benny Purchase Card	COVID 19 - Poster board for temp check station signs	4/1/2021	\$	45.10	11-7300-719-000
EFT000000002856	Beurskens, Benny Purchase Card	Parking lot sign	4/1/2021	\$	14.24	11-7300-719-000
EFT000000002857	Morosco, Bill Purchase Card	MBB-Team Meal	4/1/2021	\$	203.87	11-5520-606-000
EFT000000002857	Morosco, Bill Purchase Card	MBB-Team Meal	4/1/2021	\$	116.37	11-5520-606-000
EFT000000002857	Morosco, Bill Purchase Card	MBB - meal for team	4/1/2021	\$	37.37	11-5520-606-000
EFT000000002857	Morosco, Bill Purchase Card	MBB - team meal	4/1/2021	\$	287.46	11-5520-606-000

EFT000000002858	Peterson, Bruce Purchase Card	Google added storage Inge 2.28.21	4/1/2021	\$	2.99	34-1100-705-000
EFT000000002858	Peterson, Bruce Purchase Card	Google basic storage for inge 3.5.21	4/1/2021	\$	1.99	34-1100-705-000
EFT000000002858	Peterson, Bruce Purchase Card	inge website fee 2.27.21	4/1/2021	\$	20.00	34-1100-705-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - printer for gym (SID job)	4/1/2021	\$	326.69	11-5500-701-000
EFT000000002859	Taylor, Christopher Purchase Card	Hotel-away match at Dodge City	4/1/2021	\$	117.72	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team lodging	4/1/2021	\$	108.36	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team lodging	4/1/2021	\$	108.36	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team lodging	4/1/2021	\$	108.36	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team lodging	4/1/2021	\$	108.36	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team lodging	4/1/2021	\$	108.36	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team lodging	4/1/2021	\$	108.36	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team lodging	4/1/2021	\$	117.72	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team lodging	4/1/2021	\$	117.72	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team lodging	4/1/2021	\$	117.72	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team lodging	4/1/2021	\$	117.72	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team lodging	4/1/2021	\$	117.72	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team meal	4/1/2021	\$	127.45	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team meal	4/1/2021	\$	137.58	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team meal	4/1/2021	\$	136.87	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team meal	4/1/2021	\$	224.96	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team meal	4/1/2021	\$	84.69	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team meal	4/1/2021	\$	108.36	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team meal	4/1/2021	\$	124.50	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team meal	4/1/2021	\$	89.68	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team meal	4/1/2021	\$	137.66	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team meal	4/1/2021	\$	307.01	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - team meal	4/1/2021	\$	152.54	11-5530-606-000
EFT000000002859	Taylor, Christopher Purchase Card	Volleyball - supplies	4/1/2021	\$	31.86	11-5530-698-000
EFT000000002860	Westerhold, Cody Credit Card	Esports Candidate Breakfast Sanchez	4/1/2021	\$	30.46	11-5700-602-000
EFT000000002860	Westerhold, Cody Credit Card	Esports Candidate Breakfast Sanchez	4/1/2021	\$	23.64	11-5700-602-000

EFT000000002860	Westerhold, Cody Credit Card	Continuing ED Materials	4/1/2021	\$	46.10	11-5700-626-000
EFT000000002860	Westerhold, Cody Credit Card	Student Awards/Prizes	4/1/2021	\$	240.97	11-5700-665-000
EFT000000002860	Westerhold, Cody Credit Card	Otter.AI Title IX Software	4/1/2021	\$	99.99	11-5700-682-000
EFT000000002860	Westerhold, Cody Credit Card	Student Union Movie Wonder Woman	4/1/2021	\$	657.50	11-5700-682-000
EFT000000002860	Westerhold, Cody Credit Card	Student Union Movie Wonder Woman	4/1/2021	\$	657.50	11-5700-682-000
EFT000000002860	Westerhold, Cody Credit Card	Title IX Software	4/1/2021	\$	196.97	11-5700-682-000
EFT000000002861	Jordan, Cordell Purchase Card	Facebook Ads	4/1/2021	\$	239.86	11-6300-615-000
EFT000000002861	Jordan, Cordell Purchase Card	Google Ads	4/1/2021	\$	500.00	11-6300-615-000
EFT000000002861	Jordan, Cordell Purchase Card	Google Ads	4/1/2021	\$	500.00	11-6300-615-000
EFT000000002861	Jordan, Cordell Purchase Card	Googles Ads Management	4/1/2021	\$	150.00	11-6300-615-000
EFT000000002861	Jordan, Cordell Purchase Card	International Serv Fee	4/1/2021	\$	1.50	11-6300-615-000
EFT000000002861	Jordan, Cordell Purchase Card	Onstrategy-Corporate Planning	4/1/2021	\$	650.00	11-6300-646-000
EFT000000002861	Jordan, Cordell Purchase Card	Adobe Acrobat Pro	4/1/2021	\$	14.99	11-6300-852-000
EFT000000002861	Jordan, Cordell Purchase Card	Adobe ID Creative Cloud	4/1/2021	\$	20.99	11-6300-852-000
EFT000000002861	Jordan, Cordell Purchase Card	Verizon-Hotspot Usage	4/1/2021	\$	156.26	11-6500-636-000
EFT000000002861	Jordan, Cordell Purchase Card	Zoom	4/1/2021	\$	85.20	11-6500-719-001
EFT000000002862	Packard, Dillon Credit Card	12-cube storage organizer	4/1/2021	\$	97.98	11-5300-701-000
EFT000000002862	Packard, Dillon Credit Card	Gas	4/1/2021	\$	58.31	11-5300-701-000
EFT000000002862	Packard, Dillon Credit Card	Jars, storage bin, rec tub	4/1/2021	\$	200.76	11-5300-701-000
EFT000000002862	Packard, Dillon Credit Card	shelving units	4/1/2021	\$	1,762.49	11-5300-701-000
EFT000000002863	Robinson, Elizabeth Purchase Card	Computer Stylus for SSS touchscreen devices	4/1/2021	\$	119.96	32-8301-701-000
EFT000000002863	Robinson, Elizabeth Purchase Card	Professional Development	4/1/2021	\$	75.00	32-8301-719-000
EFT000000002864	Figurski, Eric Purchase Card	Athletic Dept. - postage for community outreach	4/1/2021	\$	20.54	11-5500-611-000
EFT000000002864	Figurski, Eric Purchase Card	Athletic Dept. - postage for NJCAA audit material	4/1/2021	\$	44.63	11-5500-611-000
EFT000000002864	Figurski, Eric Purchase Card	Athletic Dept. - face masks	4/1/2021	\$	384.00	11-6500-719-001
EFT000000002865	Cope, Erica Purchase Card	Cheer - Region 6 team lodging	4/1/2021	\$	86.09	11-5590-601-000
EFT000000002865	Cope, Erica Purchase Card	Cheer - REgion 6 team lodging	4/1/2021	\$	86.09	11-5590-601-000
EFT000000002865	Cope, Erica Purchase Card	Cheer - Region 6 team lodging	4/1/2021	\$	86.09	11-5590-601-000
EFT000000002865	Cope, Erica Purchase Card	Cheer - Region 6 team lodging	4/1/2021	\$	86.09	11-5590-601-000
EFT000000002865	Cope, Erica Purchase Card	Cheer - region 6 team lodging	4/1/2021	\$	86.09	11-5590-601-000
EFT000000002865	Cope, Erica Purchase Card	Cheer - Region 6 team lodging	4/1/2021	\$	86.09	11-5590-601-000

EFT000000002865	Cope, Erica Purchase Card	Cheer - Region 6 team lodging	4/1/2021	\$	86.09	11-5590-601-000
EFT000000002865	Cope, Erica Purchase Card	Cheer - Region 6 team lodging	4/1/2021	\$	92.47	11-5590-601-000
EFT000000002865	Cope, Erica Purchase Card	Cheer-Region 6 event team meal	4/1/2021	\$	125.23	11-5590-602-000
EFT000000002865	Cope, Erica Purchase Card	Cheer - Region 6 event supplies	4/1/2021	\$	14.06	11-5590-602-000
EFT000000002865	Cope, Erica Purchase Card	Cheer - Region 6 event team meal	4/1/2021	\$	170.91	11-5590-602-000
EFT000000002865	Cope, Erica Purchase Card	Cheer - Region 6 team meal	4/1/2021	\$	188.47	11-5590-602-000
EFT000000002866	Johnson, Erica Purchase Card	Ane Mae's Coffee and Sandwich Shop	4/1/2021	\$	101.20	31-8504-606-000
EFT000000002866	Johnson, Erica Purchase Card	Dickey's BBQ Pit	4/1/2021	\$	226.00	31-8504-606-000
EFT000000002866	Johnson, Erica Purchase Card	Lakeside Cedar Lodge	4/1/2021	\$	300.00	31-8504-606-000
EFT000000002866	Johnson, Erica Purchase Card	Amazon Vendor	4/1/2021	\$	23.32	31-8504-719-000
EFT000000002866	Johnson, Erica Purchase Card	Amazon-Student laptop cases	4/1/2021	\$	307.72	31-8504-719-000
EFT000000002866	Johnson, Erica Purchase Card	Stamps.com	4/1/2021	\$	17.99	31-8504-719-000
EFT000000002866	Johnson, Erica Purchase Card	Walmart	4/1/2021	\$	437.94	31-8504-719-000
EFT000000002867	Mueller, Hailey Purchase Card	IDEXxCare Plus Vetlab Station	4/1/2021	\$	700.53	12-1220-646-000
EFT000000002867	Mueller, Hailey Purchase Card	SCNAVTA membership renewal	4/1/2021	\$	150.00	12-1220-681-000
EFT000000002867	Mueller, Hailey Purchase Card	X-ray Equipment Registration through the State of Kansas	4/1/2021	\$	300.00	12-1220-681-000
EFT000000002867	Mueller, Hailey Purchase Card	Lidocane, endo tubes, syringes, masks, surgical supplies	4/1/2021	\$	215.35	71-1220-285-000
EFT000000002867	Mueller, Hailey Purchase Card	Lidocane, endo tubes, syringes, masks, surgical supplies	4/1/2021	\$	16.21	71-1220-285-000
EFT000000002867	Mueller, Hailey Purchase Card	Veterinary supplies	4/1/2021	\$	2.68	71-1220-285-000
EFT000000002868	ICC Marketing	Storage organizer, storage bins	4/1/2021	\$	221.49	11-5300-701-000
EFT000000002868	ICC Marketing	*Accidental Grocery pick up (Reimbursed)	4/1/2021	\$	275.37	11-6300-615-000
EFT000000002868	ICC Marketing	Constant contact toolkit	4/1/2021	\$	95.00	11-6300-615-000
EFT000000002868	ICC Marketing	Recruiting phone	4/1/2021	\$	38.41	11-6300-615-000
EFT000000002868	ICC Marketing	Tracfone	4/1/2021	\$	65.93	11-6300-615-000
EFT000000002868	ICC Marketing	Tracfone and minutes	4/1/2021	\$	62.92	11-6300-615-000
EFT000000002869	IT Department Purchase Card	AWS-service charges	4/1/2021	\$	7.32	11-6600-646-000
EFT000000002869	IT Department Purchase Card	Amazon-graphic tablet	4/1/2021	\$	189.99	11-6600-850-000
EFT000000002869	IT Department Purchase Card	Amazon-IT equipment	4/1/2021	\$	615.21	11-6600-850-000
EFT000000002869	IT Department Purchase Card	Bestbuy-IT Equipment	4/1/2021	\$	976.62	11-6600-850-000
EFT000000002870	Gillum, Jaicey Purchase Card	MCAC	4/1/2021	\$	50.00	11-1160-700-000
EFT000000002870	Gillum, Jaicey Purchase Card	osha 10 hour construction industry	4/1/2021	\$	500.00	11-4220-681-000

EFT000000002871	Martin, Jason Credit Card	Amazon-Football Supplies	4/1/2021	\$	38.97	11-5510-698-000
EFT000000002872	Correll, Jim Credit Card	dropbox license	4/1/2021	\$	600.00	11-1223-719-000
EFT000000002873	Turgeon, Jim Purchase Card	WBB - lodging for Dodge City	4/1/2021	\$	1,710.72	11-5540-606-000
EFT000000002873	Turgeon, Jim Purchase Card	WBB - team lodging (Garden City	4/1/2021	\$	102.33	11-5540-606-000
EFT000000002873	Turgeon, Jim Purchase Card	WBB - team lodging (Garden City)	4/1/2021	\$	81.64	11-5540-606-000
EFT000000002873	Turgeon, Jim Purchase Card	WBB - team lodging (Garden City)	4/1/2021	\$	81.64	11-5540-606-000
EFT000000002873	Turgeon, Jim Purchase Card	WBB - team lodging (Garden City)	4/1/2021	\$	81.64	11-5540-606-000
EFT000000002873	Turgeon, Jim Purchase Card	WBB - Team Lodging (Garden City)	4/1/2021	\$	81.64	11-5540-606-000
EFT000000002873	Turgeon, Jim Purchase Card	WBB - team lodging (Garden City)	4/1/2021	\$	113.83	11-5540-606-000
EFT000000002873	Turgeon, Jim Purchase Card	WBB - Team Lodging (Garden City)	4/1/2021	\$	113.83	11-5540-606-000
EFT000000002873	Turgeon, Jim Purchase Card	WBB - team lodging (Garden City)	4/1/2021	\$	113.83	11-5540-606-000
EFT000000002873	Turgeon, Jim Purchase Card	WBB - team lodging (Graden City)	4/1/2021	\$	113.83	11-5540-606-000
EFT000000002873	Turgeon, Jim Purchase Card	WBB - team meal (Cloud)	4/1/2021	\$	160.67	11-5540-606-000
EFT000000002873	Turgeon, Jim Purchase Card	WBB - team meal (Cowley)	4/1/2021	\$	109.41	11-5540-606-000
EFT000000002873	Turgeon, Jim Purchase Card	WBB - team meal (Garden City)	4/1/2021	\$	262.34	11-5540-606-000
EFT000000002873	Turgeon, Jim Purchase Card	WBB - team meal (Garden City)	4/1/2021	\$	116.34	11-5540-606-000
EFT000000002873	Turgeon, Jim Purchase Card	WBB - team meal (Graden City)	4/1/2021	\$	87.47	11-5540-606-000
EFT000000002873	Turgeon, Jim Purchase Card	WBB - team meal (Pratt)	4/1/2021	\$	132.28	11-5540-606-000
EFT000000002873	Turgeon, Jim Purchase Card	WBB - team meal(Garden City)	4/1/2021	\$	146.19	11-5540-606-000
EFT000000002873	Turgeon, Jim Purchase Card	WBB - team meal(Pratt)	4/1/2021	\$	85.65	11-5540-606-000
EFT000000002873	Turgeon, Jim Purchase Card	WBB - recruit meal	4/1/2021	\$	35.44	11-5540-617-000
EFT000000002873	Turgeon, Jim Purchase Card	Athletic Dept. - Zoom meeting fee	4/1/2021	\$	15.96	11-6500-719-001
EFT000000002874	Sadhoo, Jonathan Purchase Card	Check Stock (Operating Account) Reorder	4/1/2021	\$	111.33	11-6200-701-000
EFT000000002874	Sadhoo, Jonathan Purchase Card	Ooma, Inc.-phone service	4/1/2021	\$	6.31	11-6500-719-001
EFT000000002874	Sadhoo, Jonathan Purchase Card	Verizon-Hotspot Usage Dorms	4/1/2021	\$	270.48	11-6500-719-001
EFT000000002874	Sadhoo, Jonathan Purchase Card	Zoom-meeting	4/1/2021	\$	15.96	11-6500-719-001
EFT000000002874	Sadhoo, Jonathan Purchase Card	Bestbuy.com IT Equipment	4/1/2021	\$	266.24	11-6600-850-000
EFT000000002874	Sadhoo, Jonathan Purchase Card	Bestbuy.com IT Equipment	4/1/2021	\$	266.24	11-6600-850-000
EFT000000002874	Sadhoo, Jonathan Purchase Card	Bestbuy.com IT Equipment	4/1/2021	\$	532.48	11-6600-850-000
EFT000000002874	Sadhoo, Jonathan Purchase Card	Bestbuy.com IT Equipment	4/1/2021	\$	163.35	11-6600-850-000
EFT000000002875	Mann, Justin Purchase Card	MBB - team meal	4/1/2021	\$	113.82	11-5520-606-000

EFT000000002875	Mann, Justin Purchase Card	MBB - supplies	4/1/2021	\$	16.38	11-5520-698-000
EFT000000002876	Tate, Kenneth Purchase Card	Newton's True Value-supplies for the set	4/1/2021	\$	36.99	11-1151-692-000
EFT000000002876	Tate, Kenneth Purchase Card	1/2" 2 Flute Morris Bits	4/1/2021	\$	43.98	11-1151-692-000
EFT000000002876	Tate, Kenneth Purchase Card	duct tape	4/1/2021	\$	3.49	11-1151-692-000
EFT000000002876	Tate, Kenneth Purchase Card	duct tape	4/1/2021	\$	42.97	11-1151-692-000
EFT000000002876	Tate, Kenneth Purchase Card	duct tape	4/1/2021	\$	17.98	11-1151-692-000
EFT000000002876	Tate, Kenneth Purchase Card	fasteners for set	4/1/2021	\$	12.03	11-1151-692-000
EFT000000002876	Tate, Kenneth Purchase Card	fasteners for set	4/1/2021	\$	3.82	11-1151-692-000
EFT000000002876	Tate, Kenneth Purchase Card	Hair Stuff and props	4/1/2021	\$	72.06	11-1151-692-000
EFT000000002876	Tate, Kenneth Purchase Card	Home Depot-comp 3-tool combo	4/1/2021	\$	326.81	11-1151-692-000
EFT000000002876	Tate, Kenneth Purchase Card	ICC Fab Lab	4/1/2021	\$	12.38	11-1151-692-000
EFT000000002876	Tate, Kenneth Purchase Card	Paint for set	4/1/2021	\$	14.06	11-1151-692-000
EFT000000002876	Tate, Kenneth Purchase Card	Props for Steel Magnolias	4/1/2021	\$	33.29	11-1151-692-000
EFT000000002876	Tate, Kenneth Purchase Card	pvc piping	4/1/2021	\$	26.46	11-1151-692-000
EFT000000002876	Tate, Kenneth Purchase Card	pvc piping	4/1/2021	\$	4.13	11-1151-692-000
EFT000000002876	Tate, Kenneth Purchase Card	Sayer's ACE-supplies for set	4/1/2021	\$	23.50	11-1151-692-000
EFT000000002876	Tate, Kenneth Purchase Card	Supplies for set	4/1/2021	\$	19.98	11-1151-692-000
EFT000000002876	Tate, Kenneth Purchase Card	Walmart-no receipt	4/1/2021	\$	60.31	11-1151-692-000
EFT000000002876	Tate, Kenneth Purchase Card	Wood's Lumber-supplies for set	4/1/2021	\$	54.99	11-1151-692-000
EFT000000002876	Tate, Kenneth Purchase Card	Wood's Lumber-supplies for set	4/1/2021	\$	5.28	11-1151-692-000
EFT000000002876	Tate, Kenneth Purchase Card	Basket and card box	4/1/2021	\$	7.68	11-1151-695-000
EFT000000002876	Tate, Kenneth Purchase Card	Felt	4/1/2021	\$	2.19	11-1151-695-000
EFT000000002876	Tate, Kenneth Purchase Card	felt and starch	4/1/2021	\$	1.66	11-1151-695-000
EFT000000002876	Tate, Kenneth Purchase Card	HAIR STUFF AND PROPS	4/1/2021	\$	19.71	11-1151-695-000
EFT000000002876	Tate, Kenneth Purchase Card	Props for Steel magnolias	4/1/2021	\$	18.62	11-1151-695-000
EFT000000002876	Tate, Kenneth Purchase Card	Props for Steel Magnolias	4/1/2021	\$	36.11	11-1151-695-000
EFT000000002877	Boots, Lori Purchase Card	Stamps.com	4/1/2021	\$	61.57	11-6110-611-000
EFT000000002877	Boots, Lori Purchase Card	Indeed-job posting	4/1/2021	\$	503.20	11-6110-615-000
EFT000000002877	Boots, Lori Purchase Card	Indeed-job posting	4/1/2021	\$	506.67	11-6110-615-000
EFT000000002877	Boots, Lori Purchase Card	Indeed-job posting	4/1/2021	\$	505.07	11-6110-615-000
EFT000000002877	Boots, Lori Purchase Card	Indeed-job posting	4/1/2021	\$	505.04	11-6110-615-000

EFT000000002877	Boots, Lori Purchase Card	Indeed-job posting	4/1/2021	\$	501.93	11-6110-615-000
EFT000000002877	Boots, Lori Purchase Card	Indeed-job posting	4/1/2021	\$	501.34	11-6110-615-000
EFT000000002877	Boots, Lori Purchase Card	Indeed-job posting	4/1/2021	\$	507.76	11-6110-615-000
EFT000000002877	Boots, Lori Purchase Card	Indeed-job posting	4/1/2021	\$	502.79	11-6110-615-000
EFT000000002877	Boots, Lori Purchase Card	Careerbuilder-employee screen	4/1/2021	\$	376.25	11-6110-662-000
EFT000000002877	Boots, Lori Purchase Card	Indeed-job posting	4/1/2021	\$	322.89	11-6110-662-000
EFT000000002877	Boots, Lori Purchase Card	MVR-background check	4/1/2021	\$	18.10	11-6110-662-000
EFT000000002877	Boots, Lori Purchase Card	MVR-background check	4/1/2021	\$	18.10	11-6110-662-000
EFT000000002877	Boots, Lori Purchase Card	MVR-background check	4/1/2021	\$	18.10	11-6110-662-000
EFT000000002877	Boots, Lori Purchase Card	MVR-background check	4/1/2021	\$	15.88	11-6110-662-000
EFT000000002877	Boots, Lori Purchase Card	MVR-background check	4/1/2021	\$	23.00	11-6110-662-000
EFT000000002877	Boots, Lori Purchase Card	MVR-background check	4/1/2021	\$	18.00	11-6110-662-000
EFT000000002877	Boots, Lori Purchase Card	MVR-background check	4/1/2021	\$	26.70	11-6110-662-000
EFT000000002877	Boots, Lori Purchase Card	MVR-background checks	4/1/2021	\$	20.00	11-6110-662-000
EFT000000002877	Boots, Lori Purchase Card	Payroll Legal Alert	4/1/2021	\$	89.00	11-6110-662-000
EFT000000002877	Boots, Lori Purchase Card	Amazon-office supplies	4/1/2021	\$	68.98	11-6110-701-000
EFT000000002877	Boots, Lori Purchase Card	Amazon-office supplies	4/1/2021	\$	86.05	11-6110-701-000
EFT000000002878	Byrd, Mallory Credit Card	Online CNA 19 students	4/1/2021	\$	389.50	71-1288-285-001
EFT000000002878	Byrd, Mallory Credit Card	testing service	4/1/2021	\$	216.00	71-1288-285-001
EFT000000002879	Petrucka, Page Purchase Card	Food for All day Tech	4/1/2021	\$	90.67	11-1150-602-000
EFT000000002879	Petrucka, Page Purchase Card	Posters for Steel Magnolias	4/1/2021	\$	17.00	11-1150-661-000
EFT000000002879	Petrucka, Page Purchase Card	Bruising makeup for Steel Magnolias	4/1/2021	\$	19.10	11-1150-695-000
EFT000000002879	Petrucka, Page Purchase Card	Props for Steel Magnolia	4/1/2021	\$	75.60	11-1150-695-000
EFT000000002879	Petrucka, Page Purchase Card	Bruising makeup for Steel Magnolias	4/1/2021	\$	13.95	11-1150-697-000
EFT000000002880	Molnar, Paul Purchase Card	Snacks to sell at intermission of Steel Mags	4/1/2021	\$	85.96	11-1150-602-000
EFT000000002880	Molnar, Paul Purchase Card	Fine Arts & Humanities IHS Program Ad for OKLAHOMA!	4/1/2021	\$	60.00	11-1150-604-000
EFT000000002880	Molnar, Paul Purchase Card	Monthly Membership for Zoom for Fine Arts (Theatre)	4/1/2021	\$	15.96	11-1150-681-000
EFT000000002880	Molnar, Paul Purchase Card	Script for consideration for Fall 2021	4/1/2021	\$	11.99	11-1150-690-000
EFT000000002880	Molnar, Paul Purchase Card	Props for Theatre & Band Collaboration Concert	4/1/2021	\$	9.61	11-1150-695-000
EFT000000002880	Molnar, Paul Purchase Card	Costume for Band & Theatre May 3rd Concert	4/1/2021	\$	36.63	11-1150-696-000
EFT000000002881	Allen, Samantha Credit Card	Softball - team meal	4/1/2021	\$	175.80	11-5560-606-000

EFT000000002881	Allen, Samantha Credit Card	Softball - team meal	4/1/2021	\$	136.62	11-5560-606-000
EFT000000002881	Allen, Samantha Credit Card	Softball - team meal	4/1/2021	\$	163.09	11-5560-606-000
EFT000000002881	Allen, Samantha Credit Card	Softball - supplies	4/1/2021	\$	15.30	11-5560-698-000
EFT000000002881	Allen, Samantha Credit Card	Softball - supplies	4/1/2021	\$	125.68	11-5560-698-000
EFT000000002881	Allen, Samantha Credit Card	Softball - supplies/gear	4/1/2021	\$	44.82	11-5560-698-000
EFT000000002882	Owens, Sarah Credit Card	PTK all kansas award- walmart order	4/1/2021	\$	105.85	11-4200-720-000
EFT000000002882	Owens, Sarah Credit Card	PTK All KS Award-walmart order	4/1/2021	\$	38.35	11-4200-720-000
EFT000000002882	Owens, Sarah Credit Card	Amazon-(Grant) games & books	4/1/2021	\$	399.09	71-4100-285-011
EFT000000002882	Owens, Sarah Credit Card	games and books	4/1/2021	\$	79.99	71-4100-285-011
EFT000000002883	Science Department Purchase Card	Biology Supplies	4/1/2021	\$	132.75	11-1176-701-000
EFT000000002883	Science Department Purchase Card	Walmart-Biology Supplies	4/1/2021	\$	4.84	11-1176-701-000
EFT000000002883	Science Department Purchase Card	VWR Int. Micro Supplies	4/1/2021	\$	11.95	11-1176-701-000
EFT000000002884	McCollom, Steve Purchase Card	Football - meal for team scrimmage	4/1/2021	\$	180.13	11-5510-606-000
EFT000000002884	McCollom, Steve Purchase Card	Football - lodging for recruit	4/1/2021	\$	68.70	11-5510-617-000
EFT000000002885	Haynes, Timothy Credit Card	Topsoil	4/1/2021	\$	9.34	11-4200-693-000
EFT000000002885	Haynes, Timothy Credit Card	Office Supplies for Boot camp	4/1/2021	\$	5.80	11-4200-693-000
EFT000000002886	Lawrence, Tonda Credit Card	Heat protectant for hair styling	4/1/2021	\$	27.44	12-0100-485-000
EFT000000002886	Lawrence, Tonda Credit Card	Semi permanent, demi permanent and permanent color	4/1/2021	\$	104.89	12-0100-485-000
EFT000000002886	Lawrence, Tonda Credit Card	License fee for cosmetology student	4/1/2021	\$	25.63	12-1273-715-001
EFT000000002886	Lawrence, Tonda Credit Card	Testing fees for 11 students to take their state board written exam	4/1/2021	\$	75.00	12-1273-715-001
EFT000000002886	Lawrence, Tonda Credit Card	Testing fees for 11 students to take their state board written exam	4/1/2021	\$	75.00	12-1273-715-001
EFT000000002886	Lawrence, Tonda Credit Card	Testing fees for 11 students to take their state board written exam	4/1/2021	\$	75.00	12-1273-715-001
EFT000000002886	Lawrence, Tonda Credit Card	Testing fees for 11 students to take their state board written exam	4/1/2021	\$	75.00	12-1273-715-001
EFT000000002886	Lawrence, Tonda Credit Card	Testing fees for 11 students to take their state board written exam	4/1/2021	\$	75.00	12-1273-715-001
EFT000000002886	Lawrence, Tonda Credit Card	Testing fees for 11 students to take their state board written exam	4/1/2021	\$	75.00	12-1273-715-001
EFT000000002886	Lawrence, Tonda Credit Card	Testing fees for 11 students to take their state board written exam	4/1/2021	\$	75.00	12-1273-715-001
EFT000000002886	Lawrence, Tonda Credit Card	Testing fees for 11 students to take their state board written exam	4/1/2021	\$	75.00	12-1273-715-001
EFT000000002886	Lawrence, Tonda Credit Card	Testing fees for 11 students to take their state board written exam	4/1/2021	\$	75.00	12-1273-715-001
EFT000000002886	Lawrence, Tonda Credit Card	Testing fees for 11 students to take their state board written exam	4/1/2021	\$	75.00	12-1273-715-001
EFT000000002886	Lawrence, Tonda Credit Card	Testing fees for 11 students to take their state board written exam	4/1/2021	\$	75.00	12-1273-715-001
EFT000000002886	Lawrence, Tonda Credit Card	Monthly subscription charge for salon software	4/1/2021	\$	165.00	12-1273-852-000

EFT000000002887	Bruington, Toni Purchase Card	Mailing Textbooks-Pirate Ship	4/1/2021	\$	9.00	16-9300-611-000
EFT000000002887	Bruington, Toni Purchase Card	Mailing Textbooks-Pirate Ship	4/1/2021	\$	8.12	16-9300-611-000
EFT000000002887	Bruington, Toni Purchase Card	Website Fees - Core Commerce	4/1/2021	\$	45.00	16-9300-646-000
EFT000000002887	Bruington, Toni Purchase Card	office Supplies - Amazon	4/1/2021	\$	20.12	16-9300-701-000
EFT000000002887	Bruington, Toni Purchase Card	office Supplies - Amazon	4/1/2021	\$	85.90	16-9300-701-000
EFT000000002887	Bruington, Toni Purchase Card	Snacks for Resale-Walmart	4/1/2021	\$	147.46	16-9300-740-000
EFT000000002887	Bruington, Toni Purchase Card	Snacks for Resale-Walmart	4/1/2021	\$	84.15	16-9300-740-000
EFT000000002888	Bowhay, Vincent Purchase Card	Healthy Minds Study Incentives	4/1/2021	\$	150.00	11-5700-660-000
EFT000000002888	Bowhay, Vincent Purchase Card	Annual Campus Membership	4/1/2021	\$	455.00	11-5700-682-000
EFT000000002888	Bowhay, Vincent Purchase Card	Esports Interview	4/1/2021	\$	37.31	11-5700-693-000
EFT000000002888	Bowhay, Vincent Purchase Card	Esports Interview	4/1/2021	\$	40.50	11-5700-693-000
EFT000000002888	Bowhay, Vincent Purchase Card	Esports Interview	4/1/2021	\$	39.43	11-5700-693-000
EFT000000002888	Bowhay, Vincent Purchase Card	Student Union Decor	4/1/2021	\$	114.28	11-5700-693-000
EFT000000002888	Bowhay, Vincent Purchase Card	Veterans Director Interview	4/1/2021	\$	41.13	11-5700-693-000
EFT000000002888	Bowhay, Vincent Purchase Card	Esports	4/1/2021	\$	35.00	11-6110-601-000
EFT000000002888	Bowhay, Vincent Purchase Card	Esports	4/1/2021	\$	4.23	11-6110-601-000
EFT000000002888	Bowhay, Vincent Purchase Card	Esports	4/1/2021	\$	36.00	11-6110-601-000
EFT000000002888	Bowhay, Vincent Purchase Card	Esports	4/1/2021	\$	277.70	11-6110-601-000
EFT000000002888	Bowhay, Vincent Purchase Card	Esports	4/1/2021	\$	486.40	11-6110-601-000
EFT000000002888	Bowhay, Vincent Purchase Card	Esports	4/1/2021	\$	222.20	11-6110-601-000
EFT000000002888	Bowhay, Vincent Purchase Card	COVID-19 Tech - SU Comps	4/1/2021	\$	2,612.48	11-6500-611-000
EFT000000002888	Bowhay, Vincent Purchase Card	COVID-19 Tech - SU Comps	4/1/2021	\$	1,306.24	11-6500-611-000
EFT000000002888	Bowhay, Vincent Purchase Card	COVID-19 Tech - SU Comps	4/1/2021	\$	1,306.24	11-6500-611-000
EFT000000002888	Bowhay, Vincent Purchase Card	COVID-19 Tech - SU Comps	4/1/2021	\$	103.46	11-6500-611-000
EFT000000002888	Bowhay, Vincent Purchase Card	Online advertising	4/1/2021	\$	119.40	11-6500-611-000
EFT000000002889	Maintenance Toll Credit Card	Fleet Vehicle Service	4/1/2021	\$	80.00	11-7200-719-000
EFT000000002889	Maintenance Toll Credit Card	Toll Charges	4/1/2021	\$	49.55	11-7200-719-000
Total Accounts Payable:				\$	998,582.14	

Payroll Expenses		
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Payroll		\$ 382,629.14
Employee Benefits (Medical/Dental/Vision)		\$ 141,017.36
Payroll Taxes - Federal		\$ 122,461.82
Payroll Taxes - State		\$ 20,863.07
KPERS		\$ 31,254.92
Total Payroll		\$ 698,226.31
Total Payables		\$ 1,696,808.45



Memo

To: Independence Community College Board of Trustees

From: Jonathan D. Sadhoo, EdD
Vice President for Administration & Finance

Date: May 17, 2021

Re: Recommendation for Procurement of Fleet Vans

1. Purchase Item Agreements (>\$10K)

1.1. Purchase of Services/Equipment

Recommendation to enter into a rental agreement for a period of 12 months for fleet vans with the following vendor:

FleetPool USA, Inc. (Olathe, KS) – \$38,640 (Total Term for 4 Vehicles)

The rate of the expiring rental agreement is **\$104,400** (Total Term for 4 Vehicles on a 36 Month Rental Agreement). The outgoing models, 2018 Ford Transit 350 RWD Mid-Roof, will be replaced with 2021 Ford Transit 350 AWD/w NAV Mid-Roof.

Personnel Report – May 2021

New Hires

Effective Date	Name	Job Title	Rate of Pay
05/10/2021	April Parsons	Academic Affairs Administrative Assistant III	\$17.50
05/17/2021	Jordan Cushenbery	Recruiting Specialist III	\$34,000.00

Corrections to April 2021 Report:

04/05/2021	Caitlin Cannon	Student Affairs Administrative Assistant – 20 hrs. per wk.	correction \$12.50 not \$16.00
04/05/2021	India Bennett	Veteran Success Administrative Assistant – 20 hrs. per wk.	correction \$12.50 not \$16.00

Transfers / Status Changes

Effective Date	Name	Previous Job Title	New Job Title	Rate of Pay
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Separations

Effective Date	Name	Job Title	Rate of Pay	Date of Hire
05/04/2021	Cordell Jordan	EVP / Chief Information Officer	\$115,200.00	07/01/2019
05/19/2021	Bill Morosco	Head Men's Basketball Coach	\$65,500.00	04/11/2019

Current Staffing

	FULL-TIME SALARY	FULL-TIME HOURLY	PART- TIME	VOLUNTEERS	CONTRACT	OPEN POSITIONS	TOTAL EMPLOYEES
President's Office	2	0	0	0	0	0	2
Human Resources	3	0	0	0	0	0	3
Student Affairs	6	0	0	0	0	1	7
Marketing & Recruiting	9	1	2	0	1	1	14
Finance & Operations	9	11	0	0	1	0	21
Athletics	21	0	2	7	0	2	32
Academic Affairs	20	0	0	0	0	5	25
Faculty	29	0	0	0	0	0	29
Totals	99	12	4	7	2	9	133

Employment Searches

- 1) Head Women's Volleyball Coach
- 2) EMS Instructor/Director
- 3) Associate Professor of Technical Theatre
- 4) Associate Professor of Visual Arts
- 5) Associate Professor of Sociology
- 6) Associate Professor of Vet Nursing Technology
- 7) Vice President for Student Affairs
- 8) Head Men's Basketball Coach
- 9) Director of Marketing

Grants Report, May 1, 2021

Ref. No.	Grant Name	Description	Potential Funding	Comments
Activity Since Last Report				
1	Title III eligibility	Application to renew Title III status; provides waiver from having to match certain federal funding. For FY 21-22	Approx. \$30,000. No match required.	Notified approval 4.29.21
2	Council on Libraries and Information Resources "Recordings at Risk"	To digitize all audiovisual materials in the Inge Collection 2011 and prior (approx.. 800 pieces). No match required.	\$39,800.00	Notified declined 4.29.21. Plan to revise and resubmit in 6 months.
Prior Submitted Proposals, Under Current Review				
1	U.S Department of Education, Institutional Resiliency grant	To expand remote learning and dual enrollment programs. No match required.	\$314,361.00	Partnership with Wichita State University. WSU submitted 10.20.20. ICC share of grant would be \$314,361. April notification.
2	Kansas Creative Arts Industries Commission, Visiting Artist Grant	For music department visiting artists and public concerts, AY 21-22. Requires \$1,000 match, Fine Arts budget.	\$6,330.00	Submitted 2.12.21, April notification.
3	National Endowment for the Humanities "Preservation Grants for Small Institutions"	To purchase archival-level cabinetry, humidifiers, and other preservation equipment. No match required.	\$9,294.00	Submitted 1.14.21. August notification.

4	Kansas Department of Commerce	Advanced Manufacturing & IT Equipment Grants. For equipment and building upgrades to Vet Tech, IT Smart Classrooms, Fab Lab.	\$500,000.00	Notification said to be soon. Applied 8.19.20. Notified 8.28.20 of invitation to submit full proposal. Submitted 9.4.20.
5	State of Kansas; revenue loss reimbursement program	Potential reimbursement for revenue losses due to COVID; i.e. labor productivity, enrollment loss; other reduced revenue	\$332,174.96	Program officer uncertain if program will occur. Will make notification at unknown date. Applied 8.6.20 through Kansas Association of Community College Trustees. Revisions upward by \$2,750 on 8.10.20.
6	Kansas Department of Commerce	IT Cybersecurity & IT Management Consortium. ICC offers to aid in facilities and coursework where possible.	To Be Decided	Notification date pending. The KACCT applied 8.19.20 on behalf of ICC and a consortium of other colleges for Cyber Security education as part of a \$3.5 million project. Consortium submitted 9.4.20.
7	Kansas Creative Arts Industries Commission Equipment Grant	For Assistive Listening System for audiences at William Inge Theater. 1:1 match via equipment budget	\$2,605.00	Submitted 3.30.21. Anticipate May notification.
Total Submitted Now Under Review			\$1,164,764.96	
Prospective Proposals in Progress				

1	U.S. Small Business Administration Shuttered Venues Operation Grants	For Inge Festival	Approx. \$18,000	May submission with anticipated June notification
2	U.S. Department of Education, Strengthening Institutional Programs (SIP)	For interventions to improve academic success	Up to \$2.5 million over three-year period. No match required.	Anticipated July submission, with consultant.

Totals, FY 2020-2021 Awards Granted				
	Grant Name	Description	Funding for AY 2020-21.	Comments
1	State of Kansas SPARK grant, Round I: Reimbursements	Reimbursements of COVID related eligible expenses March 1-July 31	\$40,655.00	Acceptance 9.28.20.
2	State of Kansas SPARK grant, Round I: Direct Aid Plan	Potential reimbursement for planned future COVID related eligible expenses Aug. 1-Dec. 31	\$67,099.53	Acceptance 9.28.20.
3	Ask Every Student	Student voter engagement; includes series of events and guest speakers to cultivate lifelong civic engagement	\$9,612.00	Acceptance 8.25.20.
4	Kansas Creative Arts Industries Commission	Equipment grant. For backstage video and audio stage monitoring system at Inge Theater. 1:1 match	\$1,414.00	Acceptance 8.28.20. Proposal through ICC Foundation.
5	Kansas Department of Commerce Spark II: COVID Relief	COVID Response	\$215,787.00	Acceptance 8.21.20.

6	National Endowment for the Arts, Projects for the Arts	Inge House playwrights, Jan. 1 2021 through Dec. 31, 2023	\$15,000.00	Acceptance 11.11.20. Proposal through Inge Foundation. Possible expenditures current AY and in AY 21-22.
7	Dept. of Education Title III eligibility	Eligibility as Title III (low income) school allows ICC to not have to match certain federal funding	\$30,000.00	Acceptance Jan. 2020. Approximately \$15,000 waiver of match for Work Study students and \$15,000 for SEOG students
8	Spark Round II	For testing services	\$50,000.00	Acceptance Dec. 2020. Restricted for testing services for return to campus Spring 2021.
9	U.S. Department of Education, Centers for Excellence for Veteran Student Success	Grant for three years to establish and run a Veterans Success Center starting AY 21-22. No match required.	\$0.00	Acceptance 12.30.20. Expenditures AY 21-22: \$109,460; AY 22-23: \$163,259.60. AY 23-24: \$164,851.98.
10	Kansas Creative Arts Industries Commission	For storage racks for musician chairs in Fine Arts. 50 percent match required	\$869.00	Acceptance 1.13.21.
11	Title III eligibility	Application to renew Title III status; provides waiver from having to match certain federal funding. For FY 21-22	\$0.00	Approved 4.29.21. Approx. \$30,000 to be applied FY 21-22.
Total Awarded for spending FY 20-21			\$430,436.53	



Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, President

Date: May 17, 2021

Re: Recommendation for ICC Fieldhouse Floor Repairs

1. Purchase Item Agreements (>\$10K)

1.1. Purchase of Services/Equipment

Recommendation for the execution of a service agreement to facilitate repairs to the ICC Fieldhouse Floor.

4 State Maintenance Supply – Up to \$40,000

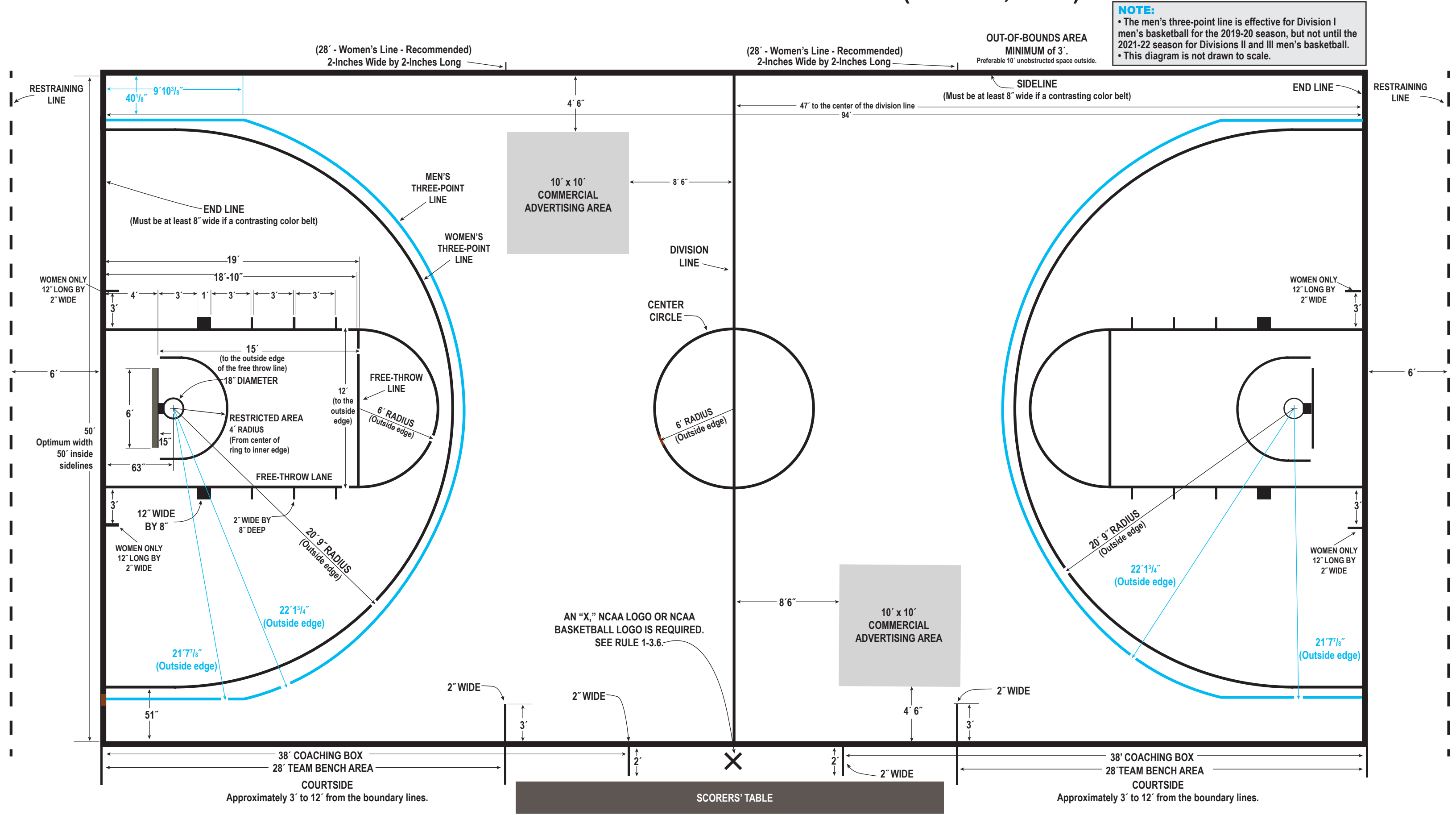
This agreement would include sanding, repainting, and recoating the ICC Fieldhouse Floor, including required updates to hash marks and the adjustment of the three-point line by the start of the 2021-2022 season. These required changes occur once every 10-20 years, with the last two occurring in 2009 and 1987. This project will also correct significant wear that has taken place since the floor was last sanded.

As a part of this project, the volleyball game court will be painted on the center of the basketball game court.

NCAA Men's and Women's Basketball Court (June 10, 2020)

NOTE:

- The men's three-point line is effective for Division I men's basketball for the 2019-20 season, but not until the 2021-22 season for Divisions II and III men's basketball.
- This diagram is not drawn to scale.





Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, President

Date: May 17, 2021

Re: Recommendation to create Student Life Coordinator position

The Student Life Coordinator position is responsible for enhancing the overall student experience at ICC, including a focus on. A significant portion of the position will oversee the expansion of day-to-day operations of the Pirate Pantry, ICC's student food pantry. ICC administered the Healthy Minds Study during the spring 2021 semester and identified food insecurity as an issue impacting student retention. Within the past 12 months, 15% of students indicated they were significantly worried they would run out of food, with another 40% stating this was sometimes true. The pantry was previously managed by the ICC Foundation in partnership with Enrollment/Retention.

This position will be a 12-month position that reports to the Director of Student Life.

If approved, this position will be placed on the Classified Salary Schedule CS-5, with a salary range from \$36,000 - \$39,000 plus benefits.

This position will be funded through Cares Act Funding.



Job Description

Student Life Coordinator

May 2021

The Student Life Coordinator is directly responsible for the development, implementation, monitoring, and evaluation of a comprehensive student life program that promotes student engagement and retention. This position also oversees the Pirate Pantry, a comprehensive, on-campus food pantry located on the ICC Main Campus. The Student Life Coordinator also develops and sustains collegial relations with college faculty and staff to positively impact student engagement and leadership.

This position is a 12-month position reporting to the Director of Student Life.

An individual in this position is expected to perform additional job-related responsibilities and duties as assigned.

Minimum Qualifications

- Bachelor's degree from a regionally accredited institution of higher learning.
- Two (2) years' experience working with college students or in events management.
- Ability to establish and maintain positive working relationships with a diverse student population.
- Ability to perform work beyond a standard 40-hour work week when workload requires.

Essential Duties

- Develop and implement student services and activities that complete the student experience and enhances the student's adjustment to and participation in college life with the targeted outcome of increasing student persistence, retention and graduation rates.
- Oversee the daily operations of the Pirate Pantry, an on-campus food pantry located on the ICC Main Campus. This includes providing a clean, safe and efficient operation model for the pantry, picking up donations and hosting food drive as appropriate, and tracking usage of the service.
- Monitor student activities and/or programs for the purpose of coordinating activities and ensuring compliance with established college, financial, legal and/or administrative requirements.
- Utilizes student satisfaction surveys and institutional data to assess program needs and the development of new programs, services, and activities.
- Maintains an updated student activity calendar and social media presence to include schedules of student workshops on and off campus student activities and community events where the College is being represented
- Creates student events and activities that are educational, social, cultural and interesting to the College's diverse group of students.
- Coordinates the overall activities of College student organizations; manages the needs and qualification club/organizations to enhance college-wide engagement.
- Develop an annual plan of goals and objectives for the Student Life area and other student activities for inclusion in the College's Strategic Plan.
- Conduct assessment of programs, activities, and services.
- Provide assistance in planning and executing new student orientation programs.
- Organize, coordinate, and promote campus special events.
- Develop and implement a student club advisor training program.
- Promotes and supports campus clubs and organizations.
- Provides an annual orientation for all student organizations and club advisors.
- Provides annual reports of Student Life activities and accomplishments.
- Promotes the value of student activities and of the motivations of students who participate in them.
- Assists the Director of Student Life in the Title IX processes.
- Serves as a liaison between the college and Residential Hall Director.
- Assists Residential Hall Director with Resident Assistant (RA) assignments and training.
- Maintain all equipment at the Student Union.
- Create and execute campus events that will engage on campus residents, commuters, and students at satellite locations.

- Maintains a positive and cooperative work attitude and work environment.
- Performs other job-related duties and projects as assigned in support of the College's mission, core values and goals.

Physical Requirements & Working Conditions

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential job functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions after full disclosure by the employee.

1. This position generally requires light work with occasional lifting of up to (30) pounds or more, carrying supplies and/or equipment.
2. This position requires the ability to sit; stand or walk for extended periods and various periods of time.
3. This position requires the ability to effectively learn new computer programs and applications and the ability to effectively troubleshoot changing computer software issues.
4. This position requires the ability to communicate clearly with individuals as well as small or large groups.
5. This position requires excellent comprehension of the English language.
6. This position requires that work is generally performed in an indoor setting, in an office or a classroom environment, which combines standard office equipment such as copiers, phones, computers and printers. The noise level in the work environment is usually low to moderate.



Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, President
Lori Boots, Vice President for Human Resources

Date: May 17, 2021

Re: Recommendation to create Business Systems Analyst position

The proposed Business Systems Analyst position is responsible for providing and supporting computer information systems to the campus community including support Ellucian's PowerCampus, Microsoft Dynamics GP and PowerFAIDS software suite through process analysis, configuration consultation, problem resolution, and reporting. The Business Systems Analyst analyses, designs, supports, and documents computer information systems, services as project leader by actively participating in the development of systems, managing programing, testing, quality control, and implementation, and provides ongoing support to users through training, maintenance, and troubleshooting. The Business Systems Analyst will liaison with the Business Office, Financial Aid, IT, and Institutional Research to maintain various databases, rectify errors, and design and generate various reports for the Administration Team, President and Board of Trustees.

As a member of the IT Department, the Business Systems Analyst will also be responsible for other duties as assigned by the Board of Trustees, President, Vice President of Finance & Administration and/or IT Manager.

If approved, the salary for this proposed position will be a 12-month position on Classified Salary Schedule CS-5 with a salary range from \$60,000 - \$69,000 plus benefits. The position will be funded through a combination of grant funding and additional reductions.



Job Description

Business Systems Analyst

April 2021

Business Unit:	Business Office
Department:	Information Technology
Reports to:	Vice President for Administration & Finance
Position Type:	Full-time, 12 months
Salary Structure:	Classified Salary Schedule CS-5
FLSA Status:	Non-Exempt

Summary

The Business Systems Analyst is responsible for providing and supporting computer information systems to the campus community including support Ellucian's PowerCampus, Microsoft Dynamics GP and PowerFAIDS software suite through process analysis, configuration consultation, problem resolution, and reporting. The Systems Analyst analyses, designs, supports, and documents computer information systems, services as project leader by actively participating in the development of systems, managing programming, testing, quality control, and implementation, and provides ongoing support to users through training, maintenance and troubleshooting. The Systems Analyst will liaison with the Business Office, Financial Aid, IT, and Institutional Research in order to maintain various databases, rectify errors, and design and generate various reports for the Administration Team, President and Board of Trustees,

An individual in this position is expected to perform additional job-related responsibilities and duties within the department or college as assigned, and/or as necessary.

Minimum Qualifications

- Associate degree or an equivalent combination of education & work experience is required.
- A minimum of two years' experience in one or more of the following:
 - Project management of systems projects,
 - Direct supervisory responsibility over IT personnel, or
 - Database application programming with fluency exhibited in at least three of the following: PL/SQL, SQL, Argos, AppMan, HTML, ASP, .NET, JavaScript, VB Script, XML, CSS, Java, Groovy, Grails, Oracle Tools, or similar languages/tools.
- Experience in relational databases and SQL is required.
- One-year experience in the design of complex database-driven application systems is preferred.
- Knowledge of Ellucian's Banner/Colleague/PowerCampus and Banner's ODS/EDW is preferred.
- Experience with web development is preferred.
- Work experience in higher education is preferred.

Skills

- The ability to manage multiple concurrent projects, reason analytically and work with people possessing differing levels of technical knowledge is required.
- The ability to solve complex procedural and/or software problem by using logic, creativity, technology, and interpersonal skills is required.
- The ability to maintain confidentiality is required.
- Effective verbal and written communication skills and proficiently in writing technical specifications are required.
- The ability to develop knowledge of, respect for, and skills to engage with those of other cultures and backgrounds are required.
- Flexibility to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods
- Ability to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment
- Problem solving is required to analyze issues and create action plans.
- Problem solving with data frequently requires independent interpretation of guidelines.

- Ability to satisfactorily perform the functions of the job include adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; and interpreting policies, procedures, regulations and/or laws.
- Responsibilities include working independently under broad organizational guidelines to achieve department objectives; leading, guiding, and/or coordinating others; and directing the use of budgeted funds within a department.

Other

- This position requires work to be completed beyond a standard 40-hour work week including evenings, nights, and weekends to support implementations upgrades and responding to calls regarding questions or problems with the college's computing systems.

Essential Duties

- Facilitates user departments obtaining new computer systems or modifications to existing systems by understanding the functions of the user department and analyzing current processing and procedures, advising them on appropriate alternatives in meeting their computing needs, and assisting them in the preparation of associated requests.
- Provides automation of campus business processes by designing computer information systems which effectively perform those tasks
- Develops instructions for programmer/analysts by creating detailed design specifications including system narratives, file layouts, screen layouts, report layouts, and program narratives and develops and maintains documentation for systems including system overviews, training materials, and troubleshooting guides.
- Develops project plans and targets/milestones for completing projects on time, documents projects tasks, provides status updates, manages time effectively, sets expectations for timely completion of tasks for members of the project team, including programmer/analysts, business partners, and other system analysts and alerts leadership to blocker issues and project delays.
- Installs, configures, and supports custom and purchased college-wide software applications.
- Supports good customer service by communicating and/or collaborating with the other units in Computer Services about impending changes, usability issues, and the system upgrades or problems.
- Provides consultation and project management to college departments wishing to acquire, implement, and maintain software to maximize effectiveness.
- Assists with basic Accounting reconciliation between ERP interfaces to ensure accurate data and reporting.
- Effectively resolves procedural and programming problems by conducting a thorough analysis of the situation and employing appropriate strategies for resolution.
- Promotes the development of programmer/analysts by supervising their coding techniques, assigning analytical responsibilities as deemed appropriate, and providing input to the Senior Systems Analysts for Programmer/Analyst's performance reviews.
- Promotes the uniformity of the programming effort by contributing to, adhering to, and updating standards and guidelines maintained for the unit.
- Ensures the accurate, scheduled execution of computer processes by coding the appropriate job scheduler.
- Ensures the success and accuracy of campus applications systems by thoroughly testing and extensively reviewing the testing done by Programmer/Analysts of all programming changes and newly developed programs or applications.
- Ensures the availability of computer resources by managing disaster prevention and recovery efforts caused by events like power outages, hardware failures, etc.
- Ensures that security standards are strictly followed when developing, programming, and implementing new or purchased computer information systems and applications.
- Contributes to the overall success of Management Information Systems by providing informational updates pertaining to production problems, program maintenance, and new project development to the Vice President for Administration & Finance.
- Contributes to a work environment that encourages knowledge of, respect for, and development of skills to engage with those of other cultures or backgrounds.
- Coordinates and completes special projects independently or in cooperation with other groups as assigned.
- Ensures the safeguarding of all confidential files.
- Attends and participates in all required training.
- Reports to work at assigned work area no later than the scheduled time to begin each workday.
- Maintains a good attendance record.
- Maintains a positive professional attitude and work environment.
- Performs any other duties as assigned or requested by Administrator

Physical Requirements & Working Conditions

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential job functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions after full disclosure by the employee.

1. This position generally requires light work with occasional lifting of up to (30) pounds or more, carrying supplies and/or equipment.
2. This position requires the ability to sit; stand or walk for extended periods and various periods of time.
3. This position requires the ability to effectively learn new computer programs and applications and the ability to effectively troubleshoot changing computer software issues.
4. This position requires the ability to communicate clearly with individuals as well as small or large groups.
5. This position requires excellent comprehension of the English language.
6. This position requires that work is generally performed in an indoor setting, in an office or a classroom environment, which combines standard office equipment such as copiers, phones, computers and printers. The noise level in the work environment is usually low to moderate.

Evaluation

Performance of this job will be evaluated in accordance with provision of the Board of Trustee's policy on Evaluation of Personnel.

Employee Acknowledgment

I have read and understand the essential job functions for this position and certify that:

_____ I have the ability to perform the essential job functions of this position either with or without a reasonable accommodation.

_____ I do not have the ability to perform the essential job functions of this position either with or without a reasonable accommodation.

Printed Name of Employee

Employee Signature

Date



Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, President

Date: May 17, 2021

Re: Recommendation to create ICC NOW High School Coordinator Position

The ICC NOW High School Coordinator Position will serve as a liaison between local high schools and the College. Working within the high schools, this position will help address barriers to student completion of the ICC NOW program and promote the completion of an associate degree at ICC.

This position will be a 12-month position that reports to Academic Affairs.

If approved, this position will be placed on the Classified Salary Schedule CS-1, with a salary range from \$36,000 - \$39,000 plus benefits.



Job Description

ICC NOW High School Coordinator

May 2021

The ICC NOW High School Coordinator is directly responsible for guiding high school students through the process of enrolling and completing concurrent and dual credit courses during their high school career. This position will work collaboratively with a wide variety of partners to promote the completion of an associate degree at ICC. An individual in this position is expected to perform additional job-related responsibilities and duties as assigned.

Minimum Qualifications

- Bachelor's degree from a regionally accredited institution of higher learning.
- Two (2) years' experience working with high school or college students.
- Ability to establish and maintain positive working relationships with a diverse student population.
- Ability to perform work beyond a standard 40-hour work week when workload requires.

Essential Duties

- Develop and implement student services to promote the completion of student's selected concurrent and dual credit courses.
- Provide guidance to concurrent and dual credit students who need to access ICC-based services, including tutoring, Canvas training, business office requests, and enrollment assistance.
- Communicate with students to address their concerns and goals, reducing the barriers to student degree completion.
- Maintain a comprehensive knowledge of ICC's academic programs, academic requirements, organizations, and support services.
- Ensure that all ICC policies and procedures are consistent across multiple high schools and campuses.
- Develop an annual plan of goals and objectives for the ICC for inclusion in the College's Strategic Plan.
- Conduct assessment of programs and services.
- Aid in planning and executing new student orientation programs for concurrent and dual credit programs.
- Organize, coordinate, and promote campus special events.
- Promotes the College to local high schools, serving as a positive ambassador to the Independence community and beyond.
- Serve as a liaison between the College and high school personnel.
- Coordinates and completes special projects independently or in cooperation with other groups as assigned.
- Ensures the safeguarding of all confidential files
- Attends and participates in all required training.
- Maintains a positive and cooperative work attitude and work environment.
- Performs other job-related duties and projects as assigned in support of the College's mission, core values and goals.

Physical Requirements & Working Conditions

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential job functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions after full disclosure by the employee.

1. This position generally requires light work with occasional lifting of up to (30) pounds or more, carrying supplies and/or equipment.
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Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, President

Date: May 17, 2021

Re: Recommendation to create Financial Aid Specialist Position

This position will focus on three main areas within the Financial Aid Department: 1) verification, 2) professional judgement, and 3) scholarships. The current ratio of FAFSA applications to ICC employee for review is 1,000 applications to 1 staff member. This position will help to lower this ratio appropriately.

This position will be a 12-month position that reports to the Director of Financial Aid.

If approved, this position will be placed on the Classified Hourly Schedule CHNE-3, with an hourly range of \$16.00 - \$19.25.



Job Description

Financial Aid Specialist

May 2021

The Financial Aid Specialist is directly responsible for ensuring the accuracy of the awarding of Federal Student Aid. This position also responsible for verification, Professional Judgement decisions, and assisting in the processing of scholarships.

This position is a 12-month position reporting to the Director of Financial Aid.

An individual in this position is expected to perform additional job-related responsibilities and duties as assigned.

Minimum Qualifications

1. Associates Degree required. Bachelors degree preferred.
2. Experience with financial aid preferred.
3. One year experience in an educational setting preferred.
4. Ability to communicate effectively with students, staff and community.
5. Clarity of thought and expression in oral and written communication.
6. Time management, ability to cope with multiple interruptions and work under pressure of deadlines.
7. Self-motivated with a high degree of organizational skill, meticulous in detail.
8. Excellent office skills including computer experience necessary to complete job requirements.
9. Ability to learn a thorough understanding of tax returns in the context of validating student aid reports.
10. Must espouse a collaborative work ethic and a philosophy of higher education that is compatible with the mission of ICC.

Essential Duties

1. Assist the Financial Aid Director in administering all financial aid awards, including Federal Student Aid, institutional aid, Foundation aid, Kansas state aid, and outside scholarships.
2. Perform additional duties as assigned after consultation with the Financial Aid Director.
3. Oversee and carry out the verification of financial aid applications in accordance with all relevant laws and regulations.
4. Oversee and manage the awarding of institutional and Foundation aid.
5. Serve as the primary resource for Professional Judgment decisions.
6. Counsel students and/or parents regarding the full scope of available financial resources for attending ICC.
7. Process and correct financial aid documents electronically to meet federal regulations.
8. Verify and secure documentation for all Federal Student Aid recipients.
9. Package aid and process award letters for all potential student, including all possible financial aid allowed at ICC.
10. Assist in the process for origination and disbursements through U.S. Department of Education in line with ICC and federal requirements.
11. Submit documentation to the Business Office for disbursement of funds.
12. Monitor Satisfactory Academic Progress (SAP) based on ICC policies and Federal regulations.
13. Verify and secure documentation for all students who are employed through the Federal Work Study and ICC Student Labor programs.
14. Place student employees in jobs both on and off campus, while abiding by Department of Education regulations and college procedure.
15. Maintain and submit payroll documentation for Federal Work Study and ICC Student Labor programs.
16. Calculate and certify Federal Stafford loans to meet federal regulations.
17. Calculate and certify Federal Parent PLUS loans to meet federal regulations.
18. Maintain a system of "checks and balances".
19. Maintains a positive and cooperative work attitude and work environment.
20. Performs other job-related duties and projects as assigned in support of the College's mission, core values and goals.

Physical Requirements & Working Conditions

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential job functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions after full disclosure by the employee.

1. This position generally requires light work with occasional lifting of up to (30) pounds or more, carrying supplies and/or equipment.
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Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, EdD
President

Date: May 17, 2021

Re: First Reading of revisions to Board Policy TRU-917

Board Policy provides for two readings of proposed policies and/or revisions prior to inclusion in the Board Policy Manual. The first reading of revisions to Board policy TRU-917 is proposed as follows:

CODE:	TRU – 917
SUBJECT:	Sexual Harassment & Grievance Resolution Procedures
ADOPTED:	March 9, 2016
REVISED:	September 21, 2020

I. POLICY STATEMENT

Independence Community College (“ICC”) is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from sexual harassment and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, ICC has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation sexual harassment or retaliation. ICC values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the grievance process during what is often a difficult time for all those involved. For a complete review of Title IX policies and procedures, please visit: <https://www.indycc.edu/student-life/title-ix-compliance>

1. Glossary

- *Advisor* means a person chosen by a party or appointed by the institution to accompany the party to meetings related to the resolution process, to advise the party on that process, and to conduct cross-examination for the party at the hearing, if any.
- *Appeal Decision maker* means an individual who has decision-making authority in the appellate phase of the formal grievance process.
- *Complainant* means an individual who is alleged to be the victim of conduct that could be sexual harassment based on a protected class; or retaliation for engaging in a protected activity.
- *Complaint (formal)* means a document submitted or signed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment or retaliation for engaging in a protected activity against a Respondent and requesting that ICC investigate the allegation.
- *Confidential Resource* means an employee who is not a Mandated Reporter of notice of harassment and/or retaliation (irrespective of Clery Act Campus Security Authority status).
- *Day* means a business day when ICC is in normal operation.
- *Decision maker* means an individual who has decision-making authority in the hearing phase of the formal grievance process.
- *Education program or activity* means locations, events, or circumstances in which ICC exercises substantial control over both the Respondent and the context in which the sexual harassment occurs and also includes any building owned or controlled by a student organization that is officially recognized by ICC.
- *Final Determination*: A conclusion by a preponderance of the evidence that the alleged conduct did or did not violate policy.
- *Finding*: A conclusion by a preponderance of the evidence that the conduct did or did not occur as alleged (as in a "finding of fact").
- *Formal Grievance Process* means a method of formal resolution designated by ICC to address conduct that falls within the policies included below, and which complies with the requirements of the Title IX regulations (34 CFR §106.45).
- *Grievance Process Pool* ("the Pool") includes any Investigators, Decision makers, and Advisors who may perform any or all of these roles (though not at the same time or with respect to the same case).
- *Investigator* means the person or persons charged by ICC with gathering facts about an alleged violation of this Policy, assessing relevance and credibility, synthesizing the evidence, and compiling this information into an investigation report and file of directly related evidence.
- *Mandated Reporter* means an employee of ICC who is obligated by policy to share knowledge, notice, and/or reports of harassment and/or retaliation with the Title IX Coordinator.
- *Notice* means that an employee, student, or third party informs the Title IX Coordinator or other Official with Authority of the alleged occurrence of harassing, discriminatory, and/or retaliatory conduct.
- *Official with Authority (OWA)* means an employee of ICC explicitly vested with the responsibility to implement corrective measures for sexual harassment and/or retaliation on behalf of ICC.
- *Parties* include the Complainant(s) and Respondent(s), collectively.
- *Remedies* are post finding actions directed to the Complainant and/or the community as mechanisms to address safety, prevent recurrence, and restore access to ICC's educational program.

- *Respondent* means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment or retaliation for engaging in a protected activity.
- *Resolution* means the result of an informal or Formal Grievance Process.
- *Sanction* means a consequence imposed by ICC on a Respondent who is found to have violated this policy.
- *Sexual Harassment* is the umbrella category including the offenses of sexual harassment, sexual assault, stalking, and dating violence and domestic violence. See section 17.b. for greater detail.
- *Title IX Coordinator* is at least one official designated by ICC to ensure compliance with Title IX and ICC's Title IX program. References to the Coordinator throughout this policy may also encompass a designee of the Coordinator for specific tasks.
- *Title IX Team* refers to the Title IX Coordinator, Deputy Coordinator, and any member of the Grievance Process Pool.

2. Applicable Scope

The core purpose of this policy is the prohibition of sexual harassment and retaliation. When an alleged violation of this policy is reported, the allegations are subject to resolution under ICC's formal grievance process, or through informal resolution, as detailed below.

When the Respondent is a member of the ICC community, a grievance process may be available regardless of the status of the Complainant, who may or may not be a member of the ICC community. This community includes, but is not limited to, students,¹ student organizations, faculty, administrators, staff, and third parties such as guests, visitors, volunteers, invitees, and campers. The procedures below may be applied to incidents, patterns, and/or campus climate, all of which may be addressed and investigated in accordance with this policy.

3. Title IX Coordinator

The Title IX Coordinator oversees implementation of this policy. The Title IX Coordinator has the primary responsibility for coordinating ICC's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent sexual harassment, and retaliation prohibited under this policy.

4. Independence and Conflict of Interest

The Title IX Coordinator manages the Title IX Team within the Grievance Resolution Process and acts with independence and authority free from bias and conflicts of interest. The Title IX Coordinator oversees all resolutions under this policy and these procedures.

The members of the Title IX Team are vetted and trained to ensure they are not biased for or against any party in a specific case, or for or against Complainants and/or Respondents, generally.

¹ For the purpose of this policy, the ICC defines "student" as any individual who is registered or enrolled for credit or non-credit bearing coursework, and who maintains an ongoing relationship with ICC.

To raise any concern involving bias, conflict of interest, or misconduct by the Title IX Coordinator, contact the Office of the President, (620) 332-5451, Administration Building, gknox@indycc.edu. Concerns regarding bias, conflict of interest, or misconduct by any other Title IX Team member should be raised with the Title IX Coordinator.

5. Administrative Contact Information

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and procedures, may be made internally to:

Dr. Vincent Bowhay (he/him/his)
Vice President for Student Affairs & Title IX Coordinator
Lower Level, Student Union
1057 W. College Ave.
Independence, KS 67301
620-332-5429
vbowhay@indycc.edu

<https://www.indycc.edu/student-life/title-ix-compliance>

ICC has also designated the following Deputy Title IX Coordinator to assist the Title IX Coordinator in carrying out their responsibilities:

Lori Boots (she/her/hers)
Vice President for Human Resources
Administration Building
1057 W. College Ave.
Independence, KS 67301
620-332-5606
lboots@indycc.edu

ICC has determined that the following administrators are Officials with Authority to address and correct sexual harassment and/or retaliation: President, Vice Presidents, and Academic Deans. In addition to the Title IX Team members listed above, these Officials with Authority may also accept notice or complaints on behalf of ICC. These Officials with Authority will forward said notice or complaints to the Title IX Coordinator or Deputy.

ICC has also classified all employees as Mandated Reporters of any knowledge they have that a member of the community is experiencing sexual harassment and/or retaliation, though there are some limited exceptions. The section below on Mandated Reporting details which employees have this responsibility and their duties, accordingly.

Inquiries may be made externally to:
Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW

Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: <http://www.ed.gov/ocr>

Kansas City Office

U.S. Department of Education
One Petticoat Lane
1010 Walnut Street, Suite 320
Kansas City, MO 64106
Telephone: (816) 268-0550
Fax: (816) 268-0559
Email: OCR.KansasCity@ed.gov

For complaints involving employees:

[Equal Employment Opportunity Commission \(EEOC\)](#)

Gateway Tower II
400 State Ave., Suite 905
Kansas City, KS 66101
Phone: 1-800-669-4000
Fax: 913-551-6957
info@eeoc.gov

6. Notice/Complaints of Sexual Harassment and/or Retaliation

Notice or complaints of sexual harassment and/or retaliation may be made using any of the following options:

1) File a complaint with, or give verbal notice to, the Title IX Coordinator (or Deputy Coordinator) on the lower level of the Student Union, 620-332-5429, or at titleix@indycc.edu. Such a report may be made at any time (including during non-business hours) by using the telephone number or email address, or by mail to the office address, listed for the Title IX Coordinator or any other official listed.

2) Report online, using the reporting form posted at <https://www.indycc.edu/student-life/student-complaints>. Anonymous reports will be accepted but may give rise to a need to investigate. ICC tries to provide supportive measures to all Complainants, which is impossible with an anonymous report. Because reporting carries no obligation to initiate a formal response, and as ICC respects Complainant requests to dismiss complaints unless there is a compelling threat to health and/or safety, the Complainant is largely in control and should not fear a loss of privacy by making a report that allows the Title IX Coordinator to discuss and/or provide supportive measures.

A Formal Complaint means a document submitted or signed by the Complainant or signed by the Title IX Coordinator alleging a policy violation by a Respondent and requesting that ICC investigate the allegation(s).

A complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information in the section immediately above, or as described in this section. As used in this paragraph, the phrase “document filed by a Complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by ICC) that contains the Complainant’s physical or digital signature, or otherwise indicates that the Complainant is the person filing the complaint, and requests that ICC investigate the allegations.

If notice is submitted in a form that does not meet this standard, the Title IX Coordinator will contact the Complainant to ensure that it is filed correctly.

7. Supportive Measures

ICC will offer and implement appropriate and reasonable supportive measures to the parties upon notice of alleged sexual harassment and/or retaliation. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties to restore or preserve access to ICC’s education program or activity, including measures designed to protect the safety of all parties or ICC’s educational environment, and/or deter sexual harassment and/or retaliation.

The Title IX Coordinator promptly makes supportive measures available to the parties upon receiving notice or a complaint. At the time that supportive measures are offered, the Title IX Coordinator will inform the Complainant, in writing, that they may file a formal complaint with the ICC either at that time or in the future, if they have not done so already.

The Title IX Coordinator works with the Complainant to ensure that their wishes are taken into account with respect to the supportive measures that are planned and implemented.

ICC will maintain the privacy of the supportive measures, provided that privacy does not impair ICC’s ability to provide the supportive measures. ICC will act to ensure as minimal an academic/occupational impact on the parties as possible.

ICC will strive to implement measures in a way that does not unreasonably burden the other party.

These actions may include, but are not limited to:

- Referral to counseling, medical, and/or other healthcare services
- Referral to the Employee Assistance Program (for employees)
- Referral to community-based service providers
- Visa and immigration assistance
- Financial aid counseling (for students)
- Education provided for the college community or community subgroup(s)
- Altering campus housing assignment(s)
- Altering work arrangements for employees or student employees
- Safety planning

- Providing transportation accommodations
- Implementing contact limitations between the parties
- Trespass orders
- Academic support, extensions of deadlines, or other course/program related adjustments (e.g. class schedule modifications, withdrawals, or leaves of absence)
- Any other actions deemed appropriate by the Title IX Coordinator

Violations of contact limitations or trespass orders will be referred to appropriate student or employee conduct processes for enforcement.

8. Emergency Removal

ICC can act to remove a student Respondent entirely or partially from its education program or activities on an emergency basis when an individualized safety and risk analysis has determined that an immediate threat to the physical health or safety of any student or other individual justifies removal.

This risk analysis is performed by the Title IX Coordinator in conjunction with the Behavioral Intervention Team using its standard objective violence risk assessment procedures.

In all cases in which an emergency removal is imposed, the student will be given notice of the action and the option to request to meet with the Title IX Coordinator prior to such action/removal being imposed, or as soon thereafter as reasonably possible, to show cause why the action/removal should not be implemented or should be modified.

This meeting is not a hearing on the merits of the allegation(s), but rather is an administrative process intended to determine solely whether the emergency removal is appropriate.

When this meeting is not requested within three (3) days, objections to the emergency removal will be deemed waived. A Complainant and their Advisor may be permitted to participate in this meeting if the Title IX Coordinator determines it is equitable to do so.

This section also applies to any restrictions that a coach or athletic administrator may place on a student athlete arising from allegations related to Title IX. There is no appeal process for emergency removal decisions.

A Respondent may be accompanied by an Advisor of their choice when meeting with the Title IX Coordinator for the show cause meeting. The Respondent will be given access to a written summary of the basis for the emergency removal prior to the meeting to allow for adequate preparation.

The Title IX Coordinator has sole discretion under this policy to implement or stay an emergency removal and to determine the conditions and duration. Violation of an emergency removal under this policy will be grounds for discipline, which may include expulsion.

ICC will implement the least restrictive emergency actions possible in light of the circumstances and safety concerns. As determined by the Title IX Coordinator, these actions could include, but are not limited to: removing a student from a residence hall, temporarily re-assigning an employee, restricting a student's or employee's access to or use of facilities or equipment,

allowing a student to withdraw or take grades of incomplete without financial penalty, authorizing an administrative leave, and suspending a student's participation in extracurricular activities, student employment, student organizational leadership, or intercollegiate/intramural athletics.

At the discretion of the Title IX Coordinator in consultation with the Vice President of Academic Affairs, alternative coursework options may be pursued to ensure as minimal an academic impact as possible on the parties.

Where the Respondent is an employee, existing provisions for interim action are applicable.

9. Promptness

All allegations are acted upon promptly by ICC once it has received notice or a formal complaint. Complaints can take 60-90 business days to resolve, typically. There are always exceptions and extenuating circumstances that can cause a resolution to take longer, but ICC will avoid all undue delays within its control.

Any time the general timeframes for resolution outlined in these procedures will be delayed, the Title IX Coordinator will provide written notice to the parties of the delay, the cause of the delay, and an estimate of the anticipated additional time that will be needed as a result of the delay.

10. Privacy

Every effort is made by ICC to preserve the privacy of reports.² ICC will not share the identity of any individual who has made a report or complaint of harassment or retaliation; any

² For the purpose of this policy, privacy and confidentiality have distinct meanings. **Privacy** means that information related to a complaint will be shared with a limited number of ICC employees who "need to know" in order to assist in the assessment, investigation, and resolution of the report. All employees who are involved in ICC's response to notice under this policy receive specific training and guidance about sharing and safeguarding private information in accordance with state and federal law. The privacy of student education records will be protected in accordance with the Family Educational Rights and Privacy Act ("FERPA"), as outlined in ICC's Student Records Policy. The privacy of employee records will be protected in accordance with Human Resources policies. **Confidentiality** exists in the context of laws that protect certain relationships, including relationships with those who provide services related to medical and clinical care, such as mental health providers, and counselors. The law creates a privilege between certain health care providers, mental health care providers, attorneys, clergy, spouses, and others, with their patients, clients, parishioners, and spouses. ICC has designated individuals who have the ability to have privileged communications as Confidential Resources. For more information about Confidential Resources, see Section 17a. When information is shared by a Complainant with a Confidential Resource, the Confidential Resource cannot reveal the information to any third party except when an applicable law or a court order requires or permits disclosure of such information. For example, information may be disclosed when: (i) the individual gives written consent for its disclosure; (ii) there is a concern that the individual will likely cause serious physical harm to self or others; or (iii) the information concerns conduct

Complainant, any individual who has been reported to be the perpetrator of sexual harassment or retaliation, any Respondent, or any witness, except as permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g; FERPA regulations, 34 CFR part 99; or as required by law; or to carry out the purposes of 34 CFR Part 106, including the conducting of any investigation, hearing, or grievance proceeding arising under these policies and procedures.

ICC reserves the right to determine which ICC officials have a legitimate educational interest in being informed about incidents that fall within this policy, pursuant to the Family Educational Rights and Privacy Act (FERPA).

Only a small group of officials who need to know will typically be told about the complaint, including but not limited to: Student Affairs, Human Resources, Campus Security, the Behavioral Intervention Team, and relevant faculty and staff only to the extent that they will need information to assist in providing support measures to the parties.

Information will be shared as necessary with Investigators, Decision makers, witnesses, and the parties. The circle of people with this knowledge will be kept as small as possible to preserve the parties' rights and privacy.

ICC may contact parents/guardians to inform them of situations in which there is a significant and articulable health and/or safety risk but will usually consult with the student first before doing so.

¹ For the purpose of this policy, privacy and confidentiality have distinct meanings. **Privacy** means that information related to a complaint will be shared with a limited number of ICC employees who "need to know" in order to assist in the assessment, investigation, and resolution of the report. All employees who are involved in ICC's response to notice under this policy receive specific training and guidance about sharing and safeguarding private information in accordance with state and federal law. The privacy of student education records will be protected in accordance with the Family Educational Rights and Privacy Act ("FERPA"), as outlined in ICC's Student Records Policy. The privacy of employee records will be protected in accordance with Human Resources policies. **Confidentiality** exists in the context of laws that protect certain relationships, including relationships with those who provide services related to medical and clinical care, such as mental health providers, and counselors. The law creates a privilege between certain health care providers, mental health care providers, attorneys, clergy, spouses, and others, with their patients, clients, parishioners, and spouses. ICC has designated individuals who have the ability to have privileged communications as Confidential Resources. For more information about Confidential Resources, see Section 17a. When information is shared by a Complainant with a Confidential Resource, the Confidential Resource cannot reveal the information to any third party except when an applicable law or a court order requires or permits

involving suspected abuse or neglect of a minor under the age of 18, elders, or individuals with disabilities. Non-identifiable information may be shared by Confidential Resources for statistical tracking purposes as required by the federal Clery Act. Other information may be shared as required by law.

disclosure of such information. For example, information may be disclosed when: (i) the individual gives written consent for its disclosure; (ii) there is a concern that the individual will likely cause serious physical harm to self or others; or (iii) the information concerns conduct involving suspected abuse or neglect of a minor under the age of 18, elders, or individuals with disabilities. Non-identifiable information may be shared by Confidential Resources for statistical tracking purposes as required by the federal Clery Act. Other information may be shared as required by law.

Confidentiality and mandated reporting are addressed more specifically below.

11. Jurisdiction of ICC

This policy applies to the education program and activities of ICC to conduct that takes place on the campus or on property owned or controlled by ICC, at ICC-sponsored events, or in buildings owned or controlled by ICC's recognized student organizations. The Respondent must be a member of ICC's community in order for its policies to apply.

This policy can also be applicable to the effects of off-campus misconduct that effectively deprive someone of access to ICC's educational program. The recipient may also extend jurisdiction to off-campus and/or to online conduct when the Title IX Coordinator determines that the conduct affects a substantial ICC interest.

Regardless of where the conduct occurred, ICC will address notice/complaints to determine whether the conduct occurred in the context of its employment or educational program or activity and/or has continuing effects on campus or in an off-campus sponsored program or activity. A substantial ICC interest includes:

- a. Any action that constitutes a criminal offense as defined by law. This includes, but is not limited to, single or repeat violations of any local, state, or federal law;
- b. Any situation in which it is determined that the Respondent poses an immediate threat to the physical health or safety of any student or other individual;
- c. Any situation that significantly impinges upon the rights, property, or achievements of oneself or others or significantly breaches the peace and/or causes social disorder; and/or
- d. Any situation that is detrimental to the educational interests or mission of ICC.

If the Respondent is unknown or is not a member of the ICC community, the Title IX Coordinator will assist the Complainant in identifying appropriate campus and local resources and support options and/or, when criminal conduct is alleged, in contacting local or campus law enforcement if the individual would like to file a police report.

Further, even when the Respondent is not a member of the ICC's community, supportive measures, remedies, and resources may be accessible to the Complainant by contacting the Title IX Coordinator.

In addition, ICC may take other actions as appropriate to protect the Complainant against third parties, such as barring individuals from ICC property and/or events.

All vendors serving ICC through third-party contracts are subject to the policies and procedures of their employers, or to these policies and procedures to which their employer has agreed to be bound by their contracts.

When the Respondent is enrolled in or employed by another institution, the Title IX Coordinator can assist the Complainant in liaising with the appropriate individual at that institution, as it may be possible to allege violations through that institution's policies.

Similarly, the Title IX Coordinator may be able to assist and support a student or employee Complainant who experiences sexual harassment or retaliation in an externship, study abroad program, or other environment external to ICC where sexual harassment policies and procedures of the facilitating or host organization may give recourse to the Complainant.

12. Time Limits on Reporting

There is no time limitation on providing notice/complaints to the Title IX Coordinator. However, if the Respondent is no longer subject to ICC's jurisdiction and/or significant time has passed, the ability to investigate, respond, and provide remedies may be more limited or impossible.

Acting on notice/complaints significantly impacted by the passage of time (including, but not limited to, the rescission or revision of policy) is at the discretion of the Title IX Coordinator, who may document allegations for future reference, offer supportive measures and/or remedies, and/or engage in informal or formal action, as appropriate.

When notice/complaint is affected by significant time delay, ICC will typically apply the policy in place at the time of the alleged misconduct and the procedures in place at the time of notice/complaint.

13. Online Sexual Harassment and/or Retaliation

The policies of ICC are written and interpreted broadly to include online manifestations of any of the behaviors prohibited below, when those behaviors occur in or have an effect on ICC's education program and activities or use ICC networks, technology, or equipment.

Although ICC may not control websites, social media, and other venues in which harassing communications are made, when such communications are reported to ICC, it will engage in a variety of means to address and mitigate the effects.

Members of the community are encouraged to be good digital citizens and to refrain from online misconduct, such as feeding anonymous gossip sites, sharing inappropriate content via social media, unwelcome sexual or sex-based messaging, distributing or threatening to distribute revenge pornography, breaches of privacy, or otherwise using the ease of transmission and/or anonymity of the Internet or other technology to harm another member of the ICC community.

Any online posting or other electronic communication by students, including cyber bullying, cyber stalking, cyber harassment, etc., occurring completely outside of the ICC's control (e.g., not on ICC networks, websites, or between ICC email accounts) will only be subject to this policy

when such online conduct can be shown to cause a substantial in program disruption or infringement on the rights of others.

Otherwise, such communications are considered speech protected by the First Amendment. Supportive measures for Complainants will be provided, but protected speech cannot legally be subjected to discipline.

Off-campus harassing speech by employees, whether online or in person, may be regulated by the ICC only when such speech is made in an employee's official or work-related capacity.

14. Policy on 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, gender identity, sexual orientation, age, tenure, disability or any other factors that cannot be lawfully considered in its programs and activities as required by all applicable laws and regulations, in admission or access to, or treatment or employment in its programs and activities.

This policy applies to employment practices as well as educational programs and activities including athletics, instruction, grading, awarding of student financial aid, recruitment, admission, employment, housing, placement and retention of students, faculty and staff. ICC pledges continued compliance with all relevant state and federal laws and cooperation with governmental organizations in ensuring equal employment and educational opportunity. More specifically, as a recipient of federal financial assistance for education activities, ICC is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender.

This Sexual Harassment Policy and Grievance Resolution Procedures will be applied in a manner that fully complies with ICC's Policy on Nondiscrimination (TRU-918).

15. Definition of Sexual Harassment (For examples see Appendix A)

The Department of Education's Office for Civil Rights (OCR), the Equal Employment Opportunity Commission (EEOC), and the State of Kansas regard Sexual Harassment as an unlawful discriminatory practice.

ICC has adopted the following definition of Sexual Harassment in order to address the unique environment of an academic community.

Acts of sexual harassment may be committed by any person upon any other person, regardless of the sex, sexual orientation, and/or gender identity of those involved.

Sexual Harassment, as an umbrella category, includes the actual or attempted offenses of sexual harassment, sexual assault, domestic violence, dating violence, and stalking, and is defined as:

Conduct on the basis of sex or that is sexual that satisfies one or more of the following:

1) Quid Pro Quo:

- a. an employee of the recipient,
- b. conditions (implicitly or explicitly) the provision of an aid, benefit, or service of the recipient,
- c. on an individual's participation in unwelcome sexual conduct.

2) Sexual Harassment:

- a. unwelcome conduct,
- b. determined by a reasonable person,
- c. to be so severe, and
- d. pervasive, and,
- e. objectively offensive,
- f. that it effectively denies a person equal access to ICC's education program or activity.³

Unwelcomeness is subjective and determined by the Complainant (except when the Complainant is younger than the age of consent). Severity, pervasiveness, and objective offensiveness are evaluated based on the totality of the circumstances from the perspective of a reasonable person in the same or similar circumstances ("in the shoes of the Complainant"), including the context in which the alleged incident occurred and any similar, previous patterns that may be

3) Sexual assault, defined as:

³ Unwelcomeness is subjective and determined by the Complainant (except when the Complainant is younger than the age of consent). Severity, pervasiveness, and objective offensiveness are evaluated based on the totality of the circumstances from the perspective of a reasonable person in the same or similar circumstances ("in the shoes of the Complainant"), including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced.

- Sex Offenses, Forcible: Any sexual act⁴ directed against another person⁵;
- without the consent of the Complainant,
- including instances in which the Complainant is incapable of giving consent.⁶

b. Sex Offenses, Non forcible:

- Incest:
- 1) Non forcible sexual intercourse,

⁴ Sexual acts include:

Forcible Rape:

- Penetration,
- no matter how slight,
- of the vagina or anus with any body part or object, or
- oral penetration by a sex organ of another person,
- without the consent of the Complainant.

Forcible Sodomy:

- Oral or anal sexual intercourse with another person,
- forcibly,
- and/or against that person's will (non consensually), or
- not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age[#] or because of temporary or permanent mental or physical incapacity.

Sexual Assault with an Object:

- The use of an object or instrument to penetrate,
- however slightly,
- the genital or anal opening of the body of another person,
- forcibly,
- and/or against that person's will (non consensually),
- or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

Forcible Fondling:

- The touching of the private body parts of another person (buttocks, groin, breasts),
- for the purpose of sexual gratification,
- forcibly,
- and/or against that person's will (non consensually),
- or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

⁵ This would include having another person touch you sexually, forcibly, or without their consent.

- 2) between persons who are related to each other,
- 3) within the degrees wherein marriage is prohibited by Kansas law.

o Statutory Rape:

- 1) Non forcible sexual intercourse, occurred and any similar, previous patterns that may be evidenced.

¹ Sexual acts include:

Forcible Rape:

- o Penetration,
- o no matter how slight,
- o of the vagina or anus with any body part or object, or
- o oral penetration by a sex organ of another person,
- o without the consent of the Complainant.

Forcible Sodomy:

- o Oral or anal sexual intercourse with another person,
- o forcibly,
- o and/or against that person's will (non-consensually), or
- o not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age[#] or because of temporary or permanent mental or physical incapacity.

Sexual Assault with an Object:

- o The use of an object or instrument to penetrate,
- o however slightly,
- o the genital or anal opening of the body of another person,
- o forcibly,
- o and/or against that person's will (non-consensually),
- o or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

Forcible Fondling:

- o The touching of the private body parts of another person (buttocks, groin, breasts),
- o for the purpose of sexual gratification,
- o forcibly,
- o and/or against that person's will (non-consensually),
- o or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

¹ This would include having another person touch you sexually, forcibly, or without their consent.

- 1) with a person who is under the statutory age of consent of 16 [Kan. Stat. Ann. § 21-5501, 21-5503].

4) Dating Violence, defined as:

- a. violence,
- b. on the basis of sex,
- c. committed by a person,
- d. who is in or has been in a social relationship of a romantic or intimate nature with the Complainant.
 - i. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition—
 - ii. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
 - iii. Dating violence does not include acts covered under the definition of domestic violence.

5) Domestic Violence, defined as:

- a. violence,
- b. on the basis of sex,
- c. committed by a current or former spouse or intimate partner of the Complainant,
- d. by a person with whom the Complainant shares a child in common, or
- e. by a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner, or
- f. by a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Kansas or
- g. by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Kansas [Kan. Stat. Ann. § 21-5111].
 - i. Under Kansas law, domestic violence also includes the crime of "domestic battery," which can be found at Kan. Stat. Ann. § 21-5414.

*To categorize an incident as Domestic Violence, the relationship between the Respondent and the Complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

6) Stalking, defined as:

- a. engaging in a course of conduct,
- b. on the basis of sex,
- c. directed at a specific person, that
 - i. would cause a reasonable person to fear for the person's safety, or
 - ii. the safety of others; or
 - iii. suffer substantial emotional distress.

For the purposes of this definition—

- (i) Course of conduct means two or more acts, including, but not limited to,

acts in which the Respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

(ii) Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant.

(iii) Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

ICC reserves the right to impose any level of sanction, ranging from a reprimand up to and including suspension or expulsion/termination, for any offense under this policy.

Force, Coercion, Consent, and Incapacitation⁷

As used in the offenses above, the following definitions and understandings apply:

Force: Force is the use of physical violence and/or physical imposition to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion that is intended to overcome resistance or produce consent (e.g., "Have sex with me or I'll hit you," "Okay, don't hit me, I'll do what you want.").

Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Silence or the absence of resistance alone is not consent. Consent is not demonstrated by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-consent.

Coercion: Coercion is unreasonable pressure for sexual activity. Coercive conduct differs from seductive conduct based on factors such as the type and/or extent of the pressure used to obtain consent. When someone makes clear that they do not want to engage in certain sexual activity, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

Consent is:

- knowing, and
- voluntary, and

⁷ Consent is not specifically defined in Kansas. However, Kansas law provides that rape in the first degree is committed if the offender has sexual intercourse with another person who is incapacitated, incapable of consent, or lacks the capacity to consent, or by use of forcible compulsion. Forcible compulsion includes the use of a substance administered without a victim's knowledge or consent which renders the victim physically or mentally impaired so as to be incapable of making an informed consent to sexual intercourse. Kan. Stat. Ann. § 21-5503. This is applicable to criminal prosecutions for sex offenses in Kansas but may differ from the definition used on campus to address policy violations.

- clear permission
- by word or action
- to engage in sexual activity.

Individuals may experience the same interaction in different ways. Therefore, it is the responsibility of each party to determine that the other has consented before engaging in the activity. If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action.

Consent is not specifically defined in Kansas. However, Kansas law provides that rape in the first degree is committed if the offender has sexual intercourse with another person who is incapacitated, incapable of consent, or lacks the capacity to consent, or by use of forcible compulsion. Forcible compulsion includes the use of a substance administered without a victim's knowledge or consent which renders the victim physically or mentally impaired so as to be incapable of making an informed consent to sexual intercourse. Kan. Stat. Ann. § 21-5503. This is applicable to criminal prosecutions for sex offenses in Kansas but may differ from the definition used on campus to address policy violations.

at some point during the interaction or thereafter, but clear communication from the outset is strongly encouraged.

For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. Consent is not passive. Reasonable reciprocation can be implied. For example, if someone kisses you, you can kiss them back (if you want to) without the need to explicitly obtain *their* consent to being kissed back.

Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, that sexual activity should cease within a reasonable time.

Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). A current or previous intimate relationship is not sufficient to constitute consent.

Proof of consent or non-consent is not a burden placed on either party involved in an incident. Instead, the burden remains on ICC to determine whether its policy has been violated. The existence of consent is based on the totality of the circumstances evaluated from the perspective of a reasonable person in the same or similar circumstances, including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced. Consent in relationships must also be considered in context.

Incapacitation: A person cannot consent if they are unable to understand what is happening or is disoriented, helpless, asleep, or unconscious, for any reason, including by alcohol or other drugs. As stated above, a Respondent violates this policy if they engage in sexual activity with someone who is incapable of giving consent.

It is a defense to a sexual assault policy violation that the Respondent neither knew nor should have known the Complainant to be physically or mentally incapacitated. "Should have known" is

an objective, reasonable person standard that assumes that a reasonable person is both sober and exercising sound judgment.

Incapacitation occurs when someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g., to understand the “who, what, when, where, why, or how” of their sexual interaction).

Incapacitation is determined through consideration of all relevant indicators of an individual's state and is not synonymous with intoxication, impairment, blackout, and/or being drunk.

This policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating drugs.

16. Retaliation

Protected activity under this policy includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, assisting in providing information relevant to an investigation, and/or acting in good faith to oppose conduct that constitutes a violation of this Policy.

Acts of alleged retaliation should be reported immediately to the Title IX Coordinator and will be promptly investigated. ICC will take all appropriate and available steps to protect individuals who fear that they may be subjected to retaliation.

ICC and any member of ICC's community are prohibited from taking materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and procedure.

The exercise of rights protected under the First Amendment does not constitute retaliation.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy and procedure does not constitute retaliation, provided that a determination regarding responsibility, alone, is not sufficient to conclude that any party has made a materially false statement in bad faith.

17. Mandated Reporting

All ICC employees (faculty, staff, administrators) are expected to report actual or suspected sexual harassment or retaliation to appropriate officials immediately, though there are some limited exceptions.

In order to make informed choices, it is important to be aware of confidentiality and mandatory reporting requirements when consulting campus resources. On campus, some resources may maintain confidentiality and are not required to report actual or suspected sexual harassment or retaliation. They may offer options and resources without any obligation to inform an outside agency or campus official unless a Complainant has requested the information be shared.

If a Complainant expects formal action in response to their allegations, reporting to any Mandated Reporter can connect them with resources to report crimes and/or policy violations, and these employees will immediately pass reports to the Title IX Coordinator (and/or police, if desired by the Complainant), who will take action when an incident is reported to them.

The following sections describe the reporting options at ICC for a Complainant or third party (including parents/guardians when appropriate):

a. Confidential Resources

If a Complainant would like the details of an incident to be kept confidential, the Complainant may speak with on campus:

- **Off-campus (resources not employed by ICC):**

- Licensed professional counselors and other medical providers
- Local rape crisis counselors
- Domestic violence resources
- Local or state assistance agencies
- Clergy/Chaplains
- Attorneys

All of the above listed individuals will maintain confidentiality when acting under the scope of their licensure, professional ethics, and/or professional credentials, except in extreme cases of immediacy of threat or danger or abuse of a minor or individual with a disability, or when required to disclose by law or court order.

Campus counselors (for students) and the Employee Assistance Program (for employees) are available to help free of charge and may be consulted on an emergency basis during normal business hours.

Please note that ICC employees who are confidential resources and who receive reports within the scope of their confidential roles will timely submit anonymous statistical information for Clery Act purposes unless they believe it would be harmful to their client or patient.

b. Anonymous Notice to Mandated Reporters

At the request of a Complainant, notice may be given by a Mandated Reporter to the Title IX Coordinator anonymously, without identification of the Complainant. The Mandated Reporter cannot remain anonymous themselves.

If a Complainant has requested that a Mandated Reporter maintain the Complainant's anonymity, the Mandated Reporter may do so unless it is reasonable to believe that a compelling threat to health or safety could exist. The Mandated Reporter can consult with the Title IX Coordinator on that assessment without revealing personally identifiable information.

Anonymous notice will be investigated by ICC to the extent possible, both to assess the underlying allegation(s) and to determine if supportive measures or remedies can be provided.

However, anonymous notice typically limits ICC's ability to investigate, respond, and provide remedies, depending on what information is shared.

When a Complainant has made a request for anonymity, the Complainant's personally identifiable information may be withheld by a Mandated Reporter, but all other details must be shared with the Title IX Coordinator. Mandated reporters may not be able to maintain requests for anonymity for Complainants who are minors or disabled, depending on state reporting of abuse requirements.

c. Mandated Reporters and Formal Notice/Complaints

All employees of ICC (including student employees), with the exception of those who are designated as Confidential Resources, are Mandated Reporters and must promptly share with the Title IX Coordinator all known details of a report made to them in the course of their employment.

Employees must also promptly share all details of behaviors under this policy that they observe or have knowledge of, even if not reported to them by a Complainant or third party.

Complainants may want to carefully consider whether they share personally identifiable details with non-confidential Mandated Reporters, as those details must be shared with the Title IX Coordinator.

Generally, disclosures in climate surveys, classroom writing assignments or discussions, human subjects research, or at events such as marches or speak outs do not provide notice that must be reported to the Coordinator by employees, unless the Complainant clearly indicates that they desire a report to be made or seek a specific response from ICC.

Supportive measures may be offered as the result of such disclosures without formal ICC action.

Failure of a Mandated Reporter, as described above in this section, to report an incident of sexual harassment or retaliation of which they become aware is a violation of ICC policy and can be subject to disciplinary action for failure to comply.

Though this may seem obvious, when a Mandated Reporter is engaged in harassment or other violations of this policy, they still have a duty to report their own misconduct, though ICC is technically not on notice when a harasser is also a Mandated Reporter unless the harasser does in fact report themselves.

Finally, it is important to clarify that a Mandated Reporter who is themselves a target of harassment or other misconduct under this policy is not required to report their own experience, though they are, of course, encouraged to do so.

18. When a Complainant Does Not Wish to Proceed

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the campus and to comply with state or federal law.

The Title IX Coordinator has ultimate discretion over whether ICC proceeds when the Complainant does not wish to do so, and the Title IX Coordinator may sign a formal complaint to initiate a grievance process upon completion of an appropriate violence risk assessment.

The Title IX Coordinator's decision should be based on results of the violence risk assessment that show a compelling risk to health and/or safety that requires the ICC to pursue formal action to protect the community.

A compelling risk to health and/or safety may result from evidence of patterns of misconduct, predatory conduct, threats, abuse of minors, use of weapons, and/or violence. ICC may be compelled to act on alleged employee misconduct irrespective of a Complainant's wishes.

The Title IX Coordinator must also consider the effect that non-participation by the Complainant may have on the availability of evidence and ICC's ability to pursue a Formal Grievance Process fairly and effectively.

When the Title IX Coordinator executes the written complaint, they do not become the Complainant. The Complainant is the individual who is alleged to be the victim of conduct that could constitute a violation of this policy.

When ICC proceeds, the Complainant (or their Advisor) may have as much or as little involvement in the process as they wish. The Complainant retains all rights of a Complainant under this Policy irrespective of their level of participation. Typically, when the Complainant chooses not to participate, the Advisor may be appointed as proxy for the Complainant throughout the process, acting to ensure and protect the rights of the Complainant, though this does not extend to the provision of evidence or testimony.

Note that ICC's ability to remedy and respond to notice may be limited if the Complainant does not want ICC to proceed with an investigation and/or grievance process. The goal is to provide the Complainant with as much control over the process as possible, while balancing ICC's obligation to protect its community.

In cases in which the Complainant requests confidentiality/no formal action and the circumstances allow ICC to honor that request, the Title IX Coordinator will offer informal resolution options (see below), supportive measures, and remedies to the Complainant and the community, but will not otherwise pursue formal action.

If the Complainant elects to take no action, they can change that decision if they decide to pursue a formal complaint at a later date. Upon making a formal complaint, a Complainant has the right, and can expect, to have allegations taken seriously by ICC, and to have the incidents investigated and properly resolved through these procedures. Please consider that delays may cause limitations on access to evidence, or present issues with respect to the status of the parties.

19. Federal Timely Warning Obligations

Parties reporting sexual assault, domestic violence, dating violence, and/or stalking should be aware that under the Clery Act, ICC must issue timely warnings for incidents reported to them that pose a serious or continuing threat of bodily harm or danger to members of the campus community.

ICC will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the potential danger.

20. False Allegations and Evidence

Deliberately false and/or malicious accusations under this policy are a serious offense and will be subject to appropriate disciplinary action. This does not include allegations that are made in good faith but are ultimately shown to be erroneous or do not result in a policy violation determination.

Additionally, witnesses and parties knowingly providing false evidence, tampering with or destroying evidence, or deliberately misleading an official conducting an investigation can be subject to discipline under ICC policy.

21. Amnesty for Complainants and Witnesses

The ICC community encourages the reporting of misconduct and crimes by Complainants and witnesses. Sometimes, Complainants or witnesses are hesitant to report to ICC officials or participate in grievance processes because they fear that they themselves may be in violation of certain policies, such as underage drinking or use of illicit drugs at the time of the incident. Respondents may hesitate to be forthcoming during the process for the same reasons.

It is in the best interests of the ICC community that Complainants choose to report misconduct to ICC officials, that witnesses come forward to share what they know, and that all parties be forthcoming during the process.

To encourage reporting and participation in the process, ICC maintains a policy of offering parties and witnesses amnesty from minor policy violations — such as underage consumption of alcohol or the use of illicit drugs — related to the incident.

Amnesty does not apply to more serious allegations such as physical abuse of another or illicit drug distribution. The decision not to offer amnesty is based on neither sex nor gender, but on the fact that collateral misconduct is typically addressed for all students within a progressive discipline system, and the rationale for amnesty — the incentive to report serious misconduct — is rarely applicable to Respondent with respect to a Complainant.

Students: Sometimes, students are hesitant to assist others for fear that they may get in trouble themselves (for example, an underage student who has been drinking or using marijuana might hesitate to help take an individual who has experienced sexual assault to the Title IX Coordinator).

ICC maintains a limited policy of amnesty for students who offer help to others in need, and to students who experience potential violations under this policy.

22. Federal Statistical Reporting Obligations

Certain campus officials — those deemed Campus Security Authorities — have a duty to report the following for federal statistical reporting purposes (Clery Act):

- a) All “primary crimes,” which include homicide, sexual assault, robbery, aggravated assault, burglary, motor vehicle theft, and arson;
- b) Hate crimes, which include any bias motivated primary crime as well as any bias motivated larceny or theft, simple assault, intimidation, or destruction/damage/vandalism of property;
- c) VAWA based crimes,⁸ which include sexual assault, domestic violence, dating violence, and stalking; and
- d) Arrests and referrals for disciplinary action for weapons related law violations, liquor related law violations, and drug abuse related law violations.

All personally identifiable information is kept private, but statistical information must be shared with the Title IX Coordinator regarding the type of incident and its general location (on or off-campus or in the surrounding area, but no addresses are given) for publication in the Annual Security Report and daily campus crime log.

Campus Security Authorities include: student affairs/student conduct staff, campus security, local police, coaches, athletic directors, residence life staff, student activities staff, human resources staff, advisors to student organizations, and any other official with significant responsibility for student and campus activities.

VAWA is the Violence Against Women Act, enacted in 1994 codified in part at 42 U.S.C. sections 13701 through 14040.

RESOLUTION PROCESS FOR ALLEGED VIOLATIONS OF THE POLICY ON SEXUAL HARASSMENT

1. Overview

ICC will act on any formal or informal notice/complaint of violation of the Policy that is received by the Title IX Coordinator⁹ or any other Official with Authority by applying these procedures.

The procedures below apply to all allegations of sexual harassment or retaliation involving students, staff, administrators, or faculty members. A set of technical dismissal requirements within the Title IX regulations may apply as described below, but when a technical dismissal under the Title IX allegations is required, any remaining allegations will proceed using these same grievance procedures, clarifying which policies above are applicable. Although the effect of the Title IX regulations can be confusing, these grievance procedures apply to all policies above.

The procedures below may be used to address collateral misconduct arising from the investigation of or occurring in conjunction with reported misconduct (e.g., vandalism, physical abuse of another). All other allegations of misconduct unrelated to incidents covered by the Policy will be addressed through procedures described in the Student Handbook and Code of Conduct (for students) and the Board of Trustees Policy and Procedure Manual (for employees).

2. Notice/Complaint

⁸ VAWA is the Violence Against Women Act, enacted in 1994 codified in part at 42 U.S.C. sections 13701 through 14040.

⁹ Anywhere this procedure indicates “Title IX Coordinator,” ICC may substitute a trained designee.

Upon receipt of a complaint or notice to the Title IX Coordinator of an alleged violation of the Policy, the Title IX Coordinator initiates a prompt initial assessment to determine the next steps ICC needs to take.

The Title IX Coordinator will initiate at least one of three responses:

- 1) Offering supportive measures because the Complainant does not want to file a formal complaint; and/or
- 2) An informal resolution (upon submission of a formal complaint); and/or
- 3) A Formal Grievance Process including an investigation and a hearing (upon submission of a formal complaint).

ICC uses the Formal Grievance Process to determine whether or not the Policy has been violated. If so, ICC will promptly implement effective remedies designed to ensure that it is not deliberately indifferent to sexual harassment or retaliation, their potential recurrence, or their effects.

3. Initial Assessment

Following receipt of notice or a complaint of an alleged violation of this Policy, the Title IX Coordinator (or designee) engages in an initial assessment, typically within one to five (1-5) business days. The steps in an initial assessment can include:

Anywhere this procedure indicates "Title IX Coordinator," ICC may substitute a trained designee.

- If notice is given, the Title IX Coordinator seeks to determine if the person impacted wishes to make a formal complaint, and will assist them to do so, if desired.
 - If they do not wish to do so, the Title IX Coordinator determines whether to initiate a complaint because a violence risk assessment indicates a compelling threat to health and/or safety.
- If a formal complaint is received, the Title IX Coordinator assesses its sufficiency and works with the Complainant to make sure it is correctly completed.
- The Title IX Coordinator reaches out to the Complainant to offer supportive measures.
- The Title IX Coordinator works with the Complainant to ensure they are aware of the right to have an Advisor.
- The Title IX Coordinator works with the Complainant to determine whether the Complainant prefers a supportive and remedial response, an informal resolution option, or a formal investigation and grievance process.
 - If a supportive and remedial response is preferred, the Title IX Coordinator works with the Complainant to identify their wishes, assesses the request, and implements accordingly. No Formal Grievance Process is initiated, though the Complainant can elect to initiate one later, if desired.
 - If an informal resolution option is preferred, the Title IX Coordinator assesses whether the complaint is suitable for informal resolution, which informal mechanism may serve the situation best or is available, and may seek to determine if the Respondent is also willing to engage in informal resolution.
 - If a Formal Grievance Process is preferred, the Title IX Coordinator determines whether the misconduct alleged falls within the scope of Title IX:

- If it does, the Title IX Coordinator will initiate the formal investigation and grievance process, directing the investigation to address:
 - an incident, and/or
 - a pattern of alleged misconduct, and/or
 - a culture/climate concern, based on the nature of the complaint.

If it does not, the Title IX Coordinator determines that Title IX does not apply (and will “dismiss” that aspect of the complaint, if any), assesses which policies may apply, which resolution process is applicable, and will refer the matter accordingly.

▪ **Violence Risk Assessment (See Appendix D)**

In many cases, the Title IX Coordinator may determine that a Violence Risk Assessment (VRA) should be conducted by the Behavioral Intervention Team (BIT) as part of the initial assessment. A VRA can aid in ten critical and/or required determinations, including:

- Emergency removal of a Respondent on the basis of immediate threat to physical health/safety;
- Whether the Title IX Coordinator should pursue/sign a formal complaint absent a willing/able Complainant;
- Whether to put the investigation on the footing of incident and/or pattern and/or climate;
- To help identify potential predatory conduct;
- To help assess/identify grooming behaviors;
- Whether it is reasonable to try to resolve a complaint through informal resolution, and what modality may be most successful;
- Whether to permit a voluntary withdrawal by the Respondent;
- Assessment of appropriate sanctions/remedies (to be applied post-hearing); and/or
- Whether a Clery Act Timely Warning/Trespass order is needed.

Threat assessment is the process of evaluating the actionability of violence by an individual against another person or group following the issuance of a direct or conditional threat. A VRA is a broader term used to assess any potential violence or danger, regardless of the presence of a vague, conditional, or direct threat.

VRAs require specific training and are typically conducted by psychologists, clinical counselors, social workers, case managers, law enforcement officers, student conduct officers, or other BIT team members.

A VRA authorized by the Title IX Coordinator should occur in collaboration with the BIT team. Where a VRA is required by the Title IX Coordinator, a Respondent refusing to cooperate may result in a charge of failure to comply within the appropriate student or employee conduct process.

A VRA is not an evaluation for an involuntary behavioral health hospitalization (e.g., an involuntary civil commitment), nor is it a psychological or mental health assessment. A VRA assesses the risk of actionable violence, often with a focus on targeted/predatory escalations,

and is supported by research from the fields of law enforcement, criminology, human resources, and psychology.

More about ICC's process for VRA can be found below in Appendix D.

a. Dismissal (Mandatory and Discretionary)¹⁰

The Title IX Coordinator **must** dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:

- 1) The conduct alleged in the formal complaint would not constitute sexual harassment as defined above, even if proved; and/or
- 2) The conduct did not occur in an educational program or activity controlled by the ICC (including buildings or property controlled by recognized student organizations), and/or the ICC does not have control of the Respondent; and/or
- 3) The conduct did not occur against a person in the United States; and/or
- 4) At the time of filing a formal complaint, a complainant is not participating in or attempting to participate in the education program or activity of the recipient. (Such a Complainant is still entitled to supportive measures, but the formal grievance process is not applicable.)

The Title IX Coordinator **may** dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing:

These dismissal requirements are mandated by the 2020 Title IX Regulations, 34 CFR §106.45.

- 1) A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein; or
- 2) The Respondent is no longer enrolled in or employed by the recipient; or
- 3) Specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon any dismissal, the Title IX Coordinator will promptly send written notice of the dismissal and the rationale for the dismissal simultaneously to the parties.

This dismissal decision is appealable by any party under the procedures for appeal below. The decision not to dismiss is also appealable by any party claiming that a dismissal is required or appropriate. A Complainant who decides to withdraw a complaint may later request to reinstate it or refile it.

4. Counterclaims

ICC is obligated to ensure that the grievance process is not abused for retaliatory purposes. ICC permits the filing of counterclaims but uses an initial assessment, described above, to assess whether the allegations in the counterclaim are made in good faith. Counterclaims by a

¹⁰ These dismissal requirements are mandated by the 2020 Title IX Regulations, 34 CFR §106.45.

Respondent may be made in good faith, but are, on occasion, also made for purposes of retaliation. Counterclaims made with retaliatory intent will not be permitted.

Counterclaims determined to have been reported in good faith will be processed using the grievance procedures below. Investigation of such claims may take place after resolution of the underlying initial allegation, in which case a delay may occur.

Counterclaims may also be resolved through the same investigation as the underlying allegation, at the discretion of the Title IX Coordinator. When counterclaims are not made in good faith, they will be considered retaliatory and may constitute a violation of this policy.

5. Right to an Advisor

The parties may each have an Advisor of their choice present with them for all meetings, interviews, and hearings within the resolution process, if they so choose. This could include an attorney, advocate, or support person. The procedure permits one Advisor for each party (witnesses are not entitled to Advisors within the process, though they can be advised externally). The parties may select whoever they wish to serve as their Advisor as long as the Advisor is eligible and available.¹¹

Choosing an Advisor who is also a witness in the process creates potential for bias and conflict of interest. A party who chooses an Advisor who is also a witness can anticipate that issues of potential bias will be explored by the hearing Decision-maker(s).

a. Who Can Serve as an Advisor

The Advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the resolution process. The parties may choose

“Available” means the party cannot insist on an Advisor who simply doesn’t have inclination, time, or availability. Also, the Advisor cannot have institutionally conflicting roles, such as being a Title IX administrator who has an active role in the matter, or a supervisor who must monitor and implement sanctions.

Advisors from inside or outside of the ICC community.

The Title IX Coordinator will also offer to assign a trained Advisor for any party if the party so chooses. If the parties choose an Advisor from the Pool available from ICC the Advisor will be trained by ICC and be familiar with ICC’s resolution process. (To the extent that the Advisor is appointed from the ICC Pool, it must be noted that these Advisors do not hold the status of Confidential Resources. However, once appointed as an Advisor the employee no longer has a responsibility as a Mandatory Reporter for purposes of this matter).

If the parties choose an Advisor from outside the Pool of those identified by ICC, the Advisor may not have been trained by ICC and may not be familiar with ICC policies and procedures.

¹¹ “Available” means the party cannot insist on an Advisor who simply doesn’t have inclination, time, or availability. Also, the Advisor cannot have institutionally conflicting roles, such as being a Title IX administrator who has an active role in the matter, or a supervisor who must monitor and implement sanctions.

Parties also have the right to choose not to have an Advisor in the initial stages of the resolution process, prior to a hearing.

b. Advisor's Role in Meetings and Interviews

The parties may be accompanied by their Advisor in all meetings and interviews at which the party is entitled to be present, including intake and interviews. Advisors should help the parties prepare for each meeting and are expected to advise ethically, with integrity, and in good faith.

ICC cannot guarantee equal Advisory rights, meaning that if one party selects an Advisor who is an attorney, but the other party does not or cannot afford an attorney, ICC is not obligated to provide an attorney.

c. Advisors in Hearings/ICC Appointed Advisor

U.S. Department of Education regulations under Title IX require a form of indirect questioning during the hearing, but also require that it be conducted by the parties' Advisors. The parties are not permitted to directly question each other or any witnesses. If a party does not have an Advisor for a hearing, the Title IX Coordinator will appoint a trained Advisor for the limited purpose of conducting any questioning of the other party and witnesses.

A party may reject this appointment and choose their own Advisor, but they may not proceed without an Advisor. If the party's Advisor will not conduct questioning, the Title IX Coordinator will appoint an Advisor who will do so thoroughly, regardless of the participation or non-participation of the advised party in the hearing itself. Extensive questioning of the parties and witnesses will also be conducted by the Decision maker(s) during the hearing.

d. Advisor's Role in Meetings and Interviews

The parties may be accompanied by their Advisor in all meetings and interviews at which the party is entitled to be present, including intake and interviews. Advisors should help the parties prepare for each meeting and are expected to advise ethically, with integrity, and in good faith.

ICC cannot guarantee equal Advisory rights, meaning that if one party selects an Advisor who is an attorney, but the other party does not or cannot afford an attorney, ICC is not obligated to provide an attorney.

e. Pre-Interview Meetings

Advisors may request to meet with the Title IX Coordinator (who may include any other assigned members of the Pool, as appropriate) in advance of these interviews or meetings. This pre-meeting allows Advisors to clarify and understand their role and ICC's policies and procedures.

f. Advisor Violations of ICC Policy

All Advisors are subject to the same ICC policies and procedures, whether they are attorneys or not. Advisors are expected to advise their advisees without disrupting proceedings. Advisors should not address ICC officials in a meeting or interview unless invited to (e.g., asking procedural questions). The Advisor may not make a presentation or represent their advisee other than as stated in this policy during any meeting or proceeding and may not speak on behalf of the advisee.

to the Investigator(s) or other Decision maker(s) except during a hearing proceeding, during cross examination.

The parties are expected to ask and respond to questions on their own behalf throughout the investigation phase of the resolution process. Although the Advisor generally may not speak on behalf of their advisee, the Advisor may consult with their advisee, either privately as needed, or by conferring or passing notes during any resolution process meeting or interview. For longer or more involved discussions, the parties and their Advisors should ask for breaks to allow for private consultation.

Any Advisor who oversteps their role as defined by this policy will be warned only once. If the Advisor continues to disrupt or otherwise fails to respect the limits of the Advisor role, the meeting will be ended, or other appropriate measures implemented. Subsequently, the Title IX Coordinator will determine how to address the Advisor's non-compliance and future role.

g. Sharing Information with the Advisor

ICC expects that the parties may wish to have ICC share documentation and evidence related to the allegations with their Advisors. Parties may share this information directly with their Advisor or other individuals if they wish. Doing so may help the parties participate more meaningfully in the resolution process.

ICC also provides a consent form that authorizes ICC to share such information directly with the party's Advisor. The parties must complete and submit this form to the Title IX Coordinator before ICC is able to share records with an Advisor.

If a party requests that all communication be made through their attorney Advisor, the Recipient will comply with that request to the extent feasible, at the discretion of the Title IX Coordinator.

h. Privacy of Records Shared with Advisor

Advisors are expected to maintain the privacy of the records shared with them. These records may not be shared with third parties, disclosed publicly, or used for purposes not explicitly authorized by ICC. ICC may seek to restrict the role of any Advisor who does not respect the sensitive nature of the process or who fails to abide by ICC's privacy expectations.

i. Expectations of an Advisor

ICC generally expects an Advisor to adjust their schedule to allow them to attend Grievance Process meetings when planned, but may change scheduled meetings to accommodate an Advisor's inability to attend, if doing so does not cause an unreasonable delay.

The Title IX Coordinator may also make reasonable provisions to allow an Advisor who cannot attend in person to attend a meeting by telephone, video conferencing, or other similar technologies as may be convenient and available.

j. Expectations of the Parties with Respect to Advisors

A party may elect to change Advisors during the process and is not obligated to use the same Advisor throughout. The parties are expected to inform the Investigator(s) of the identity of their

Advisor at least two (2) business days before the date of their first meeting with Investigators (or as soon as possible if a more expeditious meeting is necessary or desired).

The parties are expected to provide timely notice to the Title IX Coordinator if they change Advisors at any time. It is assumed that if a party changes Advisors, consent to share information with the previous Advisor is terminated, and a release for the new Advisor must be secured. Parties are expected to inform the Title IX Coordinator of the identity of their hearing Advisor at least two (2) business days before the hearing.

k. Assistance in Securing an Advisor

ICC does not provide attorneys, law faculty, or law students as Advisors in the resolution process. For a listing for resources parties might contact (e.g. local bar association, national centers, etc.) with inquiries regarding representation, please contact the Title IX office. ICC makes no endorsement or representation regarding availability or quality of representation with respect to any such resources.

6. Resolution Processes

Resolution proceedings are private. All persons present at any time during the resolution process are expected to maintain the privacy of the proceedings in accordance with ICC policy. Although there is an expectation of privacy around what Investigators share with parties during interviews, the parties have discretion to share their own knowledge and evidence with others if they so choose, with the exception of information the parties agree not to disclose related to Informal Resolution, discussed below. ICC encourages parties to discuss any sharing of information with their Advisors before proceeding.

a. Informal Resolution

Informal Resolution can include three different approaches:

- When the Title IX Coordinator can resolve the matter informally by providing supportive measures (only) to remedy the situation.
- When the parties agree to resolve the matter through an alternate resolution mechanism as described below, including mediation, restorative practices, etc., usually before a formal investigation takes place; see discussion in Section 6b., below.
- When the Respondent accepts responsibility for violating policy, and desires to accept a sanction and end the resolution process (similar to above, but usually occurs post-investigation); see discussion in Section 6c., below.

To initiate Informal Resolution, a Complainant needs to submit a formal complaint, as defined above. A Respondent who wishes to initiate Informal Resolution should contact the Title IX Coordinator. Informal Resolutions will not be used to resolve allegations that an employee sexually harassed a student.

It is not necessary to pursue Informal Resolution first in order to pursue a Formal Grievance Process, and any party participating in Informal Resolution can stop the process at any time and begin or resume the Formal Grievance Process.

Prior to implementing Informal Resolution, the Title IX Coordinator will provide the parties with written notice of the reported misconduct and any sanctions or measures that may result from

participating in such a process, including information regarding any records that will be maintained or shared by ICC.

The Title IX Coordinator will obtain voluntary, written confirmation that all parties wish to resolve the matter through Informal Resolution before proceeding and will not pressure the parties to participate in Informal Resolution.

b. Alternate Resolution Mechanism

Alternate Resolution is an informal mechanism, often including mediation or restorative practices, etc., by which the parties reach a mutually agreed upon resolution of an allegation. All parties must consent to the use of an Alternate Resolution mechanism.

The Title IX Coordinator may look to the following factors to assess whether Alternate Resolution is appropriate, or which form of Alternate Resolution may be most successful for the parties:

- The parties' amenability to Alternate Resolution;
- Likelihood of potential resolution, taking into account any power dynamics between the parties;
- The parties' motivation to participate;
- Civility of the parties;
- Results of a violence risk assessment/ongoing risk analysis;
- Disciplinary history;
- Whether an emergency removal is needed;
- Skill of the Alternate Resolution facilitator with this type of allegation;
- Complaint complexity;
- Emotional investment/capability of the parties;
- Rationality of the parties;
- Goals of the parties;
- Adequate resources to invest in Alternate Resolution (time, staff, etc.)

The ultimate determination of whether Alternate Resolution is available or successful is to be made by the Title IX Coordinator. The Title IX Coordinator maintains records of any resolution that is reached, and failure to abide by the resolution agreement may result in appropriate responsive/disciplinary actions. Results of complaints resolved by Informal Resolution or Alternate Resolution are not appealable.

c. Respondent Accepts Responsibility for Alleged Violations

The Respondent may accept responsibility for all or part of the alleged policy violations at any point during the resolution process. If the Respondent indicates an intent to accept responsibility for all of the alleged misconduct, the formal process will be paused, and the Title IX Coordinator will determine whether Informal Resolution can be used according to the criteria above.

If Informal Resolution is applicable, the Title IX Coordinator will determine whether all parties and ICC are able to agree on responsibility, sanctions, and/or remedies. If so, the Title IX Coordinator implements the accepted finding that the Respondent is in violation of ICC policy and implements agreed-upon sanctions and/or remedies, in coordination with other appropriate administrator(s), as necessary.

This result is not subject to appeal once all parties indicate their written assent to all agreed upon terms of resolution. When the parties cannot agree on all terms of resolution, the Formal Grievance Process will resume at the same point where it was paused.

When a resolution is accomplished, the appropriate sanction or responsive actions are promptly implemented in order to effectively stop the sexual harassment or retaliation, prevent its recurrence, and remedy the effects of the discriminatory conduct, both on the Complainant and the community.

d. Negotiated Resolution

The Title IX Coordinator, with the consent of the parties, may negotiate and implement an agreement to resolve the allegations that satisfies all parties and ICC. Negotiated Resolutions are not appealable.

7. Grievance Process Pool

The Formal Grievance Process relies on a pool of administrators (“the Pool”) to carry out the process. Members of the Pool are announced in an annual distribution of this policy to all students, parents/guardians of students, employees, prospective students, and prospective employees. They are also listed in the Annual Title IX Report published by the Title IX Office.

The list of Pool members and a description of the Pool can be found at the <https://www.indycc.edu/student-life/title-ix-compliance>.

a. Pool Member Roles

Members of the Pool are trained annually, and can serve in the following roles, at the direction of the Title IX Coordinator:

- To provide appropriate intake of and initial guidance pertaining to complaints
- To act as an Advisor to the parties
- To serve in a facilitation role in Informal Resolution or Alternate Resolution if appropriately trained in appropriate resolution modalities (e.g., mediation, restorative practices)
- To assist with initial assessment
- To investigate complaints
- To serve as a hearing facilitator (process administrator, no decision making role)
- To serve as a Decision maker regarding the complaint
- To serve as an Appeal Decision maker

b. Pool Member Appointment

The Title IX Coordinator appoints the Pool, which acts with independence and impartiality. Although members of the Pool are typically trained in a variety of skill sets and can rotate amongst the different roles listed above in different cases, the Title IX Coordinator can also designate permanent roles for individuals in the Pool, using others as substitutes or to provide greater depth of experience when necessary. This process of role assignment may be the result

of particular skills, aptitudes, or talents identified in members of the Pool that make them best suited to particular roles.

c. Pool Member Training

The Pool members receive annual training based on their respective roles. Individual Pool members may be trained on multiple roles. This training includes, but is not limited to:

- The scope of the Recipient's Sexual Harassment Policy and Procedures
- How to conduct investigations and hearings that protect the safety of Complainants and Respondents, and promote accountability
- Implicit bias
- Disparate treatment and impact
- Reporting, confidentiality, and privacy requirements
- Applicable laws, regulations, and federal regulatory guidance
- How to implement appropriate and situation-specific remedies
- How to investigate in a thorough, reliable, and impartial manner
- How to uphold fairness, equity, and due process
- How to weigh evidence
- How to conduct questioning
- How to assess credibility
- Impartiality and objectivity
- How to render findings and generate clear, concise, evidence-based rationales
- The definitions of all offenses
- How to apply definitions used by the recipient with respect to consent (or the absence or negation of consent) consistently, impartially, and in accordance with policy
- How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes
- How to serve impartially by avoiding prejudgment of the facts at issue, conflicts of interest, and bias
- Any technology to be used at a live hearing
- Issues of relevance of questions and evidence
- Issues of relevance to create an investigation report that fairly summarizes relevant evidence
- How to determine appropriate sanctions in reference to all forms of harassment and/or retaliation allegations
- Recordkeeping

Specific training is also provided for Appeal Decision makers, intake personnel, Advisors (who are ICC employees), and Chairs of decision-making panels. All Pool members are required to attend these trainings annually. The materials used to train all members of the Pool are publicly posted here: <https://www.indycc.edu/student-life/title-ix-compliance>.

d. Pool Membership

There will be an effort to include the following in the Pool:

- 3 or more members of the Academic Affairs administration and/or faculty
- 1 representative from Human Resources

- 1 representative from Athletics
- 3 or more other members of the administration/staff

Pool members are usually appointed to terms of two to three years. Individuals who are interested in serving in the Pool are encouraged to contact the Title IX Coordinator.

8. Formal Grievance Process: Notice of Investigation and Allegations

The Title IX Coordinator will provide written notice of the investigation and allegations (the "NOIA") to the Respondent upon commencement of the Formal Grievance Process. This facilitates the Respondent's ability to prepare for the interview and to identify and choose an Advisor to accompany them. The NOIA is also copied to the Complainant, who is to be given advance notice of when the NOIA will be delivered to the Respondent.

The NOIA will include:

- A meaningful summary of all of allegations,
- The identity of the involved parties (if known),
- The precise misconduct being alleged,
- The date and location of the alleged incident(s) (if known),
- The specific policies implicated,
- A description of the applicable procedures,
- A statement of the potential sanctions/responsive actions that could result,
- A statement that ICC presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination,
- A statement that determinations of responsibility are made at the conclusion of the process and that the parties will be given an opportunity to inspect and review all directly related and/or relevant evidence obtained during the review and comment period,
- A statement about ICC's policy on retaliation,
- Information about the privacy of the process,
- Information on the need for each party to have an Advisor of their choosing and suggestions for ways to identify an Advisor,
- A statement informing the parties that ICC's Policy prohibits knowingly making false statements, including knowingly submitting false information during the resolution process,
- Detail on how the party may request disability accommodations during the interview process,
- A link to ICC's VAWA Brochure,
- The name(s) of the Investigator(s), along with a process to identify, in advance of the interview process, to the Title IX Coordinator any conflict of interest that the Investigator(s) may have, and
- An instruction to preserve any evidence that is directly related to the allegations.

Amendments and updates to the NOIA may be made as the investigation progresses and more information becomes available regarding the addition or dismissal of various charges.

Notice will be made in writing and may be delivered by one or more of the following methods: in person, or emailed to the parties' ICC issued email or designated accounts. Once emailed and/or received in person, notice will be presumptively delivered.

9. Resolution Timeline

ICC will make a good faith effort to complete the resolution process within a sixty to ninety (60-90) business day time period, including appeal, which can be extended as necessary for appropriate cause by the Title IX Coordinator, who will provide notice and rationale for any extensions or delays to the parties as appropriate, as well as an estimate of how much additional time will be needed to complete the process.

10. Appointment of Investigators

Once the decision to commence a formal investigation is made, the Title IX Coordinator appoints Pool members to conduct the investigation (typically using a team of two Investigators), usually within two (2) business days of determining that an investigation should proceed.

11. Ensuring Impartiality

Any individual materially involved in the administration of the resolution process may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent.

The Title IX Coordinator will vet the assigned Investigator(s) to ensure impartiality by ensuring there are no actual or apparent conflicts of interest or disqualifying biases. The parties may, at any time during the resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, another Pool member will be assigned and the impact of the bias or conflict, if any, will be remedied. If the source of the conflict of interest or bias is the Title IX Coordinator, concerns should be raised with the Office of the President.

The Formal Grievance Process involves an objective evaluation of all relevant evidence obtained, including evidence that supports that the Respondent engaged in a policy violation and evidence that supports that the Respondent did not engage in a policy violation. Credibility determinations may not be based solely on an individual's status or participation as a Complainant, Respondent, or witness.

ICC operates with the presumption that the Respondent is not responsible for the reported misconduct unless and until the Respondent is determined to be responsible for a policy violation by the applicable standard of proof.

12. Investigation Timeline

Investigations are to be completed expeditiously, normally within thirty (30) business days, though some investigations may take weeks or even months, depending on the nature, extent, and complexity of the allegations, availability of witnesses, police involvement, or other potential sources of delay such as sustained inclement weather, public health concerns, etc.

ICC will make a good faith effort to complete investigations as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation.

13. Delays in the Investigation Process and Interactions with Law Enforcement

ICC may undertake a short delay in its investigation (several days to a few weeks) if circumstances require. Such circumstances include but are not limited to: a request from law enforcement to temporarily delay the investigation, the need for language assistance, the absence of parties and/or witnesses, and/or accommodations for disabilities or health conditions.

The Title IX Coordinator will communicate in writing the anticipated duration of the delay and reason to the parties and provide the parties with status updates if necessary. ICC will promptly resume its investigation and resolution process as soon as feasible. During such a delay, the Title IX Coordinator will implement supportive measures as deemed appropriate.

ICC's action(s) or processes are not typically altered or precluded on the grounds that civil or criminal charges involving the underlying incident(s) have been filed or that criminal charges have been dismissed or reduced.

14. Steps in the Investigation Process

All investigations are thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with all relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary.

All parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence and expert witnesses, and to fully review and respond to all evidence on the record.

The Investigator(s) typically take(s) the following steps, if not already completed (not necessarily in this order):

- Determine the identity and contact information of the Complainant
- In coordination with campus partners (e.g., the Title IX Coordinator), initiate or assist with any necessary supportive measures
- Identify all policies implicated by the alleged misconduct and notify the Complainant and Respondent of all of the specific policies implicated
- Assist the Title IX Coordinator with conducting a prompt initial assessment to determine if the allegations indicate a potential policy violation
- Commence a thorough, reliable, and impartial investigation by identifying issues and developing a strategic investigation plan, including a witness list, evidence list, intended investigation timeframe, and order of interviews for all witnesses and the parties
- Meet with the Complainant to finalize their interview/statement, if necessary
- Prepare the initial Notice of Investigation and Allegation (NOIA). The NOIA may be amended with any additional or dismissed allegations
 - Notice should inform the parties of their right to have the assistance of an Advisor, who could be a member of the Pool or an Advisor of their choosing present for all meetings attended by the party

- Provide each interviewed party and witness an opportunity to review and verify the Investigator's summary notes (or transcript) of the relevant evidence/testimony from their respective interviews and meetings
- Make good faith efforts to notify the parties of any meeting or interview involving the other party, in advance when possible
- When participation of a party is expected, provide that party with written notice of the date, time, and location of the meeting, as well as the expected participants and purpose
- Interview all available, relevant witnesses and conduct follow-up interviews as necessary
- Allow each party the opportunity to suggest witnesses and questions they wish the Investigator(s) to ask of the other party and witnesses, and document in the report which questions were asked, with a rationale for any changes or omissions
- Complete the investigation promptly and without unreasonable deviation from the intended timeline
- Provide regular status updates to the parties throughout the investigation
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) with a list of witnesses whose information will be used to render a finding
- Write a comprehensive investigation report fully summarizing the investigation, all witness interviews, and addressing all relevant evidence. Appendices including relevant physical or documentary evidence will be included
- The Investigator(s) gather, assess, and synthesize evidence, but make no conclusions, engage in no policy analysis, and render no recommendations as part of their report
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) a secured electronic or hard copy of the draft investigation report as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related to the reported misconduct, including evidence upon which the Recipient does not intend to rely in reaching a determination, for a ten (10) business day review and comment period so that each party may meaningfully respond to the evidence. The parties may elect to waive the full ten days. Each copy of the materials shared will be watermarked on each page with the role of the person receiving it (e.g., Complainant, Respondent, Complainant's Advisor, Respondent's Advisor).
- The Investigator(s) may elect to respond in writing in the investigation report to the parties' submitted responses and/or to share the responses between the parties for additional responses
- The Investigator(s) will incorporate relevant elements of the parties' written responses into the final investigation report, include any additional relevant evidence, make any necessary revisions, and finalize the report. The Investigator(s) should document all rationales for any changes made after the review and comment period
- The Investigator(s) shares the report with the Title IX Coordinator and/or legal counsel for their review and feedback
- The Investigator will incorporate any relevant feedback, and the final report is then shared with all parties and their Advisors through secure electronic transmission or hard copy at least ten (10) business days prior to a hearing. The parties are also provided with a file of any directly related evidence that was not included in the report

15. Role and Participation of Witnesses in the Investigation

Witnesses (as distinguished from the parties) who are employees of ICC are expected to cooperate with and participate in ICC's investigation and resolution process. Failure of such witnesses to cooperate with and/or participate in the investigation or resolution process constitutes a violation of policy and may warrant discipline.

Although in-person interviews for parties and all potential witnesses are ideal, circumstances (e.g., study abroad, summer break, or other needs to be away from campus) may require individuals to be interviewed remotely. Easily accessible videoconferencing technology (such as Skype, Zoom, FaceTime, WebEx, or similar platforms) may be used for interviews if the Investigator(s) determine that timeliness or efficiency dictate a need for remote interviewing. ICC will take appropriate steps to reasonably ensure the security/privacy of remote interviews.

In certain rare situations witnesses may also provide written statements or choose to respond to written questions in lieu of interviews, if deemed appropriate by the Title IX Coordinator, though this is not preferred. If a witness submits a written statement but does not inte

16. Recording of Interviews

All interviews will be recorded either via audio recording or by audio or video recording of any phone or videoconference meeting. These recordings preserve evidence of what was said in these meetings so that there is no confusion or debate afterwards. All involved parties will be made aware of the recording in advance so that they may consent to the recording before moving forward with the interview. The recording will be kept secure by the Title IX Coordinator and available to review by the parties upon request during the pendency of the proceedings. No unauthorized audio or video recording of any kind is permitted during investigation meetings.

17. Evidentiary Considerations in the Investigation

The investigation does not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) the character of the parties; or 3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

18. Referral for Hearing

Provided that the complaint is not resolved through Informal Resolution, once the final investigation report is shared with the parties, the Title IX Coordinator will refer the matter for a hearing.

The hearing cannot be less than ten (10) business days from the conclusion of the investigation —when the final investigation report is transmitted to the parties and the Decision-maker(s)— unless all parties and the Decision-maker(s) agree to an expedited timeline.

The Title IX Coordinator will select appropriate Decision-maker(s) from the Pool.

19. Hearing Decision-maker Composition

The Title IX Coordinator will designate either a single Decision-maker or a three-member panel of Decision-makers from the Pool, at the discretion of the Title IX Coordinator. The single Decision-maker will also Chair the hearing. With a panel, one of the three members will be appointed as Chair by the Title IX Coordinator.

The Decision-maker(s) will not have had any previous involvement with the investigation. The Title IX Coordinator may elect to have an alternate from the Pool sit in throughout the hearing process in the event that a substitute is needed for any reason.

Those who have served as Investigators will be witnesses in the hearing and therefore may not serve as Decision-makers. Those who are serving as Advisors for any party may not serve as Decision-makers in that matter.

The Title IX Coordinator may not serve as a Decision-maker or Chair in the matter but may serve as an administrative facilitator of the hearing if their previous role(s) in the matter do not create a conflict of interest. Otherwise, a designee may fulfill this role. The hearing will convene at a time determined by the Chair or designee.

20. Evidentiary Considerations in the Hearing

Any evidence that the Decision-maker(s) determine(s) is relevant and credible may be considered. The hearing does not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) the character of the parties; or 3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

Previous disciplinary action of any kind involving the Respondent may be considered in determining an appropriate sanction upon a determination of responsibility. This information is only considered at the sanction stage of the process and is not shared until then.

The parties may each submit a written impact statement prior to the hearing for the consideration of the Decision-maker(s) at the sanction stage of the process when a determination of responsibility is reached. The Chair will ensure that each of the parties has an opportunity to review any impact statement submitted by the other party(ies).

After post-hearing deliberation, the Decision-maker(s) must render a determination based on a preponderance of the evidence; whether it is more likely than not that the Respondent violated the Policy as alleged.

21. Notice of Hearing

No less than ten (10) business days prior to the hearing, the Title IX Coordinator will send notice of the hearing to the parties. Once emailed and/or received in-person, notice will be presumptively delivered.

The notice will contain:

- A description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable procedures, and a statement of the potential sanctions/responsive actions that could result.
- The time, date, and location of the hearing and a reminder that attendance is mandatory, superseding all other campus activities.
- Any technology that will be used to facilitate the hearing.
- Information about the option for the live hearing to occur with the parties located in separate rooms using technology that enables the Decision maker(s) and parties to see and hear a party or witness answering questions. Such a request must be raised with the Title IX Coordinator at least five (5) business days prior to the hearing.
- A list of all those who will attend the hearing, along with an invitation to object to any Decision maker on the basis of demonstrated bias. This must be raised with the Title IX Coordinator at least two (2) business days prior to the hearing.
- Information on how the hearing will be recorded and on access to the recording for the parties after the hearing.
- A statement that if any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence, and the party's or witness's testimony and any statements given prior to the hearing will not be considered by the Decision maker(s). For compelling reasons, the Chair may reschedule the hearing.
- Notification that the parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The party must notify the Title IX Coordinator if they do not have an Advisor at least three (3) days prior to the hearing, so that the Title IX Coordinator may appoint one. Each party must have an Advisor present. There are no exceptions.
- A copy of all the materials provided to the Decision maker(s) about the matter, unless they have been provided already.¹²
- An invitation to each party to submit to the Chair an impact statement pre-hearing that the Decision maker will review during any sanction determination.
- An invitation to contact the Title IX Coordinator to arrange any disability accommodations, language assistance, and/or interpretation services that may be needed at the hearing, at least seven (7) business days prior to the hearing.
- Notification as to whether parties will be allowed to bring mobile phones/devices into the hearing.

Hearings for possible violations that occur near or after the end of an academic term (assuming the

¹ The final investigation report may be shared using electronic means that preclude downloading, forwarding, or otherwise sharing.

Respondent is still subject to this Policy) and are unable to be resolved prior to the end of term will typically be held immediately after the end of the term or during the summer, as needed, to

¹² The final investigation report may be shared using electronic means that preclude downloading, forwarding, or otherwise sharing.

meet the resolution timeline followed by ICC and remain within the 60-90 business day goal for resolution.

In these cases, if the Respondent is a graduating student, a hold may be placed on graduation and/or official transcripts until the matter is fully resolved (including any appeal). A student facing charges under this Policy is not in good standing to graduate.

22. Alternative Hearing Participation Options

If a party or parties prefer not to attend or cannot attend the hearing in person, the party should request alternative arrangements from the Title IX Coordinator at least five (5) business days prior to the hearing.

The Title IX Coordinator or the Chair can arrange to use technology to allow remote testimony without compromising the fairness of the hearing. Remote options may also be needed for witnesses who cannot appear in person. Any witness who cannot attend in person should let the Title IX Coordinator know at least five (5) business days prior to the hearing so that appropriate arrangements can be made.

23. Pre Hearing Preparation

The Chair or hearing facilitator after any necessary consultation with the parties, Investigator(s) and/or Title IX Coordinator, will provide the names of persons who will be participating in the hearing, all pertinent documentary evidence, and the final investigation report to the parties at least ten (10) business days prior to the hearing.

Any witness scheduled to participate in the hearing must have been first interviewed by the Investigator(s) or in rare situations have proffered a written statement or answered written questions, unless all parties and the Chair assent to the witness's participation in the hearing. The same holds for any evidence that is first offered at the hearing. If the parties and Chair do not assent to the admission of evidence newly offered at the hearing, the Chair may delay the hearing and instruct that the investigation needs to be re-opened to consider that evidence.

The parties will be given a list of the names of the Decision-maker(s) at least five (5) business days in advance of the hearing. All objections to any Decision-maker must be raised in writing, detailing the rationale for the objection, and must be submitted to the Title IX Coordinator as soon as possible and no less than two (2) business days prior to the hearing. Decision makers will only be removed if the Title IX Coordinator concludes that their bias or conflict of interest precludes an impartial hearing of the allegation(s).

The Title IX Coordinator will give the Decision-maker(s) a list of the names of all parties, witnesses, and Advisors at least five (5) business days in advance of the hearing. Any Decision-maker who cannot make an objective determination must recuse themselves from the proceedings when notified of the identity of the parties, witnesses, and Advisors in advance of the hearing. If a Decision-maker is unsure of whether a bias or conflict of interest exists, they must raise the concern to the Title IX Coordinator as soon as possible.

During the ten (10) business day period prior to the hearing, the parties have the opportunity for continued review and comment on the final investigation report and available evidence. That

review and comment can be shared with the Chair at the pre hearing meeting or at the hearing and will be exchanged between each party by the Chair.

24. Pre Hearing Meetings

The Chair may convene a pre hearing meeting(s) with the parties and their Advisors to invite them to submit the questions or topics they (the parties and their Advisors) wish to ask about or discuss at the hearing, so that the Chair can rule on their relevance ahead of time to avoid any improper evidentiary introduction in the hearing or provide recommendations for more appropriate phrasing. However, this advance review opportunity does not preclude the Advisors from asking a question for the first time at the hearing or from asking for a reconsideration based on any new information or testimony offered at the hearing. The Chair must document and share with each party their rationale for any exclusion or inclusion at a pre hearing meeting.

The Chair, **only** with full agreement of the parties, may decide in advance of the hearing that certain witnesses do not need to be present if their testimony can be adequately summarized by the Investigator(s) in the investigation report or during the hearing.

At each pre hearing meeting with a party and their Advisor, the Chair will consider arguments that evidence identified in the final investigation report as relevant is, in fact, not relevant. Similarly, evidence identified as directly related but not relevant by the Investigator(s) may be argued to be relevant.

The Chair may rule on these arguments pre hearing and will exchange those rulings between the parties prior to the hearing to assist in preparation for the hearing. The Chair may consult with legal counsel and/or the Title IX Coordinator or ask either or both to attend pre hearing meetings.

At the pre hearing meeting(s) the Chair may choose to establish time guidelines for various components of the hearing.

The pre hearing meeting(s) will be recorded.

25. Hearing Procedures

At the hearing, authority is vested in the Decision maker(s) to hear and make determinations on all allegations of sexual harassment and/or retaliation, and also to hear and make determinations on any additional alleged policy violations that have occurred in concert with the sexual harassment and/or retaliation, even though those collateral allegations may not specifically fall within the Policy.

Participants at the hearing will include the Chair, any additional Decision makers, the hearing facilitator, the Investigator(s) who conducted the investigation, the parties (or the President and any executive officers when a student organization is the Respondent), Advisors to the parties, any called witnesses, the Title IX Coordinator (if they are not already acting as the hearing facilitator) and anyone providing authorized accommodations or assistive services.

The Chair will answer all questions of procedure. Anyone appearing at the hearing to provide information will respond to questions on their own behalf.

The Chair will allow witnesses who have relevant information to appear at a portion of the hearing in order to respond to specific questions from the Hearing Panel and the parties and will then be excused.

26. Joint Hearings

In hearings involving more than one Respondent or in which two (2) or more Complainants have accused the same individual of substantially similar conduct, the default procedure will be to hear the allegations jointly.

However, the Title IX Coordinator may permit the investigation and/or hearings pertinent to each Respondent to be conducted separately if there is a compelling reason to do so. In joint hearings, separate determinations of responsibility will be made for each Respondent with respect to each alleged policy violation.

27. The Order of the Hearing – Introductions and Explanation of Procedure

The Chair explains the procedures and introduces the participants. This may include a final opportunity for challenge or recusal of the Decision-maker(s) on the basis of bias or conflict of interest. The Chair will rule on any such challenge unless the Chair is the individual who is the subject of the challenge, in which case the Title IX Coordinator will review and decide the challenge.

The Chair then conducts the hearing according to the hearing script. At the hearing, recording, witness logistics, party logistics, curation of documents, separation of the parties, and other administrative elements of the hearing process are managed by a non-voting hearing facilitator appointed by the Title IX Coordinator. The Title IX Coordinator may serve in this role if they have no conflicts in the matter. The hearing facilitator may attend to: logistics of rooms for various parties/witnesses as they wait; flow of parties/witnesses in and out of the hearing space; ensuring recording and/or virtual conferencing technology is working as intended; copying and distributing materials to participants, as appropriate, etc.

28. Investigator Presents the Final Investigation Report

The Investigator(s) will then present a summary of the final investigation report, including items that are contested and those that are not, and will be subject to questioning by the Decision-maker(s) and the parties (through their Advisors). The Investigator(s) will be present during the entire hearing process, but not during deliberations.

Neither the parties nor the Decision-maker(s) should ask the Investigator(s) their opinions on credibility, recommended findings, or determinations, and the Investigators, Advisors, and parties will refrain from discussion of or questions about these assessments. If such information is introduced, the Chair will direct that it be disregarded.

29. Testimony and Questioning

Once the Investigator(s) present their report and are questioned, the parties and witnesses may provide relevant information in turn, beginning with the Complainant, and then in the order determined by the Chair. The parties/witnesses will submit to questioning by the Decision-maker(s) and then by the parties through their Advisors ("cross-examination").

All questions are subject to a relevance determination by the Chair. The Advisor, who will remain seated during questioning, will pose the proposed question orally, electronically, or in writing (orally is the default, but other means of submission may be permitted by the Chair upon request if agreed to by all parties and the Chair), the proceeding will pause to allow the Chair to consider it (and state it if it has not been stated aloud), and the Chair will determine whether the question will be permitted, disallowed, or rephrased.

The Chair may invite explanations or persuasive statements regarding relevance with the Advisors, if the Chair so chooses. The Chair will then state their decision on the question for the record and advise the party/witness to whom the question was directed, accordingly. The Chair will explain any decision to exclude a question as not relevant, or to reframe it for relevance.

The Chair will limit or disallow questions on the basis that they are irrelevant, unduly repetitious (and thus irrelevant), or abusive. The Chair has final say on all questions and determinations of relevance. The Chair may consult with the Title IX Coordinator and/or legal counsel on any questions of admissibility. The Chair may ask Advisors to explain why a question is or is not relevant from their perspective but will not entertain argument from the Advisors on relevance once the Chair has ruled on a question.

If the parties raise an issue of bias or conflict of interest of an Investigator or Decision-maker at the hearing, the Chair may elect to address those issues, consult with legal counsel and/or refer them to the Title IX Coordinator, and/or preserve them for appeal. If bias is not in issue at the hearing, the Chair should not permit irrelevant questions that probe for bias.

30. Refusal to Submit to Cross Examination and Inferences

If a party or witness chooses not to submit to cross-examination at the hearing, either because they do not attend the meeting, or they attend but refuse to participate in questioning, then the Decision-maker(s) may not rely on any prior statement made by that party or witness at the hearing (including those contained in the investigation report) in the ultimate determination of responsibility. The Decision-maker(s) must disregard that party's or witness's statement(s). Evidence provided that is something other than a statement by the party or witness may be considered.

If the party or witness attends the hearing and answers some cross-examination questions, only statements related to the cross-examination questions they refuse to answer cannot be relied upon. However, if the statements of the party who is refusing to submit to cross-examination or refuses to attend the hearing are the subject of the allegation itself (e.g., the case is about verbal harassment or a quid pro quo offer), then those statements are not precluded from admission.

The Decision maker(s) may not draw any inference solely from a party's or witness's absence from the hearing or refusal to answer cross-examination or other questions.

If charges of policy violations other than sexual harassment are considered at the same hearing, the Decision maker(s) may consider all evidence it deems relevant, may rely on any relevant statement as long as the opportunity for cross-examination is afforded to all parties through their Advisors, and may draw reasonable inferences from any decision by any party or witness not to participate or respond to questions.

If a party's Advisor of choice refuses to comply with ICC's established rules of decorum for the hearing, ICC may require the party to use a different Advisor. If an ICC provided Advisor refuses to comply with the rules of decorum, ICC may provide that party with a different Advisor to conduct cross-examination on behalf of that party. The hearing may be stopped and rescheduled to find the new Advisor and allow them to prepare for the hearing with the party they are advising.

31. Recording Hearings

Hearings (but not deliberations) are recorded by ICC for purposes of review in the event of an appeal. No unauthorized recordings are permitted.

The Decision maker(s), the parties, their Advisors, and appropriate administrators of the ICC will be permitted to listen to the recording in a controlled environment determined by the Title IX Coordinator. No person will be given or be allowed to make a copy of the recording without permission of the Title IX Coordinator.

32. Deliberation, Decision-making, and Standard of Proof

The Decision maker(s) will deliberate in closed session to determine whether the Respondent is responsible or not responsible for the policy violation(s) in question. If a panel is used, a simple majority vote is required to determine the finding. The preponderance of the evidence standard of proof is used. The hearing facilitator may be invited to attend the deliberation by the Chair, but is there only to facilitate procedurally, not to address the substance of the allegations.

When there is a finding of responsibility on one or more of the allegations, the Decision maker(s) may then consider the previously submitted party impact statements in preparing a recommendation of appropriate sanction(s).

The Chair will ensure that each of the parties has an opportunity to review any impact statement submitted by the other party(ies). The Decision maker(s) may at their discretion consider the statements, but they are not binding.

The Decision maker(s) will review the statements and any pertinent conduct history provided by the Vice President for Student Affairs or Vice President for Human Resources (as appropriate), and will prepare a recommendation of appropriate sanction(s). The sanctions will be finally determined by the Official with Authority in an appropriate area with respect to the Respondent.

The Chair will then prepare a written deliberation statement and deliver it to the Title IX Coordinator, detailing the determination, rationale, the evidence used in support of its determination, the evidence not relied upon in its determination, credibility assessments, and include any sanctions.

This report is typically three (3) to five (5) pages in length and must be submitted to the Title IX Coordinator within five (5) business days of the end of deliberations, unless the Title IX Coordinator grants an extension. If an extension is granted, the Title IX Coordinator will notify the parties.

33. Notice of Outcome

Using the deliberation statement, the Title IX Coordinator will work with the Chair to prepare a Notice of Outcome. The Notice of Outcome will then be reviewed by legal counsel as needed. The Title IX Coordinator will then share the Notice, including the final determination, rationale, and any applicable sanction(s) with the parties and their Advisors within five (5) business days of receiving the Decision maker(s)' deliberation statement.

The Notice of Outcome will then be shared with the parties simultaneously. Notification will be made in writing and may be delivered by one or more of the following methods: in person, or emailed to the parties' ICC issued email or otherwise approved account. Once emailed, and/or received in person, notice will be presumptively delivered.

The Notice of Outcome will articulate the specific policy(ies) reported to have been violated, including the relevant policy section, and will contain a description of the procedural steps taken by ICC from the receipt of the misconduct report to the determination, including any and all notifications to the parties, interviews with parties and witnesses, site visits, methods used to obtain evidence, and hearings held.

The Notice of Outcome will specify the finding on each alleged policy violation; the findings of fact that support the determination; conclusions regarding the application of the relevant policy to the facts at issue; a statement of, and rationale for, the result of each allegation to the extent that ICC is permitted to share such information under state or federal law; any sanctions issued which ICC is permitted to share according to state or federal law; and any remedies provided to the Complainant designed to ensure access to ICC's educational or employment program or activity, to the extent ICC is permitted to share such information under state or federal law (this detail is not typically shared with the Respondent unless the remedy directly relates to the Respondent).

The Notice of Outcome will also include information on when the results are considered by ICC to be final, any changes that occur prior to finalization, and the relevant procedures and bases for any available appeal options.

34. Statement of the Rights of the Parties (See Appendix C)

35. Sanctions

Factors considered when determining a sanction/responsive action may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- The need for sanctions/responsive actions to bring an end to the sexual harassment and/or retaliation
- The need for sanctions/responsive actions to prevent the future recurrence of sexual harassment and/or retaliation
- The need to remedy the effects of the sexual harassment and/or retaliation on the Complainant and the community
- The impact on the parties
- Any other information deemed relevant by the Decision maker(s)

The sanctions will be finally determined by the Official with Authority in an appropriate area with respect to the Respondent, and will be implemented as soon as is feasible, either upon the outcome of any appeal or the expiration of the window to appeal without an appeal being requested.

The sanctions described in this policy are not exclusive of, and may be in addition to, other actions taken or sanctions imposed by external authorities.

a. Student Sanctions

The following are sanctions that may be imposed upon students or organizations singly or in combination¹³:

Subject to ICC's Student Handbook and Code of Conduct.

- *Warning*: A formal statement that the conduct was unacceptable and a warning that further violation of any ICC policy, procedure, or directive will result in more severe sanctions/responsive actions.
- *Required Counseling*: ICC may mandate that a student or employee meet with and engage in either ICC-sponsored or external counseling to better comprehend the misconduct and its effects.
- *Probation*: A written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions in the event that the student or organization is found in violation of any institutional policy, procedure, or directive within a specified period of time. Terms of the probation will be articulated and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders, and/or other measures deemed appropriate.
- *Suspension*: Separation of the student from the College for a definite period of time, after which the student is eligible to return upon approval by the Vice President for Student Affairs. Conditions for readmission may be specified.
- *Expulsion*: Permanent termination of student status and revocation of rights to be on campus for any reason or to attend ICC-sponsored events.
- *Withholding Diploma*: ICC may withhold a student's diploma for a specified period of time

¹³ Subject to ICC's Student Handbook and Code of Conduct.

and/or deny a student participation in commencement activities if the student has an allegation pending or as a sanction if the student is found responsible for an alleged violation.

- *Revocation of Degree:* ICC reserves the right to revoke a degree previously awarded from ICC for fraud, misrepresentation, and/or other violation of ICC policies, procedures, or directives in obtaining the degree, or for other serious violations committed by a student prior to graduation.
- *Organizational Sanctions:* Deactivation, loss of recognition, loss of some or all privileges (including ICC registration) for a specified period of time.
- *Other Actions:* In addition to or in place of the above sanctions, ICC may assign any other sanctions as deemed appropriate.

b. Employee Sanctions/Responsive Actions

Responsive actions for an employee who has engaged in harassment and/or retaliation include:

- *Warning – Verbal or Written*
- *Performance Improvement Plan/Management Process*
- *Enhanced supervision, observation, or review*
- *Required Counseling*
- *Required Training or Education*
- *Probation*
- *Denial of Pay Increase/Pay Grade*
- *Loss of Oversight or Supervisory Responsibility*
- *Demotion*
- *Transfer*
- *Reassignment*
- *Delay of tenure track progress*
- *Assignment to new supervisor*
- *Restriction of stipends, research, and/or professional development resources*
- *Suspension with pay*
- *Suspension without pay*
- *Termination*
- *Other Actions:* In addition to or in place of the above sanctions/responsive actions, ICC may assign any other responsive actions as deemed appropriate.

36. Withdrawal or Resignation While Charges Pending

a. Students: If a student has an allegation pending for violation of the Policy, ICC may place a hold on a student's ability to graduate and/or to receive an official transcript/diploma.

Should a student decide to not participate in the resolution process, the process proceeds absent their participation to a reasonable resolution. Should a student Respondent permanently withdraw from ICC, the resolution process ends, as ICC no longer has disciplinary jurisdiction over the withdrawn student.

However, ICC will continue to address and remedy any systemic issues, variables that may have contributed to the alleged violation(s), and any ongoing effects of the alleged sexual harassment and/or retaliation. The student who withdraws or leaves while the process is pending may not return to ICC. Such exclusion applies to all campuses of ICC. A hold will be placed on their ability to be readmitted. They may also be barred from ICC property and/or events.

If the student Respondent only withdraws or takes a leave for a specified period of time (e.g., one semester or term), the resolution process may continue remotely and that student is not permitted to return to ICC unless and until all sanctions have been satisfied.

b. Employees: Should an employee Respondent resign with unresolved allegations pending, the resolution process ends, as the ICC no longer has disciplinary jurisdiction over the resigned employee.

However, ICC will continue to address and remedy any systemic issues, variables that contributed to the alleged violation(s), and any ongoing effects of the alleged harassment or retaliation.

The employee who resigns with unresolved allegations pending is not eligible for rehire with ICC, and the records retained by the Title IX Coordinator will reflect that status.

All ICC responses to future inquiries regarding employment references for that individual will include that the former employee resigned during a pending disciplinary matter.

37. Appeals

Any party may file a request for appeal ("Request for Appeal"), but it must be submitted in writing to the Title IX Coordinator within five (5) days of the delivery of the Notice of Outcome.

A single Appeal Decision maker will consider the appeal. No Appeal Decision maker will have been involved in the process previously, including any dismissal appeal that may have been heard earlier in the process. In cases where there is a student or faculty Respondent, appeals will be heard by the Vice President for Academic Affairs or the Executive Vice President. In cases where there is a non-faculty employee or third party Respondent, the appeal will be heard by the Executive Vice President. These two Appeal Decision makers may serve as reserves for each other in cases in which either has a direct conflict of interest in hearing the appeal.

The Request for Appeal will be forwarded to the Appeal Decision maker for consideration to determine if the request meets the grounds for appeal (a Review for Standing).

This review is not a review of the merits of the appeal, but solely a determination as to whether the request meets the grounds and is timely filed.

a. Grounds for Appeal

Appeals are limited to the following grounds:

- (A) Procedural irregularity that affected the outcome of the matter;

(B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

(C) The Title IX Coordinator, Investigator(s), or Decision maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that affected the outcome of the matter.

(D) There was a clear error in factual findings that affected the outcome of the matter.

If any of the grounds in the Request for Appeal do not meet the grounds in this Policy, that request will be denied by the Appeal Decision-maker and the parties and their Advisors will be notified in writing of the denial and the rationale.

If any of the grounds in the Request for Appeal meet the grounds in this Policy, then the Appeal Decision-maker will notify the other party(ies) and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker(s).

The other party(ies) and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker(s) will be emailed, and/or provided a hard copy of the request with the approved grounds and then be given five (5) business days to submit a response to the portion of the appeal that was approved and involves them. All responses will be forwarded by the Appeal Decision-maker to all parties for review and comment.

The non-appealing party (if any) may also choose to raise a new ground for appeal at this time. If so, that will be reviewed by the Appeal Decision-maker to determine if it meets the grounds in this Policy, and either denied or approved. If approved, it will be forwarded to the party who initially requested an appeal, the Investigator(s) and/or original Decision-maker(s), as necessary, who will submit their responses in five (5) business days, which will be circulated for review and comment by all parties.

Neither party may submit any new requests for appeal after this time period. The Appeal Decision-maker will collect any additional information needed and all documentation regarding the approved grounds and the subsequent responses and the Appeal Decision-maker will render a decision in no more than seven (7) business days, barring exigent circumstances. All decisions will be made using the preponderance of the evidence standard.

A Notice of Appeal Outcome will be sent to all parties simultaneously, including the decision on each approved ground and rationale for each decision. The Notice of Appeal Outcome will specify the finding on each ground for appeal, any specific instructions for remand or reconsideration, any sanctions that may result which ICC is permitted to share according to state or federal law, and the rationale supporting the essential findings to the extent ICC is permitted to share under state or federal law.

Notification will be made in writing and may be delivered by one or more of the following methods: in person or emailed to the parties' ICC issued email or otherwise approved account. Once emailed and/or received in person, notice will be presumptively delivered.

b. Sanctions Status During the Appeal

Any sanctions imposed as a result of the hearing are stayed during the appeal process. Supportive measures may be reinstated, subject to the same supportive measure procedures above.

If any of the sanctions are to be implemented immediately post-hearing, but pre-appeal, then emergency removal procedures (detailed above) for a hearing on the justification for doing so must be permitted within 48 hours of implementation.

ICC may still place holds on official transcripts, diplomas, graduations, and course registration pending the outcome of an appeal when the original sanctions included separation.

c. Appeal Considerations

- Decisions on appeal are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s)/responsive action(s) only if there is a compelling justification to do so.
- Appeals are not intended to provide for a full re-hearing (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing and pertinent documentation regarding the specific grounds for appeal.
- An appeal is not an opportunity for Appeal Decision-makers to substitute their judgment for that of the original Decision-maker(s) merely because they disagree with the finding and/or sanction(s).
- The Appeal Decision-maker may consult with the Title IX Coordinator on questions of procedure or rationale, for clarification, if needed. Documentation of all such consultation will be maintained.
- Appeals granted based on new evidence should normally be remanded to the original Investigator(s) and/or Decision-maker(s) for reconsideration. Other appeals may be remanded at the discretion of the Title IX Coordinator or, in limited circumstances, decided on appeal.
- Once an appeal is decided, the outcome is final: further appeals are not permitted, even if a decision or sanction is changed on remand (except in the case of a new hearing).
- In rare cases where a procedural or substantive error cannot be cured by the original Decision-maker(s) (as in cases of bias), the appeal may order a new hearing with a new Decision-maker(s).
- The results of a remand to a Decision-maker(s) cannot be appealed. The results of a new hearing can be appealed, once, on any of the four available appeal grounds.
- In cases in which the appeal results in reinstatement to ICC or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

38. Long-Term Remedies/Other Actions

Following the conclusion of the resolution process, and in addition to any sanctions implemented, the Title IX Coordinator may implement additional long-term remedies or actions with respect to the parties and/or the campus community that are intended to stop the sexual harassment and/or retaliation, remedy the effects, and prevent reoccurrence.

These remedies/actions may include, but are not limited to:

- Referral to counseling and health services (for students)
- Referral to the Employee Assistance Program (for employees)
- Education to the individual and/or the community
- Permanent alteration of housing assignments
- Permanent alteration of work arrangements for employees
- Provision of campus safety escorts
- Climate surveys
- Policy modification and/or training
- Provision of transportation accommodations
- Implementation of long term contact limitations between the parties
- Implementation of adjustments to academic deadlines, course schedules, etc.

At the discretion of the Title IX Coordinator, certain long term support or measures may also be provided to the parties even if no policy violation is found.

When no policy violation is found, the Title IX Coordinator will address any remedies owed by ICC to the Respondent to ensure no effective denial of educational access.

ICC will maintain the privacy of any long term remedies/actions/measures, provided privacy does not impair ICC's ability to provide these services.

39. Failure to Comply with Sanctions and/or Interim and Long term Remedies and/or Responsive Actions

All Respondents are expected to comply with the assigned sanctions, responsive actions, and/or corrective actions within the timeframe specified by the final Decision-maker(s) (including the Appeal Decision-maker).

Failure to abide by the sanction(s)/action(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s)/action(s), including suspension, expulsion, and/or termination from ICC.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

40. Recordkeeping

ICC will maintain for a period of at least seven years records of:

1. Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required under federal regulation;
2. Any disciplinary sanctions imposed on the Respondent;
3. Any remedies provided to the Complainant designed to restore or preserve equal access to ICC's education program or activity;
4. Any appeal and the result therefrom;
5. Any Informal Resolution and the result therefrom;
6. All materials used to train Title IX Coordinators, Investigators, Decision-makers, and any

person who facilitates an Informal Resolution process. ICC will make these training materials publicly available on ICC's Title IX website, and

7. Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, including:
 - a. The basis for all conclusions that the response was not deliberately indifferent;
 - b. Any measures designed to restore or preserve equal access to ICC's education program or activity; and
 - c. If no supportive measures were provided to the Complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

ICC will also maintain any and all records in accordance with state and federal laws.

41. Disabilities Accommodations in the Resolution Process

ICC is committed to providing reasonable accommodations and support to qualified students, employees, or others with disabilities to ensure equal access to ICC's resolution process.

Anyone needing such accommodations or support should contact the Associate Dean for Tutoring and Accessibility (for students) or Vice President for Human Resources (for employees), who will review the request and, in consultation with the person requesting the accommodation and the Title IX Coordinator, determine which accommodations are appropriate and necessary for full participation in the process.

42. Revision of this Policy and Procedures

This Policy and procedures supersede any previous policy(ies) addressing harassment, sexual misconduct and/or retaliation under Title IX and will be reviewed and updated annually by the Title IX Coordinator. ICC reserves the right to make changes to this document as necessary, and once those changes are posted online, they are in effect.

During the resolution process, the Title IX Coordinator may make minor modifications to procedures that do not materially jeopardize the fairness owed to any party, such as to accommodate summer schedules. The Title IX Coordinator may also vary procedures materially with notice (on the institutional website, with the appropriate effective date identified) upon determining that changes to law or regulation require policy or procedural alterations not reflected in this Policy and procedures.

If government laws or regulations change or court decisions alter the requirements in a way that impacts this document, this document will be construed to comply with the most recent government regulations or holdings.

This document does not create legally enforceable protections beyond the protection of the background state and federal laws which frame such policies and codes, generally.

This Policy and procedures are effective August 14, 2020.

APPENDIX A: POLICY EXAMPLES

Some examples of possible sexual harassment include:

- A professor offers for a student to have sex or go on a date with them in exchange for a good grade. This constitutes sexual harassment regardless of whether the student accedes to the request and irrespective of whether a good grade is promised or a bad grade is threatened.
- A student repeatedly sends graphic, sexually-oriented jokes and pictures around campus via social media to hundreds of other students. Many don't find it funny and ask them to stop, but they do not. Because of these jokes, one student avoids the sender on campus and in the residence hall in which they both live, eventually asking to move to a different building and dropping a class they had together.
- A professor engages students in class in discussions about the students' past sexual experiences, yet the conversations are not in any way germane to the subject matter of the class. The professor inquires about explicit details and demands that students answer them, though the students are clearly uncomfortable and hesitant.
- An ex-partner widely spreads false stories about their sex life with their former partner to the clear discomfort and frustration of the former partner, turning the former partner into a social pariah on campus.
- Chris has recently transitioned from male to non-binary, but primarily expresses as a female. Since their transition, Chris has noticed that their African Studies professor, Dr. Mukembo, pays them a lot more attention. Chris is sexually attracted to Professor Mukembo and believes the attraction is mutual. Chris decides to act on the attraction. One day, Chris visits Dr. Mukembo during office hours, and after a long conversation about being non-binary, Chris kisses Dr. Mukembo. Dr. Mukembo is taken aback, stops the kiss, and tells Chris not to do that. Dr. Mukembo explains to Chris that they are not interested in Chris sexually or romantically. Chris takes it hard, crying to Dr. Mukembo about how hard it is to find someone who is interested in them now based on their identity. Dr. Mukembo feels sorry for Chris and softens the blow by telling them that no matter whether they like Chris or not, faculty student relationships are prohibited by the College. Chris takes this as encouragement. One night, Chris goes to a gay bar some distance from campus and sees Dr. Mukembo at the bar. Chris tries to buy Dr. Mukembo a drink and, again, tries to kiss Dr. Mukembo. Dr. Mukembo leaves the bar abruptly. The next day, Chris makes several online posts that out Dr. Mukembo as gay and raise questions about whether they are sexually involved with students. Dr. Mukembo contacts the Title IX Office and alleges that Chris is sexually harassing him.

Examples of Stalking

- Students A and B were "friends with benefits." Student A wanted a more serious relationship, which caused student B to break it off. Student A could not let go, and pursued student B relentlessly. Student B obtained a campus no-contact order. Subsequently, Student B discovered their social media accounts were being accessed, and things were being posted and messaged as if they were from them, but they were not. Whoever accessed their account posted a picture of a penis, making it look as if they had sent out a picture of themselves, though it was not their penis. This caused them considerable embarrassment and social anxiety. They changed their passwords, only to

have it happen again. Seeking help from the Title IX Coordinator, Student B met with the IT department, which discovered an app on their phone and a keystroke recorder on their laptop, both of which were being used to transmit their data to a third party.

- A graduate student working as an on-campus tutor received flowers and gifts delivered to their office. After learning the gifts were from a student they recently tutored, the graduate student thanked the student and stated that it was not necessary and would appreciate it if the gift deliveries stopped. The student then started leaving notes of love and gratitude on the tutor's car, both on campus and at home. Asked again to stop, the student stated by email, "You can ask me to stop, but I'm not giving up. We are meant to be together, and I'll do anything to make you have the feelings for me that I have for you." When the tutor did not respond, the student emailed again, "You cannot escape me. I will track you to the ends of the earth. If I can't have you, no one will."

Examples of Sexual Assault:

- Amanda and Bill meet at a party. They spend the evening dancing and getting to know each other. Bill convinces Amanda to come up to his room. From 11:00 p.m. until 3:00 a.m., Bill uses every line he can think of to convince Amanda to have sex with him, but she adamantly refuses. Despite her clear communications that she is not interested in doing anything sexual with him, Bill keeps at her, questions her religious convictions, and accuses her of being "a prude." He brings up several rumors that he has heard about how she performed oral sex on a number of other guys. Finally, it seems to Bill that her resolve is weakening, and he convinces her to "jerk him off" (hand to genital contact). Amanda would have never done it but for Bill's incessant advances. He feels that he successfully seduced her and that she wanted to do it all along but was playing shy and hard to get. Why else would she have come up to his room alone after the party? If she really didn't want it, she could have left.
- Jiang is a junior. Beth is a sophomore. Jiang comes to Beth's residence hall room with some mutual friends to watch a movie. Jiang and Beth, who have never met before, are attracted to each other. After the movie, everyone leaves, and Jiang and Beth are alone. They hit it off, soon become more intimate, and start to make out. Jiang verbally expresses his desire to have sex with Beth. Beth, who was abused by a babysitter at the age of five and avoids sexual relations as a result, is shocked at how quickly things are progressing. As Jiang takes her by the wrist over to the bed, lays her down, undresses, and begins to have intercourse with Beth, Beth has a severe flashback to her childhood trauma. She wants to tell Jiang to stop but cannot. Beth is stiff and unresponsive during the intercourse.
- Kevin and John are at a party. Kevin is not sure how much John has been drinking, but he is pretty sure it's a lot. After the party, he walks John to his apartment, and John comes on to Kevin, initiating sexual activity. Kevin asks John if he is really up to this, and John says yes. They remove each other's clothes, and they end up in John's bed. Suddenly, John runs for the bathroom. When he returns, his face is pale, and Kevin thinks he may have thrown up. John gets back into bed, and they begin to have sexual intercourse. Kevin is having a good time, though he can't help but notice that John seems pretty groggy and passive, and he thinks John may have even passed out briefly during the sex, but he came to again. When Kevin runs into John the next day, he thanks him for the great night. John remembers nothing and decides to make a report to the Dean.

Examples of Retaliation:

- Student athlete A alleges sexual harassment by a coach; the coach subsequently cuts the student athlete's playing time without a legitimate justification.
- A faculty member alleges gender inequity in pay within her department; the Department Chair then revokes his approval for her to attend a national conference, citing the faculty member's tendency to "ruffle feathers."
- A student from Organization A participates in a sexual harassment investigation as a witness whose testimony is damaging to the Respondent, who is also a member of Organization A; the student is subsequently removed as a member of Organization A because of their participation in the investigation.

APPENDIX B: A FRAMEWORK FOR INFORMAL RESOLUTION (IR)

The following is offered as a framework for Informal Resolution (IR), including:

1. A response based on supportive measures; and/or
2. A response based on a Respondent accepting responsibility; and/or
3. A response based on alternative resolution, which could include various approaches and facilitation of dialogue.

ICC recognizes that alternative resolution approaches like mediation, restorative practices, transformative justice, etc., are likely to be used more and more often. ICC does not endorse these approaches as better or worse than other formal or informal approaches.

If IR approaches are to be used in, and effective for, sex offenses, they need to be designed and executed carefully and thoughtfully and be facilitated by well trained administrators who take the necessary time to prepare and lay a foundation for success. Although no approach is a panacea, the framework below can help to lay that foundation, regardless of which approach(es) are used.

The following is a set of principles to be considered for supporting various approaches to informal resolution:

- IR can be applied in any sex/gender based interpersonal conflict but may not be appropriate or advisable in cases involving violent incidents (sexual violence, stalking, domestic and dating violence, severe sexual harassment, sexual exploitation, etc.).
- Situations involving dangerous patterns or significant ongoing threat to the community should not be resolved by IR.
- The determination of whether to permit an IR based resolution is entirely at the discretion of the Title IX Coordinator (TIXC) and in line with the requirements for IR laid out in the Title IX regulations.
- Any party can end IR early, mid, or late process for any reason or no reason.
- IR can be attempted before and in lieu of formal resolution as a diversion based resolution (although a formal complaint must be filed if you are within Section 106.30, per OCR).
- Alternative approaches can inform formal resolution, as in a formal resolution model infused with restorative practices.
- IR could be deployed after formal resolution, as an adjunct healing/catharsis opportunity (that could potentially mitigate sanctions or be a form of sanction).
- Alternate Resolution approaches to IR must be facilitated by ICC or a third party. There may be value in creating clearly agreed upon ground rules, which the parties must sign in advance and agree to abide by, otherwise the informal resolution process will be deemed to have failed.
- Technology facilitated IR can be made available, should the parties not be able or willing to meet in person.
- If IR fails, a formal resolution can take place thereafter. No evidence elicited within the "safe space" of the IR facilitation is later admissible in the formal resolution unless all parties consent.
- With cases involving violence, the preferred alternative approach typically involves a minimal number of essential parties and is not a wide restorative circle approach in order to ensure confidentiality.

- Some approaches require a reasonable gesture toward accountability (this could be more than an acknowledgement of harm) and some acceptance, or at least recognition, by the Respondent that catharsis is of value and likely the primary goal of the Complainant. A full admission by the Respondent is not a prerequisite. This willingness needs to be vetted carefully in advance by the Title IX Coordinator before determining that an incident is amenable/appropriate for resolution by IR.
- IR can result in an accord or agreement between the parties (Complainant, Respondent, ICC), which is summarized in writing by and enforced by ICC. This can be a primary goal of the process.
- IR can result in the voluntary imposition of safety measures, remedies, and/or agreed-upon resolutions by the parties, that are enforceable by ICC. These can be part of the accord/agreement.
- As a secondary goal, IR can result in the voluntary acceptance of “sanctions,” meaning that a Respondent could agree to withdraw, self-suspend (by taking a leave of absence), or undertake other restrictions/transfers/online course options that would help to ensure the safety/educational access of the Complainant, in lieu of formal sanctions that would create a formal record for the Respondent. These are enforceable by ICC as part of the accord/agreement, as may be terms of mutual release, non disparagement, and/or non-disclosure.
- Although a non disclosure agreement (NDA) could result from IR, it would have to be mutually agreed upon by the parties in an environment of non coercion verified by the Title IX Coordinator.
- Institutions must develop clear rules for managing/facilitating the conference/meeting/dialogue of alternative resolution approaches, to ensure they are civil, age-appropriate, culturally competent, reflective of power imbalances, and maximize the potential for the resolution process to result in catharsis, restoration, remedy, etc., for the harmed party(ies).

APPENDIX C: STATEMENT OF RIGHTS OF THE PARTIES

- The right to an equitable investigation and resolution of all credible allegations of prohibited harassment or retaliation made in good faith to ICC officials.
- The right to timely written notice of all alleged violations, including the identity of the parties involved (if known), the precise misconduct being alleged, the date and location of the alleged misconduct (if known), the implicated policies and procedures, and possible sanctions.
- The right to timely written notice of any material adjustments to the allegations (e.g., additional incidents or allegations, additional Complainants, unsubstantiated allegations) and any attendant adjustments needed to clarify potentially implicated policy violations.
- The right to be informed in advance of any public release of information regarding the allegation(s) or underlying incident(s), whenever possible.
- The right not to have any personally identifiable information released to the public without consent provided, except to the extent permitted by law.
- The right to be treated with respect by ICC officials.
- The right to have ICC policies and procedures followed without material deviation.
- The right not to be pressured to mediate or otherwise informally resolve any reported misconduct involving violence, including sexual violence.
- The right not to be discouraged by ICC officials from reporting sexual harassment or retaliation to both on campus and off campus authorities.
- The right to be informed by ICC officials of options to notify proper law enforcement authorities, including on campus and local police, and the option(s) to be assisted by ICC authorities in notifying such authorities, if the party so chooses. This also includes the right not to be pressured to report, as well.
- The right to have allegations of violations of this Policy responded to promptly and with sensitivity by campus security and/or other ICC officials.
- The right to be informed of available interim actions and supportive measures, such as counseling; advocacy; health care; student financial aid, visa, and immigration assistance; or other services, both on campus and in the community.
- The right to an ICC implemented no-contact order (or a trespass order against a non-affiliated third party) when a person has engaged in or threatens to engage in stalking, threatening, harassing, or other improper conduct.
- The right to be informed of available assistance in changing academic, living, and/or working situations after an alleged incident of sexual harassment and/or retaliation, if such changes are reasonably available. No formal report, or investigation, either campus or criminal, needs to occur before this option is available. Such actions may include, but are not limited to:
 - Relocating an on-campus student's housing to a different on-campus location
 - Assistance from ICC staff in completing the relocation
 - Changing an employee's work environment (e.g., reporting structure, office/workspace relocation)
 - Transportation accommodations
 - Visa/immigration assistance
 - Arranging to dissolve a housing contract and a pro-rated refund
 - Exam, paper, and/or assignment rescheduling or adjustment
 - Receiving an incomplete in, or a withdrawal from, a class (may be retroactive)
 - Transferring class sections
 - Temporary withdrawal/leave of absence (may be retroactive)
 - Campus safety escorts

- Alternative course completion options.
- The right to have ICC maintain such actions for as long as necessary and for supportive measures to remain private, provided privacy does not impair ICC's ability to provide the supportive measures.
- The right to receive sufficiently advanced, written notice of any meeting or interview involving the other party, when possible.
- The right to ask the Investigator(s) and Decision maker(s) to identify and question relevant witnesses, including expert witnesses.
- The right to provide the Investigator(s)/Decision maker(s) with a list of questions that, if deemed relevant by the Investigator(s)/Chair, may be asked of any party or witness.
- The right not to have irrelevant prior sexual history or character admitted as evidence.
- The right to know the relevant and directly related evidence obtained and to respond to that evidence.
- The right to fair opportunity to provide the Investigator(s) with their account of the alleged misconduct and have that account be on the record.
- The right to receive a copy of the investigation report, including all factual, policy, and/or credibility analyses performed, and all relevant and directly related evidence available and used to produce the investigation report, subject to the privacy limitations imposed by state and federal law, prior to the hearing, and the right to have at least ten (10) business days to review the report prior to the hearing.
- The right to respond to the investigation report, including comments providing any additional relevant evidence after the opportunity to review the investigation report, and to have that response on the record.
- The right to be informed of the names of all witnesses whose information will be used to make a finding, in advance of that finding, when relevant.
- The right to regular updates on the status of the investigation and/or resolution.
- The right to have reports of alleged Policy violations addressed by Investigators, Title IX Coordinators, and Decision maker(s) who have received relevant annual training.
- The right to a Hearing Panel that is not single-sex in its composition, if a panel is used.
- The right to preservation of privacy, to the extent possible and permitted by law.
- The right to meetings, interviews, and/or hearings that are closed to the public.
- The right to petition that any ICC representative in the process be recused on the basis of disqualifying bias and/or conflict of interest.
- The right to have an Advisor to accompany and assist the party in all meetings and/or interviews associated with the resolution process.
- The right to have ICC facilitate the participation of faculty and staff witnesses.
- The right to the use of the appropriate standard of evidence, preponderance of the evidence; clear to make a finding after an objective evaluation of all relevant evidence.
- The right to be present, including presence via remote technology, during all testimony given and evidence presented during any formal grievance hearing.
- The right to have an impact statement considered by the Decision maker(s) following a determination of responsibility for any allegation, but prior to sanctioning.
- The right to be promptly informed in a written Notice of Outcome letter of the finding(s) and sanction(s) of the resolution process and a detailed rationale of the decision (including an explanation of how credibility was assessed), delivered simultaneously (without undue delay) to the parties.
- The right to be informed in writing of when a decision by ICC is considered final and any changes to the sanction(s) that occur before the decision is finalized.

- The right to be informed of the opportunity to appeal the finding(s) and sanction(s) of the resolution process, and the procedures for doing so in accordance with the standards for appeal established by ICC.
- The right to a fundamentally fair resolution as defined in these procedures.

COLLEGE COMPLETION COMMITTEE

BY-LAWS

Mission

This mission of the College Completion Committee is to provide leadership to the College's recruitment and retention efforts by creating a student-centered approach to recruitment and retention efforts on campus.

Duties

The College Completion Team will meet monthly to:

1. Gather the campus community to develop strategies that promote recruitment and persistence to graduation efforts.
2. Regularly evaluate student success, satisfaction levels, campus engagement, and develop processes for continuous improvement.
3. Create efficient work groups to ensure multiple initiatives can progress simultaneously.
4. Host focus groups to allow for intentional conversations around recruitment and retention.
5. Manage student success across the student lifecycle.
6. Use data to inform the creation of sub-committees and establish recruitment and retention goals and priorities.
7. Review proposed policy changes related to recruitment and retention and advise on next steps for the College.
8. Prepare a one-page summary of the effectiveness of its work for the Council of Chairs.

Membership

Membership shall consist of at least one representative from each of the following departments: Athletics, Academic Affairs, Business Office, Enrollment and Retention, Financial Aid, Fine Arts, General Education Faculty, Marketing, Student Affairs, Tutoring and/or Student Support Services, West Campus and/or CTE Faculty.

Membership shall also consist of two to three student participants that are currently involved in leadership positions within ICC's Student Government Association or Phi Theta Kappa or who serve as resident assistants in the College's residence halls.

Chairmanship

The Committee will be chaired by the Vice President for Student Affairs or designee. The Chair will be responsible for managing all meetings.

The Committee

Meeting Time

The College Completion Committee will meet monthly.



Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, President

Date: May 17, 2021

Re: President's Update

During the President's Update: Dr. Bowhay will provide updates related to the College's COVID-19 operational phase out plan and the Inge Festival; Tim Haynes will provide an update related to the ICC Fab Lab; Eric Figurski will provide an Athletics update; Dr. Larry Markiewicz will provide an update related to the College's strategic plan; and, Laura Allison will provide an update on the College's HEERF III distribution plan.

COLLEGE PERCEPTION

Captain James Montgomery checked in with students to understand if and how this COVID-19 semester has impacted their perception of college. This report outlines the key findings from the data collected at scale through hundreds of conversations our bot had with your students.

KEY FINDINGS

Based on responses from 45 students...

1. Majority of students (60.0%) thought ICC **did a good job** handling Covid-19.
2. Satisfaction with Covid-19 handling at ICC is **higher than the average** which is 44.8%.
3. Majority of students (77.1%) opinions on ICC has **not changed** since Covid
4. Overall, since the pandemic started, **students' perception of ICC has improved** by 11.4% (see perception graph)
5. Majority of students (72.1%) college priorities **did not** shift because of Covid

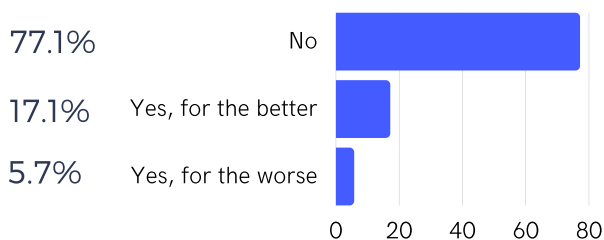
HANDLING OF COVID

Captain James checked in with students and asked them how they thought ICC handled COVID-19.

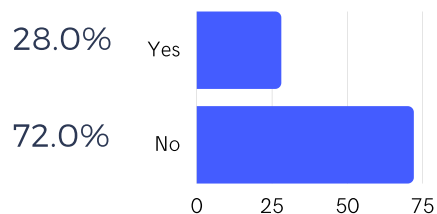
- 60.0% You did a good job ☑
- 35.6% Ok given circumstances ☑
- 4.4% Didn't handle it well ☑

COLLEGE PERCEPTIONS

Captain James asked students if their opinion of ICC has changed since Covid 19.



Captain James asked students if Covid has shifted their college priorities.



MEMORANDUM

To: Independence Community College Board of Trustees

From: Laura Allison, J.D.
Financial Aid Director

Date: May 3, 2021

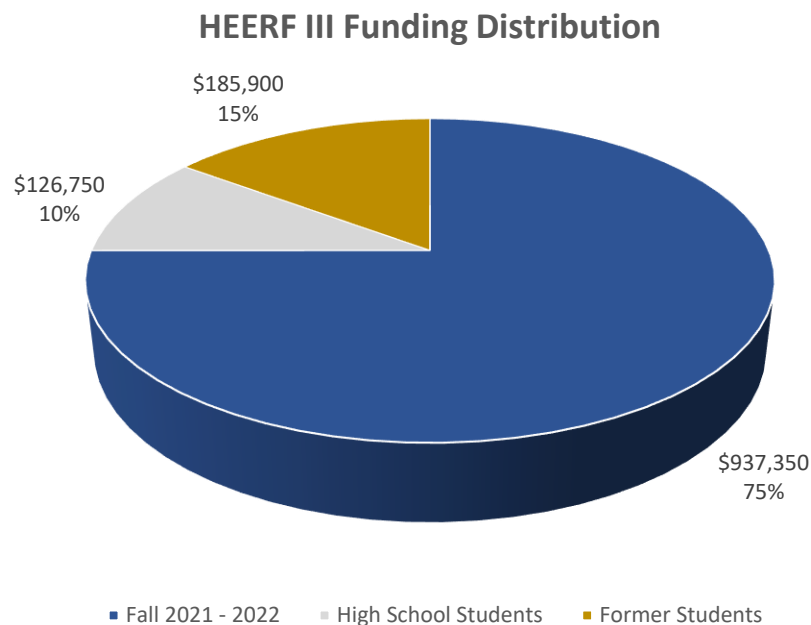
Re: Higher Education Emergency Relief Funds under the American Rescue Plan Act (referred to as HEERF III)

Independence Community College will receive \$1.25m in Higher Education Emergency Relief Funds that are restricted to being distributed as direct student grant aid. The following is the intended plan to distribute the grant aid to students to maximize the positive impact on ICC students. The HEERF III funds will serve as “last dollar” funding for students who would owe for Tuition, Fees or Course-Related Supplies after any Pell Grant or scholarship.

The attached policy and procedure will guide ICC in its distribution of funds to students. In summary there are three areas where the funds will be distributed:

- Fall 2021 - 2022 enrolled students;
- High School students enrolled in general education courses Fall 2021 - Spring 2022; and
- Former students impacted by COVID-19 with outstanding balances due to ICC.

The proposed plan will distribute the following estimated grant aid to students in the 2021-22 award year. Former students will start receiving grant aid as applications are received.



Higher Education Emergency Relief Funds (HEERF) Issued via American Rescue Plan Act (ARPA) “HEERF III”

PURPOSE. The American Rescue Plan Act, signed into law on March 11, 2021, provided for \$1.25 million¹ to Independence Community College (ICC) to issue as direct grants to students. These Higher Education Emergency Relief Funds (referred to herein as HEERF-III) will be utilized by ICC to reach two primary goals: (1) directly reduce student’s cost to attend by issuing grants to students based on need; (2) reduce students’ outstanding balances to ICC incurred since the emergency declaration on March 13, 2020.²

ICC’s student population faces many obstacles due to their significant socioeconomic disadvantages.³ The above-stated goals are intended to assist students reach their educational goals by alleviating the financial strain of owing for their cost to attend. ICC will prioritize those students with the greatest need, based on FAFSA EFC. The student’s total balance due to ICC will be a secondary factor since students who have high outstanding balance incurred since the emergency declaration are most likely to have faced obstacles in obtaining aid or completing their program of study.

In addition to its traditional degree-seeking students, ICC serves its community through concurrent enrollment course available to area high school students. ICC serves area high schools in counties that are below the poverty line.⁴ Offering general education courses to this exceptionally needy population will assist students in continuing their education despite the depressed economy due to COVID-19.

GRANT AID TO STUDENTS CURRENTLY ENROLLED

POLICY. The following policy will guide ICC in its awarding of grant aid directly to students. Grant aid to students enrolled beginning Fall 2021. ICC shall allocate a portion of its total HEERF-III student funding to direct aid to students that are currently enrolled.

1. ICC additionally received \$1.25 million to apply toward institutional costs
2. HEERF II Public and Private Nonprofit Institution (a)(1) Programs (CFDA 84.425E and 84.425F) Frequently Asked Questions. Published 1-14-2021. Updated 3-19-2021.
3. Seventy percent (70%) of ICC first-time, full-time freshman are Pell Grant recipients. IPEDS 2020-21.
4. In Wilson County, 11.30% of the population is below the poverty line with a median income of \$29,747. In Montgomery County, 12.60% of the population is below the poverty line with a median income of \$30,997.

1. Students must meet the minimum qualifications:
 - a. Be enrolled at least half-time;
 - b. Be Degree or Certificate-seeking; and
 - c. Be a U.S. Citizen or eligible Non-Citizen.
2. ICC shall award “block grants” to students based on the following calculation:
 - a. Direct cost to attend less any institutional, outside, and Title IV Federal Student Aid; and
 - b. No award shall exceed the direct cost to attend, less Room & Board.
3. Students with the highest need, based on 2021-22 FAFSA EFC shall receive priority in distribution of grants.
4. The awarding of grants is not contingent upon a student authorizing payment of the grant to outstanding charges with ICC.

PROCEDURE. The following outlines the process to distribute grant aid to students.

1. No application is required. Students are evaluated after certification for each term and are awarded based on the criteria stated above.
2. Grant aid shall be passed through student accounts via the Billing Office.
3. Students are invited to authorize ICC to apply their award to any outstanding balance with ICC, but receipt of the award is not contingent upon completing any authorization.
4. Students who do not authorize payment of outstanding charges shall receive the grant aid as a payment directly to them through the standard process for issuing student refunds.
5. Students shall receive notice of the following:
 - a. This policy;
 - b. The timeline for awarding and issuing payment;
 - c. The amount of the award; and
 - d. Their option to authorize or not authorize payment of outstanding charges.

GRANT AID TO FORMER STUDENTS WITH OUTSTANDING BALANCE

POLICY. Grant aid to students enrolled at any time since March 13, 2020. ICC shall allocate a portion of its total HEERF-III student funding to direct aid to students previously enrolled and with an outstanding balance due to ICC.

1. Student must meet the minimum qualifications:
 - a. Be enrolled at least half-time since March 13, 2020;
 - b. Be Degree or Certificate-seeking since March 13, 2020;

- c. Be a U.S. Citizen or eligible non-citizen; and
 - d. Owe any balance to ICC.
2. Students with the highest need, based on the lowest EFC of the 2019-20, 2020-21 or 2021-22 FAFSA EFC shall receive priority in distribution of grants.
3. Priority shall be given to students with the highest outstanding balance amongst students with EFCs within the same range (using the Pell Grant award chart range).
4. No award shall exceed the total balance owed to ICC.

PROCEDURE. The following outlines the process to distribute grant aid to students enrolled since March 13, 2020 with outstanding charges.

1. Students must submit an application to ICC for consideration to receive a student grant under this section.
2. Grant aid shall be passed through student accounts via the Billing Office.
3. Students are invited to authorize ICC to apply their award to any outstanding balance with ICC, but receipt of the award is not contingent upon completing any authorization.
4. Students who do not authorize payment of outstanding charges shall receive the grant aid as a payment directly to them through the standard process for issuing student refunds.
5. Students shall receive notice of the following:
 - a. This policy;
 - b. The timeline for awarding and issuing payment;
 - c. The amount of the award; and
 - d. Their option to authorize or not authorize payment of outstanding charges.

GRANT AID TO HIGH SCHOOL STUDENTS CURRENTLY ENROLLED

POLICY. The following will direct ICC in its awarding of grant aid directly to high school students enrolled beginning Fall 2021. ICC shall allocate a portion of its total HEERF-III student funding to direct aid to high school students that are currently enrolled.

1. Students are eligible to receive a student grant in the amount of the cost of one three credit hour general education course, which is \$195.
2. Student must meet the minimum qualifications:
 - a. Be enrolled as an ICC NOW student;
 - b. Be enrolled in a general education course resulting in a balance owed to ICC of \$195.
3. Students shall receive notice of the following:

- a. This policy;
- b. The timeline for awarding and issuing payment;
- c. The amount of the award; and
- d. Their option to authorize or not authorize payment of outstanding charges.