



BOARD OF TRUSTEES

June 21, 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, June 21, 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 - June 21, 2021

Time: Jun 21, 2021 07:00 PM Central Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/85023876833?pwd=M0drTTRMSm51My9MbEk3QktpWS82UT09>

Meeting ID: 850 2387 6833

Passcode: 387122

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Meeting ID: 850 2387 6833

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BOARD OF TRUSTEES REGULAR MEETING
Center for Innovation and Entrepreneurship - CIE 104
7:00 p.m. | June 21, 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.

- II. APPROVAL OF THE CONSENT AGENDA Action
 - A. Approval of May 17, 2021 Meeting Minutes
 - B. Financial Report
 - C. Personnel Report (acknowledge receipt)
 - D. Grant Progress Report
 - E. Shulthis Stadium Lease Renewal
 - F. Resolution – Kansas Homeland Security Region H Hazard Mitigation Plan

- III. BUSINESS
 - A. Comprehensive Program Reviews Report/Action
 - 1. Music – Larry Markiewicz Action
 - 2. Social Science – Brian Southworth Action
 - 3. Athletic Training – Anthony Vidali Action
 - 4. Visual Arts – Heather Mydosh Action
 - 5. Liberal Studies – Division Chairs Action
 - 6. General Studies – Division Chairs Action
 - B. Allow Payables – Jonathan Sadhoo Action
 - C. IT Networking Expansion & Security Enhancement – Jonathan Sadhoo Action
 - D. Early Retirement Continuance for AY 2021-2022 – Lori Boots Action
 - E. Board Policy PSL-712 Early Retirement Policy (1st Reading) – Lori Boots Action
 - F. Board Policy TRU-921 ICC Face Mask/Shield Policy (1st reading) – Vincent Bowhay Action
 - G. Board Policy TRU-922 Death of a Student/Staff Member Protocol (1st reading) – Vincent Bowhay Action
 - H. Board Policy TRU-924 Missing Student Notification (1st reading) – Vincent Bowhay Action
 - I. Board Policy TRU-917 Sexual Harassment Policy (2nd reading) – Vincent Bowhay Action
 - J. Student Athletic & Catastrophic Insurance – Vincent Bowhay Action
 - K. Campus Improvements – HEERF – Vincent Bowhay Action
 - L. Exterior Paint – Vincent Bowhay Action
 - M. Parking Lot Improvements – Vincent Bowhay Action
 - N. Campaign Fundraising Counsel – Vincent Bowhay Action

- IV. ADMINISTRATION REPORTS
 - A. Reports from Administrators
 - 1. Enrollment and Retention Update – Brittany Thornton
 - 2. President's Update – Vincent Bowhay
 - a. HEERF III Institutional Expenditure Plan

- V. BOARD OF TRUSTEES REPORTS AND COMMENTS
 - A. Comments from Trustees
 - 1. KACCT Quarterly Meeting – Trustee Norman Chambers
 - A. Other Reports

- VI. 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 Minutes
May 17, 2021

Meeting called to Order at 7:00 p.m.

Those in attendance are as follows: Cynthia Sherwood, Val DeFever, Norman Chambers, John Eubanks, Kevin Brannum, Vincent Bowhay, Jonathan Sadhoo, Eric Figurski, Taylor Crawshaw, Beverly Harris, Anita Chappuie, Laura Allison, Tom Weaver, Brett Gilcrist, Tim Haynes, Melissa Ashford, Paul Molnar, Tamara Blaes, Ben Seel, Bruce Peterson, Mallory Byrd, Hannah Haven, Tiana Copeland, Andy Taylor, Cody Westerhold, Bridget Carson and Cherie Stockton. Absent: Ashley Osburn and Lori Boots

Board Chair Cynthia Sherwood mentioned a change in the agenda with an Executive Session between letters H and I on the agenda to discuss employer/employee negotiations and the possibility of an added action item after the Presidents update.

Approval of Agenda, Val DeFever moved to approve, seconded by Norman Chambers. All approved.

Welcome of Guests via zoom and in person by Cynthia Sherwood.

The pledge of Allegiance was led by Vincent Bowhay.

Mission Statement was read by Val DeFever.

Vision Statement was read by Norman Chambers.

Approval of April 19, 2021 Meeting Minutes. John Eubanks moved to approve, seconded by Norman Chambers. All approved.

Bridget Carson gave the Faculty Senate Update. Bridget provided an overview and updated on highlights taking place in the community. Expects the yearly assessments to be submitted on May 14. Anticipation of completion of the strategic plan updates for the 2020-2021 academic year by the end of May.

Comprehensive Program Reviews –

Criminal Justice – Ben Seel stated this program is very successful and has large demand. Noted one change in the last two weeks with KBOR adding third course to the Criminal Justice Program. The new course is called Criminal Law and has been added to the catalog. Cynthia Sherwood asked for a motion to approve. John Eubanks moved to approve, and Val DeFever seconded. All approved.

Health Physical Education, and Recreation (HPR) – Brett Gilcrist, Psychology Professor noted that the program has not changed much since his first program review three year ago. Brett recommended to end the program or hire a full-time person to oversee the program due to shifting priorities at the College. Cynthia Sherwood asked if this program would be reviewed by the Program Vitality Committee and if so, what were the results. Brett suggested the program should be reimagined with a core 48 hours. Kevin Brannum asked if there was student success and if so, were the students participating in the program moving on to a 4-year college. It was noted that this program is typically taken by student athletes going into a PE job. Gilcrist feels this program needs better tracking capability but feels like there could be a demand but further assessment should be conducted. Kevin Brannum asked if this program is serving the best interest of students and if the students in the program are transferring to other Kansas institutions. Taylor Crawshaw noted that this program does serve the best interest of student-athletes and other health focused students and she felt the demand is large enough to continue but feels this program should be sent to the Vitality Committee for review. It was noted that this would be the first time for this committee to act. Kevin Brannum feels the demand is needed and should be investigated. Cynthia Sherwood asked for a motion. John Eubanks moved to send this program to the Vitality Committee, seconded by Val DeFever. The motion passed 3 to 2 with Kevin Brannum and Norman Chambers voting no and Cynthia Sherwood, Val DeFever and John Eubanks voting yes. It was decided that the Vitality Committee will meet and report back to the Board in a year with a plan. Dr. Bowhay noted that reviewing over the year helps to plan and build, catch up on assessment data and the possibility of including eSports. Dr. Bowhay was in favor of the program going to the vitality committee while reducing the number of classes. The program will be discussed in one academic year with evidence that could be beneficial. The Vitality Committee also helps give consideration on whether a full-time faculty member is needed.

Long Term Care – Mallory Byrd stated this is a Certificate program, not a degreed program. Noted changes made in the program, updated requirements based off Perkins numbers are great, classes are full and adjunct size has increased. Gained great relationships with the community. Neodesha's Morning Star Care Homes, Montgomery Place in Independence and eventually Medical Lodge in Coffeyville. This program is growing largely due to Perkins and CTE funding, making it "Pocket Book friendly" for local students. Cynthia Sherwood asked about high school students taking the class, it was noted they have between 30 to 50 students. It was asked by John Eubanks if the high school students are considered as finishers in the program. While the students are not counted as finishers in the program, they are counted towards finishing with ICC. A Home Health Aid Class has been added with several students finishing up. Foundation scholarships have assisted in getting more students involved. Cynthia Sherwood asked for a motion to approve. John Eubanks moved to approve; Norman Chambers seconded, it carried 5 – 0.

Pre- Nursing - Tom Weaver noted Nursing is transferrable to a 4-year college program. Tom mentioned he would like to continue the program and wants to add a certification program. It was noted ICC has a low graduate rate because students typically take the classes then transfer on due to no certification program. Cynthia Sherwood asked if because it is a certificate in pre-nursing, could it also go towards physical therapy, radiology, etc.... Hoping to get the course changes in the catalog for the 22-23 school year. Wondering if there would be a benefit in changing the name of the course. Tom noted making it a degree program and changing the course name to Pre=Nursing/Pre=Health Program could be done on our own and would not need KBOR for the name change. Norman Chambers moved to approve the program, Val DeFever seconded, carried 5 – 0.

Financial Report – Jonathan feels the financials are trending as expected. Currently waiting on county payment. The HEERF III funding will assist and be split between operations and direct student aid. John Eubanks moved to approve the financials, Val DeFever seconded, carried 5 – 0.

Payables – No discussion on payables. Val DeFever moved to allow the payables; John Eubanks seconded it carried 5 – 0.

Procurement of Fleet Vans – Jonathan Sadhoo noted we currently have 4 vans on a 36-month rental agreement. He would like to create a new rental agreement for 12 months to explore a long-term agreement to save money in the end. Wanting to evaluate other options moving forward for better long-term planning. Recommendation would be given early spring in time for next year's budget. Currently the last lease was \$725 per van but would change to \$805 on a 12 month rather than 36-month agreement. Kevin Brannum moved to approve this action; John Eubanks seconded it carried 5 – 0.

Personnel Report (acknowledge receipt) – Due to the absence of Lori Boots, Dr. Bowhay reported the Personnel report. Two corrections; listed two employees at a different hourly rate, those changes have been made. Noted that both Bill Morosco and Cordell Jordan have separated from ICC. April Parsons, Administrative Assistant for Academic Affairs and Jordan Cushenbery filled the Recruiting Specialist position to assist with recruiting high school students. It was reported that Coach Justin Mann has filled the Head Men's Basketball position. Updates on the status of the Vice President for Student Affairs and Director of Marketing were given. Kevin Brannum moved to acknowledge receipt of the Personnel report, seconded by Val DeFever, it carried 5 – 0.

Grant Progress Report – Bruce Peterson reported a strong chance for a grant to digitize the Inge collection but got turned down with positive feedback; still wanting to get a grant for this project. Title III grant with a consultant is moving on July 13 which is the deadline to apply and has plans to submit in June. Title III grant funds will be dedicated to addressing IT infrastructure and growing our tutoring services to help students succeed. Receiving a Title III waiver from the Department of Education means ICC can apply for additional funding outside of this project in the future.

Sand, Repaint, and Recoat Field House Floor – Dr. Bowhay noted that updates are needed to meet the conference and national requirements with athletics. Volleyball court could take place with this project – could cost approximately \$40,000. Believe we could have all done in time for the upcoming season. Cynthia Sherwood asked when the floor was last repaired; Dr. Bowhay mentioned that previous changes last occurred during the 2009 and 1987 seasons. Kevin Brannum moved to approve; John seconded; carried 5 – 0.

EXECUTIVE SESSION – Employer-Employee Negotiations.

Val DeFever moved that we recess for an Executive Session for the purpose of discussing Negotiation's agreement, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3), seconded by Norman Chambers and it carried 5 – 0. The Board entered Executive session at 8:20 p.m. in CIE 105. They returned to Open Session in CIE 104 and through the Zoom link at 8:40 p.m. Those invited to attend are Dr. Bowhay and Jonathan Sadhoo

EXECUTIVE SESSION: Non-Elected Personnel

John Eubanks moved that we recess for an Executive Session for discussion of Non-elected personnel, pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1), Norman Chambers seconded, it carried 5 – 0. Executive Session will begin at 8:50 p.m. in CIE 105. Open Session will resume in CIE 104 and through the Zoom link at 9:10 p.m. Those invited to attend are: Dr. Bowhay and Jonathan Sadhoo

Create Business Systems Analyst Position – Dr. Bowhay noted this would be vital to help correct data issues as we transition from our current software to a new software program. Val DeFever moved to approve; John Eubanks seconded, carried 5 – 0.

Create Student Life Coordinator Position – Dr. Bowhay stated the food pantry is currently staffed by our Director of Recruitment and our Foundation Director, both of whom are needed in their current roles. Filling this position will help to transition the food pantry to a new location in the Student Union and help increase cocurricular offerings across campus. John Eubanks asked about classified salary schedule and classified hourly schedule. Salary schedule provided was rolled out to staff before Dr. Bowhay became President. Submitted it as a reference for better transparency. Considers it an entry level position. Dr. Bowhay will send an update salary schedule to the Trustees. Kevin Brannum moved to approve; Norman Chambers seconded, carried 5 – 0.

Create ICC NOW High School Coordinator Position – Dr. Bowhay noted that ICC NOW can help solve individual barriers from high schools to ICC which helps increase presence in high schools and communities. John Eubanks moved to approve this position, Kevin Brannum seconded, carried 5 – 0.

First Reading Revisions to Board Policy TRU-917 – Dr. Bowhay wants to work towards a staff and faculty handbook. Wants to separate traditional employee policies from Board policies in the future. Cynthia Sherwood asked if this is something that the board carries out but gives the college the passage to make the changes without having to go through items that do not need to be included in the board packet. Dr. Bowhay stated we will add to next months agenda for the second reading if no changes occur.

Financial Aid Specialist position – Dr. Bowhay mentioned that this position will help with entry level data and help serve students and needed to alleviate current capacity issues in the department. John Eubanks moved to approve; Val DeFever seconded; carried 5 – 0.

College Completion Committee By-Laws – Dr. Bowhay asked the board to entertain a motion to change the by-laws. He also mentioned he was doing a comprehensive review and this committee will replace the Student Success Committee and Student Complaints and Satisfaction Committee. Neither committee launched to meet ICC needs but feels we need to improve recruitment/retention initiatives. Mentioned that By-laws typically go through Council of Chairs (COC) then come to the board to be approved. Norman Chambers moved to approve the by-laws and Kevin Brannum seconded, it carried 5 – 0.

President's Update – Dr. Bowhay reported that he would soon be changing the face mask policy on campus. Wanting to roll out a phase out plan in the coming days. Moving to a "masks encouraged policy" for those not vaccinated. Has ended the "day to day" texting. Pushing for regulations with Academic Affairs and Student Affairs to help students succeed moving forward. Feels Pre-pandemic footing is in the best interest of the college and will most likely have the face mask policy removed by the next board meeting. Waiting on Montgomery county to respond to his questions regarding the mask policy currently.

Inge Update – Dr. Bowhay feels the Inge is a vibrant part of campus and the community. Nothing finalized on the budget at the present time. Generally wanting to let the community know we are working to make a prosperous 39th festival and a reimagined 40th anniversary for Inge. Kevin Brannum asked if we should expect a full presentation with changes being made and how the Inge festival is going to be ran. Dr. Bowhay stated he is waiting on the final budget to have a comprehensive discussion about the future of Inge and the vision for future grants and future staffing as well.

Fab Lab Update – Tim Haynes reported for the Fab Lab. Tim provided an overview and shared upcoming initiatives for the Fab Lab. Fab Lab received a grant through Verizon Innovative Learning Foundation called Fab Food Lab to address food insecurity in our region. The Fab Food Lab currently has videos on YouTube, Facebook and in person cooking classes. It is intended to reach people who struggle with food insecurities. Creates nutritious, tasty, affordable ingredients, etc.

Athletics Update – Eric Figurski noted that all athletic seasons are almost complete. Football plays Coffeyville this Sunday at 1:30 p.m. at the Veterans Stadium in Coffeyville. Mentioned his appreciation for Head Athletic Trainer, Anthony Vidali and how valuable he has been to the success of the Athletic department, testing for covid and paperwork for testing. Eric nominated Anthony Vidali for NJCAA athletic trainer of the year. Off Season sports are in transition. Volleyball head coaching position is wrapping up while the search for a Sports Information Director (SID) is in full swing.

Strategic Plan Update – Larry Markiewicz was absent. Dr. Bowhay gave an update stating that ICC is currently 60 percent complete heading into an accreditation year. Two workshops are scheduled, and the strategic plan should be updated at the next meeting. A PDF was provided but Vince will also include these updates, so the board is aware of the things that are happening and what we are working on a regular basis. Assessment academy through HLC is being completed in the next few

days. Feels HLC will be impressed, Bowhay also feels the transparency has increased and plans to update on the board website for others to view. Planning for the accreditation visit and planning the centennial campaign at the next meeting (June or July)

HEERF III Funding Distribution Plan – Laura Allison noted the Higher Education Emergency Relief Funds were received in the 3rd round of stimulus funding. Higher education relief requirements are to devote half of the funds received to direct student paid for educationally related expenses. The website provides a banner with the marketing information for the student relief available.

EXECUTIVE SESSION – Employer-Employee Negotiations.

John Eubanks moved that we recess for an Executive Session for the purpose of discussing Employer/Employee Negotiations, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3), seconded by Val DeFever, motion carried 5 – 0. Open Session will resume 10:20 p.m. in CIE 104 and through the Zoom link at 10:20 p.m. Those invited to attend are Dr. Bowhay.

Returned to open session at 10:25 p.m. Action item to consider would be accepting the Negotiations Team recommendation to approve Negotiated Agreement. John Eubanks moved to approve the negotiations; Kevin Brannum seconded, it carried 5 – 0.

Cynthia Sherwood asked for a motion to adjourn. John Eubanks moved to adjourn, Val DeFever seconded, carried 5 – 0.

Meeting was adjourned at 10:25 p.m.

INDEPENDENCE COMMUNITY COLLEGE
2020-21
Unaudited
BudgetSummary-Revenue
For The Month End: 05/31/2021

	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)	(23,030.69)	51.53%
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)	(8,547,923.92)	79.00%
Postsecondary Technical Education (12)				
Student Revenue				
Tuition	0.00	(285,004.87)	(233,096.49)	81.79%
Fees	0.00	(211,551.79)	(194,460.92)	91.92%
	0.00	(496,556.66)	(427,557.41)	86.10%
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)	(3,994.28)	15.00%
Other	0.00	(151,000.00)	0.00	0.00%
	0.00	(846,333.40)	(631,682.28)	74.64%
Transfers, Allowances and Carry-overs				
Total Postsecondary Fund	0.00	(1,342,890.06)	(1,059,239.69)	78.88%
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)	(9,607,163.61)	78.65%

Auxiliary				
Bookstore				
Sales	0.00	(349,998.00)	(179,196.87)	51.20%
Non-mandatory Transfer	0.00	(3,223.63)	0.00	0.00%
	0.00	(353,221.63)	(179,196.87)	50.73%
Meals				
Student Sources	0.00	(790,000.00)	(778,116.00)	98.50%
Other Sources	0.00	(115,611.04)	(4,897.15)	0.00%
Non-mandatory Transfer				
	0.00	(905,611.04)	(783,013.15)	86.46%
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)	(60,075.00)	240.30%
Non-mandatory Transfer	0.00	0.00	0.00	0.00%
	0.00	(726,040.00)	(687,835.00)	94.74%
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)	(1,650,045.02)	83.13%
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)	(25,900.00)	103.60%
Total Plant Funds	0.00	(25,000.00)	(26,487.36)	105.95%
Federally Funded Programs				
Upward Bound	0.00	(391,159.00)	(223,219.96)	57.07%
Student Support Services	0.00	(291,415.00)	(168,039.56)	57.66%
CARES Act Grant Funds	0.00	(1,730,369.00)	(1,016,456.26)	58.74%
Total Federally Funded Programs	0.00	(2,412,943.00)	(1,407,715.78)	58.34%
Total College Operations	0.00	(16,638,310.19)	(12,757,985.77)	76.68%

INDEPENDENCE COMMUNITY COLLEGE
2020-2021
Unaudited
Budget Summary-Expenditures
For Month End:5/31/2021

	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	\$3,258.90	1.13%
11-1140 Online Instruction	0.00	27,766.00	57,612.72	207.49%
11-1141 Health & Wellness	0.00	2,199.96	42,053.71	1911.57%
11-1150 Theatre	0.00	231,345.96	166,368.86	71.91%
11-1151 Music	0.00	175,424.84	165,526.48	94.36%
11-1152 Foreign Language	0.00	0.00	0.00	0.00%
11-1154 English	0.00	245,139.72	289,954.56	118.28%
11-1155 Art	0.00	71,051.16	77,008.36	108.38%
11-1156 Communications/Journalism	0.00	75,960.88	101,298.08	133.36%
11-1160 Workforce Development	0.00	3,500.04	3,021.31	86.32%
11-1161 Community Education	0.00	0.00	0.00	0.00%
11-1173 Social Sciences	0.00	282,793.40	371,867.26	131.50%
11-1174 Physical Science	0.00	79,419.24	83,489.68	105.13%
11-1175 Chemistry	0.00	38,082.04	4,820.93	12.66%
11-1176 Biology	0.00	157,192.84	166,608.75	105.99%
11-1177 Math	0.00	149,168.88	147,432.06	98.84%
11-1187 Accounting	0.00	59,006.72	45,927.36	77.83%
11-1188 Business	0.00	4,800.04	5,319.67	110.83%
11-1223 Fab Lab/Entrepreneur	0.00	172,195.57	145,321.62	84.39%
Total Academic Instruction	0.00	2,063,111.65	1,876,890.31	90.97%
Academic Support				
11-4100 Library	0.00	112,310.92	101,388.32	90.27%
11-4200 Academic Affairs	0.00	295,789.30	244,180.95	82.55%
11-4210 Online Administration	0.00	0.00	0.00	0.00%
11-4220 ICC West	0.00	47,439.51	39,006.89	82.22%
11-4230 Academic Advising	0.00	0.00	685.00	0.00%
11-4240 Online Administration	0.00	23,695.00	2,885.25	12.18%
11-4250 Tutoring	0.00	28,388.68	54,919.59	193.46%
Total Academic Support	0.00	507,623.41	443,066.00	87.28%
Total Instruction	0.00	2,570,735.06	2,319,956.31	90.24%

Postsecondary Technical Education (see detail below)

Student Services

11-5200 Financial Aid	0.00	184,101.46	139,716.85	75.89%
11-5300 Admissions	0.00	138,232.72	103,759.59	75.06%
11-5310 Navigators	0.00	193,382.00	190,822.47	98.68%
11-5400 Registrar	0.00	8,415.00	7,100.85	84.38%
11-5500 Athletic Administration	0.00	583,424.71	426,059.71	73.03%
11-5510 Football	0.00	472,938.40	470,498.85	99.48%
11-5520 Men's Basketball	0.00	156,032.35	126,266.18	80.92%
11-5530 Volleyball	0.00	104,672.50	95,533.70	91.27%
11-5540 Women's Basketball	0.00	147,403.36	139,938.90	94.94%
11-5560 Softball	0.00	105,772.24	84,333.33	79.73%
11-5580 Baseball	0.00	0.00	0.00	0.00%
11-5590 Cheer & Dance	0.00	80,328.55	55,539.61	69.14%
11-5595 Athletic Training	0.00	129,357.36	126,350.12	97.68%
11-5600 ICC NOW	0.00	110,486.41	127,998.95	115.85%
11-5700 Student Life	0.00	258,864.28	252,687.01	97.61%

Total Student Services	0.00	2,673,411.34	2,346,606.12	87.78%
Institutional Support				
11-6000 Board of Trustees	0.00	14,524.96	21,782.97	149.97%
11-6100 President's Office	0.00	319,035.12	307,011.51	96.23%
11-6110 Human Resources	0.00	172,394.60	208,998.58	121.23%
11-6200 Financial Services	0.00	411,730.80	360,491.98	87.56%
11-6300 Public Relations - Marketing	0.00	222,996.96	276,870.37	124.16%
11-6310 Recruiting-International	0.00	22,500.17	(479.08)	(2.13%)
11-6420 Institutional Research	0.00	81,405.68	69,368.23	85.21%
11-6500 Institutional Support	0.00	1,260,002.84	1,333,163.13	105.81%
11-6510 Compliance	0.00	20,900.00	20,276.45	97.02%
11-6600 Computing Department	0.00	464,345.15	394,282.13	84.91%
11-8900 Grant Writing	0.00	0.00	0.00	0.00%
Total Insitutional Support	0.00	2,989,836.28	2,991,766.27	100.06%
Scholarships				
11-8100 Scholarships	0.00	881,923.90	848,908.64	96.26%
Total Scholarships	0.00	881,923.90	848,908.64	96.26%
Transfers				
11-9200 Transfers and Carryovers	0.00	413,162.00	0.00	0.00%
Operations and Maintenance				
11-7100 Repairs & Maintenance	0.00	460,225.65	370,369.74	80.48%
11-7200 Transportation	0.00	258,206.03	252,625.61	97.84%
11-7300 Grounds-Security	0.00	22,765.00	30,686.98	134.80%
11-7500 Campus Improvements	0.00	500,419.34	551,803.68	110.27%
Total Operations and Maintenance	0.00	1,241,616.02	1,205,486.01	97.09%
Transfer PTE Indirect Costs	0.00	0.00	0.00	0.00%
Total Fund 11 (does not include PTEamount above)	0.00	10,770,630.80	9,712,723.35	90.18%
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	106,656.50	48.95%
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	7.47	0.00%
12-1273 Cosmetology	0.00	207,679.96	218,672.64	105.29%
12-1274 Early Childhood Development	0.00	0.00	2,679.95	0.00%
12-1276 Mid-Management/Economics	0.00	0.00	0.00	0.00%
12-1277 Micro Computers	0.00	149,223.20	188,461.07	126.29%
12-1287 EMT	0.00	89,944.40	71,016.97	78.96%
12-1288 Allied Health/Long Term Care	0.00	90,561.20	75,564.27	83.44%
Total Fund 12	0.00	769,085.63	663,058.87	86.21%
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	11,592,004.43	10,428,070.22	89.96%
Auxiliary				
16-9300 Bookstore	0.00	477,375.68	203,535.39	42.64%
16-9500 Dorms	0.00	607,820.04	542,230.09	89.21%
17-9500 Dorms-Bluffstone	0.00	456,864.60	0.00	0.00%
16-9600 Meals	0.00	788,499.96	704,747.76	89.38%
34-1100 Inge Center	0.00	0.00	704.27	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	1,494,485.13	62.65%
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	81,801.04	0.00%
36-8100 Foundation Scholarships	0.00	0.00	151,094.00	0.00%
Total Foundation	0.00	0.00	232,895.04	0.00%
Federally Funded Programs				
31-8500 Upward Bound	0.00	391,156.56	316,497.86	80.91%
32-8300 Student Support Services	0.00	288,705.68	154,637.49	53.56%
39-1269 Carl Perkins	0.00	0.00	33,500.18	0.00%
Total Federally Funded Programs	0.00	679,862.24	504,635.53	74.23%
Total College Operations	0.00	14,657,226.99	12,660,085.92	86.37%

Independence Community College Account Summary
For Month End: May 31, 2021

<u>Account Number</u>	<u>Account Type</u>	<u>Beginning Balance (05/01/2021)</u>	<u>Ending Balance (05/31/2021)</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	\$ 592,417.51	\$ 459,229.12	N/A	N/A	Open
xxx264	Checking	\$ 4,719.74	\$ 2,657.77	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	\$ 565.10	\$ 565.12	0.05%	\$ 0.02	Open
xxx396	Money Market	\$ 2,000,389.44	\$ 1,000,446.99	0.05%	\$ 57.55	Open

Total Balance		\$ 2,600,092.79	\$ 1,464,900.00	
Variance				\$ (1,135,192.79)

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

<u>Total Deposits</u>	<u>Total Withdrawals</u>
\$144,675.91	\$1,279,868.70

<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	\$ 3,885,100.00

Grants Report, June 1, 2021

Ref. No.	Grant Name	Description	Potential Funding	Comments
Activity Since Last Report				
1	League for Innovation in the Community College "Project Firstline"	Funds for curriculum enhancement and implementation for nursing program	\$35,000.00	Submitted 5.21.21. Anticipated June notification
2	U.S. Small Business Administration Shuttered Venue Operators Grants	For 2022 Inge Festival operating expenses	\$18,014.00	Submitted 6.1.21. Anticipated August notification
3	Kansas Creative Arts Industries Commission, Visiting Artist Grant	For music department visiting artists and public concerts, AY 21-22. Requires approx. \$2,000 match, Fine Arts budget.	\$6,330.00	Notified 5.21.21 of acceptance. For FY 21-22
4	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	Notified 5.21.21 of acceptance. For FY 21-22
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	U.S. Small Business Administration Shuttered Venue Operators Grants	For 2022 Inge Festival operating expenses	\$18,014.00	Submitted 6.1.21. Anticipated August 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; ie 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	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. Original April notification delayed.
8	League for Innovation in the Communtiy College "Project Firstline"	Funds for curriculum ehancement and implementation for nursing program	\$35,000.00	Submitted 5.21.21. Anticipated June notification
Total Submitted Now Under Review			\$1,523,204.96	

Prospective Proposals in Progress

1	National Science Foundation	For cybersecurity curriculum/enhancements	Approx. \$300,000. No match required	Anticipated July submission.
2	Kansas Health Foundation "Healthier Higher Ed"	For healthier student lifestyle initiatives	Approx. \$8,000.00. No match required	Anticipated June submission.
3	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
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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	\$31,250.00	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.
12	Kansas Creative Arts Industries Commission, Visting Artist Grant	For music department visiting artists and public concerts, AY 21-22. Requires approx. \$2,000 match, Fine Arts budget.	\$0.00	Notified 5.21.21 of acceptance. \$6,330.00 for FY 21-22
13	Kansas Creative Arts Industries Commission Equipment Grant	For Assistive Listening System for audiences at William Inge Theater. 1:1 match via equipment budget	\$0.00	Notified 5.21.21 of acceptance. \$2,605.00 for FY 21-22
Total Awarded for spending FY 20-21			\$431,686.53	



Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, Ed.D.
President

Date: June 21, 2021

Re: Shulthis Stadium Lease

Per the agreement signed by Independence Unified School District 446 and the Independence Community College Board of Trustees on April 24, 2018, Independence Community College recommends the auto-renewal of the agreement for the use of Shulthis Stadium for the 2021-2022 academic year. The payment of \$30,000 is due on or before February 15, 2022.



Resolution: Adopting the Kansas Homeland Security Region H Hazard Mitigation Plan

Whereas, the Independence Community College recognizes the threat that natural hazards pose to people and property within our community; and

Whereas, undertaking hazard mitigation actions will reduce the potential for harm to people and property from future hazard occurrences; and

Whereas, the U.S. Congress passed the Disaster Mitigation Act of 2000 ("Disaster Mitigation Act") emphasizing the need for pre-disaster mitigation of potential hazards;

Whereas, the Disaster Mitigation Act made available hazard mitigation grants to state and local governments; and

Whereas, an adopted Hazard Mitigation Plan is required as a condition of future funding for mitigation projects under multiple Federal Emergency Management Agency (FEMA) pre- and post-disaster mitigation grant programs; and

Whereas, the Independence Community College fully participated in the FEMA prescribed mitigation planning process to prepare this Multi-Hazard Mitigation Plan; and

Whereas, the Kansas Division of Emergency Management and FEMA Region VII officials have reviewed the Kansas Homeland Security Region H Hazard Mitigation Plan, and approved it contingent upon this official adoption of the participating governing body; and

Whereas, the Independence Community College desires to comply with the requirements of the Disaster Mitigation Act and to augment its emergency planning efforts by formally adopting the Kansas Homeland Security Region H Hazard Mitigation Plan; and

Whereas, adoption by the governing body for the Independence Community College demonstrates the jurisdictions' commitment to fulfilling the mitigation goals and objectives outlined in this plan, and

Whereas, adoption of this legitimizes the plan and authorizes responsible agencies to carry out their responsibilities under the plan.

Now, therefore, be it resolved, that the Independence Community College adopts the Kansas Homeland Security Region H Hazard Mitigation Plan as an official plan; and

Be it further resolved, the Independence Community College will submit this Adoption Resolution to the Kansas Division of Emergency Management and FEMA Region VII officials to enable the plan's final approval.

_____:Date _____: Approved by Dr. Vincent Bowhay, President

_____:Date _____: Approved by Dr. Cynthia Sherwood, Board Chairman

Comprehensive
Program
Of
MUSIC
For
2020-2021

Prepared by
Dr. Lawrence Markiewicz

May 15, 2021



Independence
COMMUNITY COLLEGE

Table of Contents

1.0 Program Data and Resource Repository	3
1.1 Program Summary	3
Narrative:	3
1.2 Quantitative and Qualitative Data.....	3
Narrative:	4
2.0 Student Success	4
2.1 Define Student Success.....	4
Narrative:	4
2.2 Achieve/Promote Student Success.....	4
Narrative:	4
3.0 Assessment of Student Learning Outcomes	5
3.1 Reflection on assessment	5
Narrative:	5
3.2 Significant Assessment Findings	6
Narrative:	6
3.3 Ongoing Assessment Plans	6
Narrative:	6
4.0 External Constituency and Significant Trends	7
4.1: Program Advisory Committee:	7
Narrative:	7
4.2: Specialized Accreditation:.....	7
Narrative:	7
4.3: Other:.....	7
Narrative:	7
5.0 Curriculum Reflection	9
Narrative:	9
5.2 Degree and Certificate Offerings or Support.....	10
Narrative:	10
6.0 Faculty Success	10
6.1 Program Accomplishments.....	10
Narrative:	10

6.2 Faculty Accomplishments	10
Narrative:	10
6.3 Innovative Research, Teaching and Community Service	10
Narrative:	11
7.0 Program Planning & Development for Student Success	11
7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends	11
Narrative:	11
7.2 Academic Program Vitality Reflection, Goals and Action Plans	11
Narrative:	11
7.3 Academic Program Goals and Action Plans	12
Narrative:	12
7.4 Mission and Strategic Plan Alignment	14
Narrative:	15
8.0 Fiscal Resource Requests/Adjustments.....	16
8.1 Budget Requests/Adjustments	16
Narrative:	16
9.0 Program Planning and Development Participation	17
9.1 Faculty and Staff	17
Narrative:	17
9.2 VPAA and/or Administrative Designee Response	17
Narrative:	17
10.0 Appendices	18

1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative: The ICC Music Department offers a comprehensive music experience to all students no matter what their declared major happens to be. For Music Majors many courses are now KBOR aligned and due to smaller class sizes the faculty can create a customized experience for all music majors and minors. ICC currently offers over a dozen scholarships to students who participate in our ensembles and take lessons. ICC is the only community college in Kansas to offer full ensembles experiences in Concert Band, Orchestra, Jazz Big Band and Vocal Ensembles. This is directly due to involving the community into our campus ensembles. The ICC ensembles are comprised of ICC Students, Community Members, Local HS Students and nearly a dozen music educators.

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 (2 Full Time Lowder and Markiewicz; Part Time Knox Total 3)
- Enrollment by Faculty Type Full time: 52 total credit hours taught, with 112 total students enrolled
- Average Class Size, Completion, and Attrition: 3.4 students in face to face classes.
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face Zero students in online. 80% face to face and 80% all courses.
- Number of Degrees/Certificates Awarded; Zero
- Number of Graduates Transferring (if available from IR) 2
- Number of Graduates Working in Related Field (technical programs only) N/A
- Expenditures and Revenues See Appendix for FA Discretionary budget which as remained flat for the past three years.

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: ICC Music Department offers small class sizes for music majors which allows more detailed learning and customization to each students learning stye.

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 Music Department defines student success as the ability for each student to reach their potential as a performer and in academic tasks; Potential is based upon their talent, work ethic and ability to process new information as it is presented to them. By products of studying music on a collegiate level include learning to exhibit critical thinking skills, self expression, and refinement on a high level.

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 Music Department promotes student success through performance and individual progress on their own instrument. The faculty maintains a strong one-to-one relationship with students and colleagues to promote a cross curricular environment throughout the students experience at ICC.

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: Music Appreciation (MUE 1303) has the following course-level learning outcomes:

1. Identify and describe the elements of melody, harmony, pitch, rhythm, timbre, texture, form, and dynamics.
2. Identify the expressive qualities of the elements of music through listening experiences.
3. Demonstrate knowledge of musical artists, composers, and compositions related to the context of the course.
4. Describe the general characteristics of musical genres and the relationship to their cultural/historical settings.

These learning outcomes are KBOR-aligned.

All outcomes for this course were met in both the Fall and Spring semesters.

Athletic Band (MUE 1211) has the following course-level learning outcomes:

1. Perform outdoor pageantry repertoire appropriate to their performance area as members of ensembles.
2. Demonstrate the ability to successfully contribute in a cooperative learning environment.
3. Demonstrate the ability to perform a variety of music with attention to several musical factors, including style, articulation, dynamics, blend and balance, intonation, rhythm, and phrasing.

All outcomes for this course were met in both the Fall and Spring semesters.

Music Theory I (MUE 1093) has the following course-level learning outcomes:

1. Notate (and dictate) rhythmic patterns in common simple and compound meters (duple, triple, and quadruple).
2. Identify and write simple and compound intervals, diatonic triads and seventh chords in all positions, and in treble and bass clef.
3. Demonstrate fluency in the construction of all major and minor scales and key signatures. Develop a strong knowledge of the circle of 5ths.

4. Analyze and construct chords using Roman numerals and figured bass.
5. Demonstrate the integration of common-practice diatonic harmonic and voice-leading principles, including the use of passing and neighboring tones.

All outcomes were met in both the Fall and Spring semesters.

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 most telling assessment finding for 2020-2021 was the fact that 8 week formats for Music Appreciation create a diminished opportunity to digest the wealth of material presented. Particularly from a critical listening perspective. While we are still able to meet all outcomes, the depth of the full semester experience is lessened.

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: For the coming academic year, there will be a renewed focus on assessing expectations and benchmarks in private lessons for both majors and non majors.

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).

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:

N/A

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:

NA

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

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

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

Narrative:

- The curriculum, including ensembles, ear training, music theory, applied instrumental and voice study is appropriate to the breadth, depth and level of the program.
- The music program has currently (and has in the past) transferred successfully to four-year universities for students seeking a degree in music and relevant fields. Music Theory I & II and Ear Training courses are currently KBOR aligned. Most four-year universities require transfer students to take a placement test, which may require them to re-take some courses based upon the individual standards at each institution.
- Students seeking professions in music performance, music teaching/coaching, music therapy, music production, music composition, etc. can find employment in these fields after studying in the program.
- Due to ICC's small class sizes and excellent faculty/student ratio, especially within the music department, our curriculum is highly dynamic, allowing instructors to tailor courses to student needs and learning styles.
- ICC ensembles seek to engage community involvement. Dr. Markiewicz constantly strives to increase the music program's community outreach by involving community members in their ensembles, performing at community events and venues, etc.

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: Our Program offers an Associates in Music.

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

The ICC music program has expanded its offerings and community outreach dramatically in 2020-2021. This is despite having the deal with the safety and health protocols of the pandemic. The ICC jazz band has performed in public six times, the concert band performed at various outdoor venues twice each semester and at graduation. The Athletic bands performed at all home basketball and football games (all held in the spring semester) and we are most proud to have launched a full symphony orchestra which played full programs in November and March.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative: During the height of the pandemic. Dr. Markiewicz was asked by US Bands to provide a series of webinars for band directors on various topics including jazz band techniques, conducting and score preparation and how to program an appealing marching band show. Dr. Markiewicz was awarded the Master Staffer award and was a member of the committee of the year for his work on the Assessment Committee and SPOS. In May of 2021 Dr. Markiewicz was one of eight conductors to be asked to the Prestigious Reynolds Conducting Institute as a Conducting Fellow. This event will be held in December of 2021 in Chicago Illinois.

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: Dr. Markiewicz utilized the platform called “Smart Music” for music assessment during remote teaching. Dr. Lowder used Aurelia software for ear training. For the summertime upward bound program Dr. Markiewicz is using the digital portal of a new Jazz Improvisation method by Jamey Aebersold. In the realm of community service the ICC band performed at the Veterans Day Parade and will be doing a 20th anniversary memorial concert for 9-11 this upcoming September.

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: Overall the Music Department has grown dramatically in the realm of Performance opportunities and Music Appreciation pass rates have increased steadily each semester. Throughout the pandemic the music experience was still able to be delivered on a high level and the ensembles experienced unprecedented growth throughout the fall and spring semesters.

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: Online offerings for KBOR aligned music classes have become more robust as we exit the pandemic and look forward to expanding more opportunities in the future. This was something that was rarely even discussed in 2018-early 2020. We have also explored tying in the ear training experience to be more congruent with the material being presented in Theory I and II classes.

Potential Enhancement Opportunities for ICC Music-

*As the ICC Music Department continues to grow it will be important to explore a more accessible system to hire adjuncts to teach studio lessons to students on various instruments. Right now, Professor Carson and myself share the load of all instrumental studio lessons. (Which is fine for now, but as we attracted more specialized and talented students we will need teachers who can provide collegiate level refinement on their major instruments).

*Recruitment- In the future it would be beneficial for the entire fine arts building to have a specialized recruiter (Or recruiters) who specifically advocate for the arts. Similar to how ICC has many assistant coaches who travel on the weekends to help recruit for their head coaches in each specific sport.

Maintain Current Levels/Continuous Improvement-

*ICC music is always exploring ways to improve the student experience during their time here at ICC. In particular we are looking at improving studio lesson accountability for both majors and non majors. Additionally we are looking to add Music Theory I (KBOR Aligned) as an online concurrent offering for local HS students in the fall of 2021.

VPAA agrees with the recommendation to maintain current levels/continuous improvement for the music 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:

Three Year Plan for AY: 2019-2020, 2020-2021, 2021-2022. (Working Document...plan for updates between now and December!)

*Continue to run the same high profile events that we achieved success in 2018-2019 (See year one)

*Recruit more aggressively from the beginning of the school and continue year round.

How: Attend rehearsals, become a fixture in every local band room, continue to foster and create strong relationships with local band directors, attend concerts.

***Do a presentation at a band parents meeting for every local HS between Sept-Dec 2019.

October 2019-Apply to do several clinics/workshops at the KMEA convention February 2020.

September 2019-Establish at KEMA Collegiate Chapter at ICC (for the first time ever).

ICC Students will attend the KMEA convention and interact with students from other 2-4 year music schools.

2019-2022-Apply to guest conduct District/All state and K-State Band Day events for 2021, 2022 and beyond.

***2019-2020 Begin to travel and recruit for El-Sistemas around the country.**

***Target areas include:**

Philadelphia city wide recruiting event on November 11, 2019.

Youth Orchestra of Los Angeles (YOLA)

Miami Music Project.

Reach out to ALL organizations on the El Sistema USA web site directory.

ACTION PLANS-Need to create improved brochure, clearer wording of financials, and learn how to seal the deal with kids and parents.

ICC ENSEMBLE GOALS AND PLANS:

Establish the Concert Band as the most important ensemble in the instrumental music department.

*Increased enrollment in major/non-major private lessons.

*Use the positive example setting of the local adult musicians and music educators as a catalyst to help our students grow musically through the large ensemble.

*Student attendance at KMEA weekend to observe clinics and rehearsals.

Start a College Prep Orchestra and College Prep Brass Band.

*Lay ground work for future recruitment through visibility and participation on campus.

*These two areas require the most attention for our future growth as a music department.

*These ensembles will further enhance our ability to foster relationships with local music educators.

Perform at new venues:

*West Campus

*Booth Hotel

*Memorial Halletc

Hard Number Goals-My Vision as to how to go about achieving these numbers.

"Year one" to "year two" saw an 80% increase in enrollment of active music students. However, we are still way too small as an instrumental department.

Some definitions:

****Active music students include;** music majors, non majors, and other academic students who are on this campus who would like to perform in our ensembles.

****Three Tiers of Recruitment:**

Tier I- Local High Schools; These students would most likely commute and come from the following programs- Independence, Fredonia, Neodesha, Caney Valley, Coffeyville, Cherryvale, Parsons, Chanute, Altoona, Sedan etc

Tier II- HS Students who are 35-150 miles from Independence whom would live in the dorms. Important events to help attract students from these locales include Neewollah, District band Day, Solo Ensemble Festival, Guest Conducting, Adjudicating and serving as a clinician.

Tier III- El Sistema students; from across the United States and Internationally.

Need to start getting out to these places and pound the pavement. (I have increased my recruitment budget for this opportunity).

For Fall of 2020- Targeted recruiting will continue to be local students and increased enrollment of students who are from a 150 mile radius that will live in the dorm. I am hopeful our first couple of el sistema students will join us for fall 2020.

For Fall 2021-Increase scholarship offers even though the pandemic. This will be the year we create more contact with El Sistema students as well as a steady flow from the other two tiers of recruiting.

Fall 2022- Increase scholarship offerings for both majors and non majors. (this is what I believe full capacity for this bldg. to be as it is currently constructed). We will experience new problems such as lack of practice rooms, lack of ensemble space, needs for new equipment etc...I consider this to fall in the good problems to have category.

Above is something I am very familiar with as I have built several programs throughout my career and enjoy when we reach critical mass and have to deal with NEW problems and budgetary recalibrations.

Limiting factors- (I am not into making excuses, rather I do this to realize what challenges need to be conquered).

- *Competition with other local community colleges for the same type of student we are looking to recruit.

- *Lack of funding to travel to these El Sistema organizations.

- *Lack of Buy-In from the community and the college. (I truly doubt this will happen).

- *Overcoming Perceptions of the past and other perceptions about ICC in general.

I am a believer that "Perception is Everything" and "You need to make your Future happen by being yourself and sharing your plan with everyone-Constantly"

- **Put it in writing, put it on social media, repeat it over and over and go go go!

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 ICC Music department touches several key areas of the Strategic Plan including Community Outreach, Fundraising, Scholarships and overall student experience on campus.

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:

See Appendix for FA Discretionary. The Budget has remained the same for the past two years. And we have Not gone over budget during that time.

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: Dr. Markiewicz prepared the program review document with input from Professor Lowder and Professor Knox.

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 agrees with the report by Dr. Markiewicz and would recommend tying the 3-year plan to any financial needs of the program. We should maintain current levels of support with the possibility of enhancing support in the future as the department grows and achieves stability.

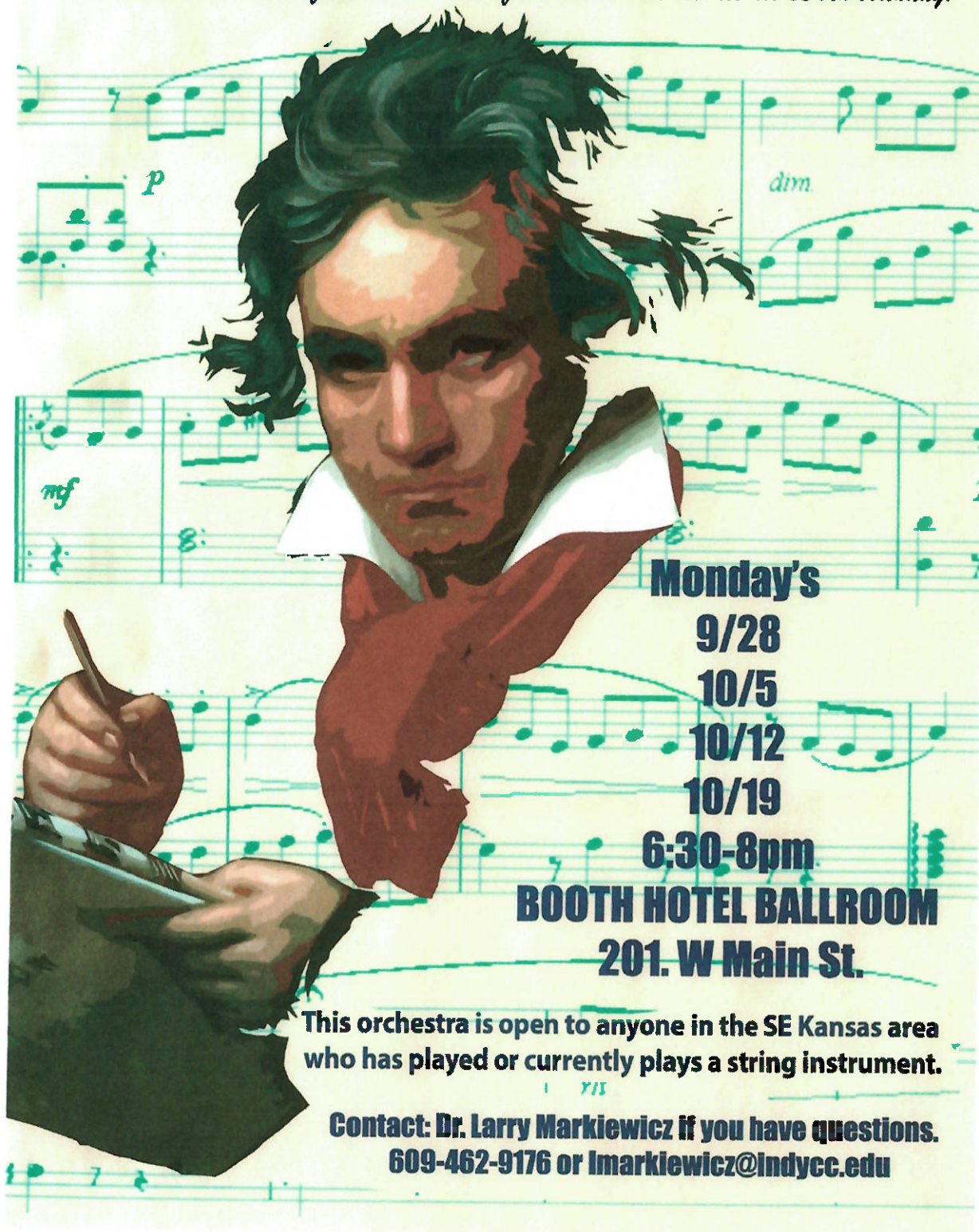
10.0 Appendices

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

ICC Community Orchestra

INAUGURAL SEASON

Our 2020 season will feature the music of Beethoven to celebrate his 250th birthday.



Monday's
9/28
10/5
10/12
10/19
6:30-8pm
BOOTH HOTEL BALLROOM
201. W Main St.

This orchestra is open to anyone in the SE Kansas area who has played or currently plays a string instrument.

Contact: Dr. Larry Markiewicz If you have questions.
609-462-9176 or lmarkiewicz@indycc.edu



ICC INSTRUMENTAL DEPARTMENT

VIOLINIST

ROBERT RADLIFF

Join us and enjoy a recital of
music by Beethoven,
Bach, Mozart
& Brahms

ARTIST IN RESIDENCE RECITAL

7:30pm Friday
March 19, 2021

William Inge Theater
on the campus of
Independence
Community College





ICC SPRING CONCERT



FINAL CONCERT OF THE SEMESTER

MONDAY, MAY 3, 2021

7PM-8:15PM

**BAND SHELL @
RIVERSIDE PARK**

FEATURING THE ICC
CONCERT BAND & JAZZ BAND

This concert will feature many student soloists
as we celebrate a groundbreaking year in
which the music department has enjoyed a
great deal of success.



(/)

Markiewicz to present jazz webinar

Posted May 19, 2020



Dr. Lawrence Markiewicz, ICC Director of Instrumental Ensembles & Associate Professor of Music, will present a webinar “How to Succeed If You Are a Jazz Band Director Who Never Played Much Jazz” tomorrow, May 20, at 1 p.m. Central time (2 p.m. Eastern).

In this session, Dr. Markiewicz will cover warm-ups, swing/groove, rhythmic interpretation, literature choices, and improvisation. Regardless of how much you know about jazz, there will be something here for you!



(/)

Markiewicz to direct Mid-Continent Band performances

Posted July 27, 2020



Dr. Larry Markiewicz is excited to make his debut with the Mid-Continent band on their final two programs of the 2020 season. For the past two years Dr. Larry (as his students like to call him) has held the post of Professor of Music at ICC, and has become a fixture in many SE Kansas music rooms serving as a friend and mentor to many music educators in the region. Earlier this winter, he served as a guest conductor of four (4) different Honor Bands/Orchestras. For the past 25 years he has been in frequent demand as an adjudicator for solo ensemble festivals and marching band competitions across the United States. Dr. Markiewicz holds a Master's degree in wind band conducting from the John J. Cali School (Montclair State



Independence Community College Presents

Dr. Lawrence Markiewicz and Professor Alexis Lowder

LABOR DAY SPECTACULAR
ICC CONCERT BAND
JAZZ BAND
CHOIR

Monday September 7th
6:30pm

BAND SHELL at RIVERSIDE PARK

Cover Art By: Madelene Glinkscales

1151-FINE ARTS D

		FY 2020-21	FY 2020-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	FY 2021-22	Decrease/	% of change
		YTD	BUDGET													BUDGET	increase	budget
11 1151 601 000	Travel Lodging, Airfare, Mileage	0	2,000						1,000		1,000					2,000	0	
11 1151 602 000	Food and Meals	311	750	63	63	63	63	63	63	63	63	63	63	63	63	750	0	
11 1151 605 000	Student Travel	0	1,850	77	77	77	77	77	77	77	1,002	77	77	77	77	1,850	0	
11 1151 611 000	Postage & Shipping	0	0													0	0	
11 1151 613 000	Printing	0	75			75										75	0	
11 1151 615 000	Advertising & Promotion	4	0													0	0	
11 1151 617 000	Recruiting	259	3,500	292	292	292	292	292	292	292	292	292	292	292	292	3,500	0	
11 1151 628 000	Conference fees/registration	395	750								750					750	0	
11 1151 631 000	Telephone	0	0													0	0	
11 1151 641 000	Lease/Rental/Lease Purchase	0	0													0	0	
11 1151 643 000	Rental/Royalties	0	0													0	0	
11 1151 649 000	Repairs	75	950				700									950	0	
11 1151 681 000	Contract Services (Labor)	4,863	5,000			5,000										5,000	0	
11 1151 683 000	Guest Artists	0	0													0	0	
11 1151 684 000	Membership	0	0													0	0	
11 1151 682 000	Subscriptions	0	0													0	0	
11 1151 690 000	Scripts	0	1,500	108	108	108	108	108	108	108	108	108	108	108	108	1,300	200	(13.3%)
11 1151 692 000	Royalties	0	0													0	0	
11 1151 693 000	Sets	2,782	0													0	0	
11 1151 695 000	Lights	0	0													0	0	
11 1151 696 000	Properties	86	0													0	0	
11 1151 698 000	Costumes	0	0													0	0	
11 1151 697 000	Makeup	0	0													0	0	
11 1151 700 000	Instructional Supplies	1,637	2,500	208	208	208	208	208	208	208	208	208	208	208	208	2,500	0	
11 1151 701 000	Office Supplies	21	75	75												75	0	
11 1151 703 000	Books	0	0													0	0	
11 1151 705 000	Media (Videos, DVDs)	0	0													0	0	
11 1151 719 000	Misc	0	0													0	0	
11 1151 850 000	Equipment - Non-Capital	1,738	7,500	1,500	1,500											3,000	4,500	60.0%
	Total Fine Arts	11,980	28,450	2,323	2,248	5,823	1,448	748	1,748	748	3,423	998	748	748	748	24,950	1,500	6.0%

**Comprehensive
Program Review
Of
Social Science
For
2018-2020**

Prepared by
Brett Gilcrist

April 15, 2021



Table of Contents

1.0 Program Data and Resource Repository	3
1.1 Program Summary	3
Narrative:	3
1.2 Quantitative and Qualitative Data.....	4
Narrative:	4
2.0 Student Success	8
2.1 Define Student Success.....	8
Narrative:	8
2.2 Achieve/Promote Student Success.....	8
Narrative:	8
3.0 Assessment of Student Learning Outcomes	10
3.1 Reflection on assessment	10
Narrative:	10
3.2 Significant Assessment Findings	10
Narrative:	10
3.3 Ongoing Assessment Plans	10
Narrative:	10
4.0 External Constituency and Significant Trends	11
4.1: Program Advisory Committee:	11
Narrative:	11
4.2: Specialized Accreditation:.....	11
Narrative:	11
4.3: Other:.....	11
Narrative:	11
5.0 Curriculum Reflection	13
Narrative:	13
5.2 Degree and Certificate Offerings or Support.....	13
Narrative:	13
6.0 Faculty Success	14
6.1 Program Accomplishments.....	14
Narrative:	14

6.2 Faculty Accomplishments	14
Narrative:	14
6.3 Innovative Research, Teaching and Community Service	14
Narrative:	14
7.0 Program Planning & Development for Student Success	15
7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends	15
Narrative:	15
7.2 Academic Program Vitality Reflection, Goals and Action Plans	15
Narrative:	15
7.3 Academic Program Goals and Action Plans	16
Narrative:	16
7.4 Mission and Strategic Plan Alignment	16
Narrative:	16
8.0 Fiscal Resource Requests/Adjustments	17
8.1 Budget Requests/Adjustments	17
Narrative:	17
9.0 Program Planning and Development Participation	18
9.1 Faculty and Staff	18
Narrative:	18
9.2 VPAA and/or Administrative Designee Response	18
Narrative:	18
10.0 Appendices	19

1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

During the last comprehensive Program Review Of Social Sciences back in the 2017-2018 academic year, the following program Summary was provided: “The Social Sciences program is an interdisciplinary study of core courses from psychology (x2), sociology (x2), political science, and geography. As a result, this program is primarily a transfer-oriented program. The courses required have been carefully selected to transfer to as many institutions as possible (in particular, they have been selected to enable our students to transfer to the top five institutions ICC students typically select – KU, KSU, ESU, PSU, and MSSU) and do closely reflect the Liberal Studies requirements. That said, it is important that program participants work closely with their program advisor to ensure that they are well prepared for the transfer college of their choice.”

It is this author's opinion that the summary continues to accurately describe the purpose of a Social Sciences degree at a 2-year and 4-year institution (and it even continues to fit the program of study we list in our course catalog at ICC), but it has ceased to be the driving force behind our assessment of the program. As you will see in reading this program review, this program of study has come to represent Sociology or the “social awareness” section of the Liberal Studies degree more than it represents the interdisciplinary program it is supposed to be.

1.2 Quantitative and Qualitative Data

Narrative:

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.)

2018 Data

SOC Assessment Data AY 2018

Number of Faculty:

3 full time (Seel, McCaffery, Harris)

3 part time (Murrison, Hester, Pierce)

Enrollment & Student credit hours by Faculty type:

Full time: 78 total credit hours taught, with 480 total students enrolled

Part time: 12 credit hours taught, 71 total students enrolled

Average Class size:

19.61 students in Face-to-Face classes

16.50 students in online classes

18.37 students across all courses

Completion rates:

95.47% face-to-face

91.41% online

94.01% all courses

Pass ('D' or better) rates:

89.02% face-to-face

84.53% online

87.45% all courses

Pass ('C' or better) rates:

81.60% face-to-face

74.59% online

79.15% all courses

Number of Majors: 4 (1 returned in Fall 2018)

Degrees Awarded: 0

2019 Data

SOC Program Review Data AY 2019

Looking at courses listed under "Social Awareness" in degree plan

Number of Faculty:

full time: 1 (Wilson)

part time: 1 (Murrison)

Enrollment & Student credit hours by Faculty type:

Full time: 39 total credit hours taught, with 264 total students enrolled

Part time: 9 credit hours taught, 55 total students enrolled

Average Class size:

21.0 students in Face-to-Face classes

15.3 students in online classes

19.9 students across all courses

Completion rates:

97.8% face-to-face

95.7% online

97.5% all courses

Pass ('D' or better) rates:

82.0% face-to-face

52.3% online

77.8% all courses

Pass ('C' or better) rates:

68.5% face-to-face

50.0% online

65.9% all courses

Number of Majors: 12 (5 returned in Fall 2019)

Degrees Awarded: 2

2020 Data

SOC Program Review Data AY 2020

Looking at courses listed under “Social Awareness” in the degree plan

Number of Faculty:

1 full time (Wilson)

1 adjunct (Murrison)

Enrollment & Student credit hours by Faculty type:

Full time: 54 total credit hours taught, with 328 total students enrolled

Adjunct: 3 credit hours taught, 26 total students enrolled

Average Class size:

19.2 students in Face-to-Face classes

14.2 students in online classes

17.7 students across all courses

Completion rates:

94.4% face-to-face; 94.1% without HS

85.9% online

92.4% all courses

Pass (‘D’ or better) rates:

79.9% face-to-face; 77.8% without HS

71.2% online

78.0% all courses

Pass (‘C’ or better) rates:

65.0% face-to-face; 59.9% without HS

65.8% online

65.1% all courses

Number of Majors: 12 (4 returned in Fall 2020)

Degrees awarded: 2

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:

Copied from the previous comprehensive program review (2017-18), the following is the program's stated outcomes (that said, it is unclear that any measures have been instituted concerning the accuracy or effectiveness of these outcomes): "The Social Science program and its faculty define student success by expecting that students in major in the Social Sciences will be able to:

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

2.2 Achieve/Promote Student Success

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:

Copied from the 17-18 Comprehensive Review, the following statements still hold true to the best of this author's knowledge: "The program faculty assist students in accomplishing these objectives through the building of relationships, the refinement of course offerings, and the continual exploration of innovative pedagogical and classroom management practices. Program faculty are actively involved in the Kansas Core Outcomes Group to ensure they are both up-to-date on the current trends within the State, as well as within the subject area, to ensure transferability of courses across the public institutions in Kansas. The program was also revised in the Fall 2017 to better reflect changes at the General Education level of our top transfer destinations and to mirror changes to ICC's Liberal Studies curriculum (see attachment). Together, these emphases allow the Social Sciences program to enhance student

learning through more content-specific assessments that are directly mapped from the course level to the program level (see attachment).

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:

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:

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:

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:

All SOC, POL, and GEO classes in this program are aligned through the KBOR transfer matrix, while also assisting the college in its ability to fulfill criterion three and four of the HLC Accreditation process.

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:

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 completing this program earn an Associate's of Science degree from the college, while the SOC, POL, and GEO courses within this program also fit with the General Studies and Liberal Studies curriculum that inform almost all of the college's degree plans.

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

Unknown by this author, though it can be noted that there have been four graduates of this program over the last two years after there were zero in 2017-2018.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

Unknown by this author given that the Faculty lead of this program had her contract non-renewed.

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:

Unknown by this author.

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:

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:

It is this author's opinion that this program belongs in Category 4. Currently, only one of our top six transfer institutions (Kansas State) even offers a four-year degree in Social Sciences; more and more, the norm is for students to be expected to specifically enter into Psychology, Sociology, Political Science, or Geology rather than take this type of broad degree plan which often too closely aligns with Liberal Studies Degrees. In fact, the lead faculty member of SOC at ICC had this to say in last year's annual program review: "After assessment of the data, the Social Science program is almost identical to the Liberal Studies degree plan. The only difference appears to be the addition of 3 credit hours in Sociology. Students could achieve the same academic goals through the Liberal Studies degree plan with a social science track."

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:

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". As a consequence, the Social Sciences program serves the college's mission by ensuring both academic excellence and cultural enrichment are provided to our students. The program faculty work tirelessly to ensure that a minimum of seventy-percent of our students meet the learning objectives outlined in our courses and program as a whole. Each of the curriculums in our program emphasizes the role of diversity in greater society and encourages students to become more knowledgeable and productive members of society. As a result of these efforts, the Social Sciences program also helps ICC fulfill its vision by providing "...an exceptional educational experience by cultivating intellect...and enhancing character in a student and community centered environment". It is this author's belief that program faculty also make a concerted effort to demonstrate the college's core values by enforcing integrity, expecting excellence, and valuing diversity.

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:

No budget adjustments are necessary for 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 Brett Gilcrist, the Professor of Psychology at ICC. Given the decision to non-renew the lead Faculty member affiliated with this program, no other Faculty contributed to this review. That said, Sarah Owen and Anita Chappuie were instrumental in getting the author all necessary documentation.

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 disagrees with the placement in Category 4 and would recommend maintaining the program at the current time. With the hire of a new faculty member, the committee anticipates some changes to be made in the program and the program can be reassessed in the next cycle. The committee recommends that marketing work with the new faculty member to create a recruiting plan for the program.

The VPAA agrees with the recommendation of the PRC to maintain current levels of support for the program at this time.

10.0 Appendices

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

Comprehensive Program Of Athletic Training For 2018-2021

Prepared by
Anthony Vidali

04/15/2021



Table of Contents

1.0 Program Data and Resource Repository.....	3
1.1 Program Summary	3
Narrative:	3
1.2 Quantitative and Qualitative Data.....	3
Narrative:	4
2.0 Student Success	6
2.1 Define Student Success.....	6
Narrative:	6
2.2 Achieve/Promote Student Success.....	6
Narrative:	6
3.0 Assessment of Student Learning Outcomes	7
3.1 Reflection on assessment	7
Narrative:	7
3.2 Significant Assessment Findings	7
Narrative:	7
3.3 Ongoing Assessment Plans	7
Narrative:	7
4.0 External Constituency and Significant Trends	9
4.1: Program Advisory Committee:	9
Narrative:	9
4.2: Specialized Accreditation:.....	9
Narrative:	9
4.3: Other:.....	9
Narrative:	9
5.0 Curriculum Reflection	10
Narrative:	10
5.2 Degree and Certificate Offerings or Support.....	10
Narrative:	10

The Athletic Training program listed in our current course catalog is incorrect. Changes will have to be made to this because the Board of Certification (BOC) and Commission on Accreditation of Athletic Training Education (CAATE) are making changes effective January 1, 2023 and will no longer offer a

bachelor's degree in athletic training. All Athletic Training degrees will be awarded at the master's level.	11
6.0 Faculty Success	13
6.1 Program Accomplishments	13
Narrative:	13
6.2 Faculty Accomplishments	13
Narrative:	13
6.3 Innovative Research, Teaching and Community Service	13
Narrative:	13
7.0 Program Planning & Development for Student Success	14
7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends	14
Narrative:	14
7.2 Academic Program Vitality Reflection, Goals and Action Plans	14
Narrative:	14
7.3 Academic Program Goals and Action Plans	14
Narrative:	14
7.4 Mission and Strategic Plan Alignment	15
Narrative:	15
8.0 Fiscal Resource Requests/Adjustments	17
8.1 Budget Requests/Adjustments	17
Narrative:	17
9.0 Program Planning and Development Participation	18
9.1 Faculty and Staff	18
Narrative:	18
9.2 VPAA and/or Administrative Designee Response	18
Narrative:	18
10.0 Appendices	19

1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

The Athletic Training program is designed for students transferring and pursuing a Master's Degree in Athletic Training. The combination of hands on learning with collegiate athletes and clinical hours meets criteria needed to apply for an entry level master's program in Athletic Training as well as get experience and classes needed for many health science undergraduate degrees.

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:

Number of Faculty: 2 Adjuncts (Anthony Vidali and Conor Chadwell), 1 full time Faculty (Sue Manning)

Student Credit Hours and Enrollment:

Full Time Faculty: 3 total credit hours taught, 3 students enrolled

Adjunct Faculty: 17 credit hours taught, 76 students enrolled

Average Class size:

9.9 students in Face-to-Face classes

0 students in online classes

9.9 students across all courses

Completion rates:

98.7% face-to-face

% online

98.7% all courses

Pass ('D' or better) rates:

93.6% face-to-face

% online

93.6% all courses

Pass ('C' or better) rates:

89.7% face-to-face

% online

89.7% all courses

Number of Majors: 14 (5 returned in Fall 2020)

Degrees Awarded: 0

ATH Program Review Data AY 2019

Looking at all courses with an ATH course code

Number of Faculty:

full time: 1 (Manning)

part time:2 (Jones, Martin)

Enrollment & Student credit hours by Faculty type:

Full time: 3 total credit hours taught, with 6 total students enrolled

Part time: 20 credit hours taught, 70 total students enrolled

Average Class size:

8.4 students in Face-to-Face classes

0 students in online classes

8.4 students across all courses

Completion rates:

100% face-to-face

0% online

100% all courses

Pass ('D' or better) rates:

92.1% face-to-face

0% online

92.1% all courses

Pass ('C' or better) rates:

86.8% face-to-face

0% online

86.8% all courses

Number of Majors: 11 (5 returned in Fall 2019)

Degrees Awarded: 1

ATH Assessment Data AY 2018

Number of Faculty:

0 full time

2 part time (J. Jones, R. Martin)

Enrollment & Student credit hours by Faculty type:

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

Part time: 16 credit hours taught, 27 total students enrolled

Average Class size:

4.5 students in Face-to-Face classes

0 students in online classes

4.5 students across all courses

Completion rates:

100% face-to-face

0% online

100% all courses

Pass ('D' or better) rates:

92.59% face-to-face

0% online

92.59% all courses

Pass ('C' or better) rates:

88.89% face-to-face

0% online

88.89% all courses

Number of Majors: 10 (2 returned in Fall 2018)

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 is defined by obtaining higher than a C in all Athletic Training classes as well as completing over 90 hours of clinical work under the supervision of a Certified Athletic Trainer.

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:

Hands on, real life scenario, situational learning helps promote and enhance student learning as it translates to real-world applications.

Athletic training students had the opportunity to work hands on with all 6 out of 6 sports at ICC. Students were able to achieve significant knowledge of the athletic training profession and job setting including pre-practice set up for all sports, treatments, and rehabilitation techniques for various injuries across multiple sport disciplines as well as how to be responsible as young professionals. Ongoing assessment plans include plans to measure the efficiency of student athletic trainers and their ability to conduct basic injury evaluations as well as apply multiple taping techniques depending on the severity and type of injury. There is a plan to reflect a passing rate of 90% or higher among athletic training students.

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:

These were not required for the last comprehensive review. We are just now getting the student outcomes and assessments established and created in Canvas.

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:

Narrative: Assessment findings will become available as the course level assessment plan is implemented in the coming semesters.

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 plan going forward is to create the outcomes and assessment in Canvas in all of the Athletic Training courses the summer of 2021.

Comprehensive Program Of Visual Arts For

2019/2020

Prepared by

JD McGuire

12/08/2020



Independence
COMMUNITY COLLEGE

Table of Contents

1.0 Program Data and Resource Repository	3
1.1 Program Summary	3
Narrative:	3
1.2 Quantitative and Qualitative Data.....	3
Narrative:	3
2.0 Student Success	5
2.1 Define Student Success.....	5
Narrative:	4
2.2 Achieve/Promote Student Success.....	5
Narrative:	4
3.0 Assessment of Student Learning Outcomes	6
3.1 Reflection on assessment	6
Narrative:	5
3.2 Significant Assessment Findings	6
Narrative:	5
3.3 Ongoing Assessment Plans	6
Narrative:	5
4.0 External Constituency and Significant Trends	8
4.1: Program Advisory Committee:	8
Narrative:	6
4.2: Specialized Accreditation:.....	8
Narrative:	6
4.3: Other:.....	8
Narrative:	6
5.0 Curriculum Reflection	9
Narrative:	7
5.2 Degree and Certificate Offerings or Support.....	9
Narrative:	7
6.0 Faculty Success	10
6.1 Program Accomplishments.....	10
Narrative:	8

6.2 Faculty Accomplishments	10
Narrative:	8
6.3 Innovative Research, Teaching and Community Service	10
Narrative:	8
7.0 Program Planning & Development for Student Success	11
7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends	11
Narrative:	9
7.2 Academic Program Vitality Reflection, Goals and Action Plans	11
Narrative:	9
7.3 Academic Program Goals and Action Plans	12
Narrative:	9
7.4 Mission and Strategic Plan Alignment	12
Narrative:	10
8.0 Fiscal Resource Requests/Adjustments.....	14
8.1 Budget Requests/Adjustments	14
Narrative:	11
9.0 Program Planning and Development Participation	15
9.1 Faculty and Staff	15
Narrative:	12
9.2 VPAA and/or Administrative Designee Response	15
Narrative:	15
10.0 Appendices	16

1.0 Program Data and Resource Repository

1.1 Program Summary

The Visual Arts Department at Independence Community College is dedicated to developing students into artists and educators. The department is focused on student portfolio development for transfer to Art Schools and Universities across the nation. Students in the art department receive individual attention and will study a variety of studio art techniques both traditional and digital. The department offers an Associate of Arts Degree for transfer to a four-year B.F.A. program. The Art Department is in the Fine Arts Building. ICC facilities provide a studio classroom for two-dimensional work and computer lab for digital work. 3D and Sculpture classes take place in the newly constructed Fab Lab facilities building. Students also have opportunities to exhibit and demonstrate work on campus in our Black Box theatre space and throughout the community.

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 1 full time (McGuire) 0 adjunct ()
- Student Credit Hours by Faculty Type 18 total credit hours taught
- Enrollment by Faculty Type 48 total students enrolled
- Faculty Name by Type full time (McGuire)
- Average Class Size, Completion, and Attrition 8 students in Face-to-Face classes
- 0 students in online classes
- 8 students across all courses
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face 95.8% face-to-face
- % online

- 95.8% all courses
- Pass ('D' or better) rates:
- 93.5% face-to-face
- % online
- 93.5% all courses
- Pass ('C' or better) rates:
- 91.3% face-to-face
- % online
- 91.3% all courses
- Number of Degrees/Certificates Awarded 1 (finished out the old AED degree)
- 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.

2.0 Student Success

2.1 Define Student Success

Student success is based on subject comprehension and personal artistic growth

2.2 Achieve/Promote Student Success

Student success is achieved through producing tangible work. Students are given opportunities to exhibit their work on and off campus. These activities are acknowledged and encouraged within the department.

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

Learning Outcome #1, Art Appreciation: Differentiate and identify major periods in the history of art and the artists associated with them.

Learning Outcome #2, Art Appreciation: Analyze major works of art through research, interpretation, comparing, and contrasting.

Learning Outcome #3, Art Appreciation: Understand artistic media and techniques used to create art.

Learning Outcome #1, Basic Drawing I: Translate observed three-dimensional forms as two-dimensional images.

Learning Outcome #2, Basic Drawing I: Demonstrate fluency with a variety of drawing techniques and media.

Learning Outcome #3, Basic Drawing I: Assess the strengths and weaknesses of personal artwork and the artwork of others

Learning Outcome #1, 2D Design: Employ the basic elements and principles of design.

Learning Outcome #2, 2D Design: Use both traditional and digital media to produce creative works.

Learning Outcome # 3, 2D Design: Analyze artwork orally and in writing.

Learning Outcome #1, Digital Photo I: understand the basics of using a camera to create effective visual communication

Learning Outcome #2, Digital Photo I: produce artworks by using cameras, image manipulation software and scanners

Learning Outcome #3, Digital Photo I: accurately interpret digital photo as a form of artistic expression.

There is at least a 70% student success rate for all outcomes in all courses.

3.2 Significant Assessment Findings

No curriculum changes based on assessment.

3.3 Ongoing Assessment Plans

No curriculum changes based on assessment.

4.0 External Constituency and Significant Trends

4.1: Program Advisory Committee:

N/A

4.2: Specialized Accreditation:

N/A

4.3: Other:

N/A

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

The program curriculum is new and up to date. The program is geared towards transferring to Art School around the country. We have been visited by the Kansas City Art Institute and have aligned our curriculum to transfer to top art schools. Our courses are aligned with KBOR to transfer to college and universities in the state of Kansas. After graduating from ICC in Visual Arts, A student can expect to have a strong portfolio which can be used to submit to gallery exhibition or secure graphic design commissions.

5.2 Degree and Certificate Offerings or Support

We offer an AA degree in Visual Arts and Art classes can be taken as general electives.

6.0 Faculty Success

6.1 Program Accomplishments

We held our first annual Art Majors exhibit in Spring 2020.

My students participated in a group show at The Chanute Art Gallery.

In Spring 2020 and Fall 2020 had the Kansas City Art Institute visit us about transfer.

We have designed and participated in every edition of Argo Navis, literary magazine

We have our section of the ICC website up to date

6.2 Faculty Accomplishments

I was published in a book titled Marking Time, Art in the Age of Mass Incarceration published by Harvard Press, Spring 2020

I had a solo Exhibition at Jim Hayward Fine Arts, Independence Kansas, Fall 2020

I painted the entire interior of the Fine Arts Building in collaboration with Ad-Astra, Fall 2020

I completed a girls STEM workshop where we built a city out of paper, Fall 2019, Spring 2020

I completed a painting workshop at Jefferson Elementary in Independence Kansas, Spring 2020

I have designed posters for the Theatre and Music Departments, Fall 2020

6.3 Innovative Research, Teaching and Community Service

N/A

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

N/A

7.2 Academic Program Vitality Reflection, Goals and Action Plans

Spring semester 2019

1. Rewrite Visual arts Department description.
2. Write faculty Profile.
3. Research transfer curriculum requirement for visual arts majors expanding nationally to Art Schools and State School with prestigious programs.
4. Develop new curriculum for the four-semester plan leading to the Associate of Fine Arts degree with an emphasis on transfer.
5. Establish classes by writing course descriptions and syllabi for each course including new and updated department electives.
6. Come to campus 1 to 2 times a month to sort through material and equipment, decide what materials we need, decide the room format and functions. (February and April will be difficult, so I plan to be on campus 4 days in March and 4 days in May)
7. Contact students who have stated on interest cards for ICC that they are interested in Art.
8. Reach out to my connections here in Missouri to see if they might have some art students who would like to study at ICC.

Fall semester 2019

1. Equip computer lab with 12 computers that have photoshop
2. Update website with bio
3. Reach out to art schools for information on transfer student's portfolio submission and deadline.
4. Find space on campus to exhibit student work.
5. STEM girls' workshop: Ideal City
6. Attend KCOG Conference, KC

Spring semester 2020

1. Update website with new curriculum.

2. Find space on campus to exhibit student work.
3. STEM girls' workshop: Underwater community
4. 1st Annual Art Majors Exhibition: Black Box
5. Jefferson School Independence painting workshop
8. KCAI Visit

Fall semester 2020

1. Paint interior of Art Building
3. Do workshop with CP2 parents, Pirate Pattern Mural Project
5. Have website info consistent and looking good for visual arts
6. work on promotional material for Fine Arts, Visual Arts
7. Design poster for Larry and Alexis concert
8. Design cover for Argo Navis

Spring semester 2021

1. Get computer lab in FA building that is equipped with Adobe Photoshop
2. Reach out to local high school programs to introduce myself and arrange presentations with art teachers and potential students.
3. Develop future department vision statement presentation.

7.3 Academic Program Goals and Action Plans

Long term goals

1. Have 10 art majors enrolled every year.
2. Transfer all art majors to university.
3. Establish the Visual Arts program to be the best program in the region.
4. Collaborate with theatre and Music to produce performances and exhibitions

7.4 Mission and Strategic Plan Alignment

The Visual Arts Department at Independence Community College is dedicated to developing students into artists and educators. The department is focused on student portfolio development for transfer to Art Schools and Universities across the nation. Students in the art department

receive individual attention and will study a variety of studio art techniques both traditional and digital. The department offers two degrees an Associate of Arts Degree for general studies and an Associate of Fine Art degree for transfer to a four-year B.F.A. program. The Art Department is located in the Fine Arts Building. The ICC facilities provide three rooms including a Design Classroom, a Painting & Drawing Studio and a Computer Lab. 3D and Sculpture classes take place in the newly constructed Fab Lab facilities building. Students also have opportunities to exhibit and demonstrate work on campus and throughout the community.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Visual Arts program current budget is \$4,000 for student supplies and recruiting. I have been spending around \$1,000 a semester on art supplies for students. We have a lot of left-over supplies from the previous professor and I fully expect to need the entire \$4,000 for student supplies and recruiting starting Fall 2021.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Anita Chappuie provided statistical info for the program review planning and development process.

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:

While not specifically stated, it can be inferred from the goals for the program that Visual Arts should be maintained. Rebuilding this program should be a priority as such marketing and recruiting should be priorities. Brian Southworth (PRC 4.14.2021)

The Visual Arts program should be maintained. Marketing and recruiting for this program in the next 3 years will be imperative to its success as an Academic Program. (Taylor C. Crawshaw 4.28.2021)

10.0 Appendices

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

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).

None required this is an AS program.

4.2: Specialized Accreditation:

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

Narrative:

This does not apply to the Athletic Training Program.

4.3: Other:

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

Narrative:

This does not apply to the Athletic Training Program.

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

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

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

Narrative:

The curriculum outline is ideal for this level of schooling. While there is no direct certification obtained at the end of the program, students achieve clinical hours and direct observation of many athletic injuries and situations. This is designed to give students a wide range of experiences in athletic training as well as other medical occupations. This helps broaden their knowledge and helps guide decisions to transfer out to a 4-year undergraduate degree. Once and if the student decides to apply for a Master's program for athletic training, the clinical hours will play a major role in application decisions.

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

5.2 Degree and Certificate Offerings or Support

Narrative:

CPR/First Aid in adult and children is offered as an optional certification through this curriculum.

The Athletic Training program listed in our current course catalog is incorrect. Changes will have to be made to this because the Board of Certification (BOC) and Commission on Accreditation of Athletic Training Education (CAATE) are making changes effective January 1, 2023 and will no longer offer a bachelor's degree in athletic training. All Athletic Training degrees will be awarded at the master's level.

Athletic Training

Degree: Associate of Science

Program Description: The Associate of Science Degree in Athletic Training is intended to enable students to complete the necessary general education electives at the freshman and sophomore level for students in pursuit of a Bachelor of Science Degree.

Analysis & Oral Communication (9 hours) Credit Hours

English Comp I (ENG 1003)	3
English Comp II (ENG 1013)	3
Public Speaking (COM 1203)	3

Mathematics (6 hours) Credit Hours

College Algebra (MAT 1023/MAT 1025)	3
Elementary Statistics (MAT 1103)	3

Sciences (15 hours) Credit Hours

Biology I (BIO 1115)	5
Chemistry I for Non-Majors (PHS 1015)	5

Additional Science (Select 1)

Anatomy & Physiology (BIO 2045)**	5
College Physics I (PHS 1055)*	5

Fine Arts and Aesthetic Studies (3 hours) Credit Hours

Music Appreciation (MUE 1303)	3
Theatre Appreciation (THR 1013)	3

Cultural Studies (3 hours) Credit Hours

World History I (HIS 1003)	3
World History II (HIS 1013)	3

Health and Well-Being (7 hours) Credit Hours

General Psychology (BEH 1003)	3
Nutrition (BIO 2053)	3
College Success (SSC 1021)	1

Social Awareness (3 hours) Credit Hours

Introduction to Sociology (SOC 1003)	3
--------------------------------------	---

Business and Technology (6 hours) Credit Hours

Computer Concepts and Apps (CIT 1003)	3
Macroeconomics (BUS 2033)	3

Area of Study Courses (16 hours) Credit Hours

Intro to Athletic Training (ATH 1003)	3
Care & Prevention of Athletic Injuries (ATH 1103)	3
Practicum I (ATH 1002)	2
Practicum II (ATH 2002)	2
First Aid: Responding to Emergencies (ATH 1013)	3
Medical Terminology (HEA 1143) (optional) **	3

Total: 65-68

*This course is required for students transferring to Kansas State University

**This course is required for students transferring to Wichita State University

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

We have begun partnering with Labette Health for enhanced student-athlete medical care as well as currently helping Southeast Kansas Orthopedics establish a Sports Medicine Program. This may open doors for athletic training students to experience the orthopedic office setting (a growing setting for athletic trainers).

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

The women's basketball team made it to Nationals with the help of Anthony and Conor by keeping them healthy.

Also keeping up with all the COVID-19 protocol throughout the fall and spring, especially with all the sports teams competing during the spring!

We are the only school in our conference to send an Athletic Trainer on the road to out-of-town basketball games.

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:

Athletic training students take part in many community events established by the athletics department. Innovative research and new sports medicine techniques are introduced into the athletic training room and discussed with students on a regular 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:

Plans to create the outcomes and assessment in Canvas will be the summer of 2021, therefore this reflection will not be available until the next comprehensive evaluation.

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 Athletic Training program needs a private office area, and additional assistance to treat athletic injuries OR to hire a part-time faculty member to continue at these levels. The program falls under the revitalization category under letter F - Indication that program is not meeting needs and requiring substantial resources.

7.3 Academic Program Goals and Action Plans

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

Narrative:

One major factor that may impact the program and student outcomes is the limited time throughout the day that staff has to work on actual academic course work. The vast majority of our time is spent treating athletic injuries.

The AT department is in desperate need of a private office area, dedicated time that can be spent teaching and set office hours that can be spent helping students achieve academic success.

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 Athletic Training program aligns with the ICC mission and ICC Strategic Plan by providing academic excellence. Cultural enrichment is circumstantial with interaction between students with diverse backgrounds and discussions and use of international sports medicine therapeutic modalities.

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

- Excellence: Academic excellence of this program has been met through the completion of this review and working to improve the courses offered through assessment of student learning and making modifications as needed to continue improvement.
- Responsiveness: Addressed the changes for Athletic Training by updating this program to meet the BOC and CAATE, which meets the program requirements for all universities.
- Diversity/Enrichment: Students are exposed to International modalities with Athletic Training exposed to different training procedures and interventions of other countries. Students are also informed of the female/male career ratio unbalance.

The following are HLC goals that are being addressed in this review:

Core Components

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

Category 1: Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

- This program meets this core component by offering the first two years of a 6-year degree.

Category 2: Maintain current levels of support/continuous improvements. This program should

be continued as presented. Athletic Training is a degree that offers several possibilities for students entering many different health related fields for transfer. Earning an associate degree in athletic training can prepare students for further education. While students can learn the basics of athletic training, injury evaluation, and injury management, many schools will look at their clinical hours as a strong basis for acceptance into a masters program.

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:

Recently added a course fee to provide taping supplies to students, \$50 per student. This provides students with adequate amounts of tape to practice skills in and out of the classroom.

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 written by Anthony Vidali and Tamara Blaes. The data for student information on enrollment and completion rates was provided by the Institutional Research office, Anita Chappuie.

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 recommendations of program faculty.

The VPAA recommends this program for increased levels of support when budget allows. A part-time faculty position would allow current athletic trainers to focus on the needs of student athletes. The AT department is in desperate need of a private office area, dedicated time that can be spent teaching and set office hours that can be spent helping students achieve academic success – this cannot be maintained at current levels. Until a part-time faculty member can be budgeted appropriately increased efforts to provide adequate office hour time and space for AT staff will be priority.

10.0 Appendices

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

Comprehensive Program
Of
Associate of Liberal Studies
2020-2021

Prepared by
Faculty and Staff

March 10, 2021



Independence
COMMUNITY COLLEGE

Table of Contents

1.0 Program Data and Resource Repository.....	3
1.1 Program Summary	3
Narrative:	3
1.2 Quantitative and Qualitative Data.....	3
Narrative:	4
2.0 Student Success	5
2.1 Define Student Success.....	5
Narrative:	5
2.2 Achieve/Promote Student Success.....	5
Narrative:	5
3.0 Assessment of Student Learning Outcomes	6
3.1 Reflection on assessment	6
Narrative:	6
3.2 Significant Assessment Findings	7
Narrative:	7
3.3 Ongoing Assessment Plans	7
Narrative:	7
4.0 External Constituency and Significant Trends	8
4.1: Program Advisory Committee:	8
Narrative:	8
4.2: Specialized Accreditation:.....	8
Narrative:	8
4.3: Other:.....	8
Narrative:	9
5.0 Curriculum Reflection	10
Narrative:	10
5.2 Degree and Certificate Offerings or Support.....	10
Narrative:	10
6.0 Faculty Success	11
6.1 Program Accomplishments.....	11

Narrative:	11
6.2 Faculty Accomplishments	11
Narrative:	11
6.3 Innovative Research, Teaching and Community Service	11
Narrative:	12
7.0 Program Planning & Development for Student Success	13
7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends	13
Narrative:	13
7.2 Academic Program Vitality Reflection, Goals and Action Plans	13
Narrative:	13
7.3 Academic Program Goals and Action Plans	14
Narrative:	14
7.4 Mission and Strategic Plan Alignment	14
Narrative:	15
8.0 Fiscal Resource Requests/Adjustments.....	16
8.1 Budget Requests/Adjustments	16
Narrative:	16
9.0 Program Planning and Development Participation	17
9.1 Faculty and Staff	17
Narrative:	17
9.2 VPAA and/or Administrative Designee Response	17
Narrative:	17
10.0 Appendices	18

1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

The Associate of Arts or Science Degree in Liberal Studies is a program that allows the student an opportunity to explore courses and define their interests while receiving the general education instruction that will be required for continuing their education or preparing for employment. This program is a great choice for students who are undecided about their educational goals and need an opportunity to explore their interests.

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:

LBR Program Review Data AY 2020

Looking at all courses listed in the degree plans

Number of Faculty:

full time 24

adjunct 34

Enrollment & Student credit hours by Faculty type:

Full time: 713 total credit hours taught, with 3272 total students enrolled

Adjunct: 293 credit hours taught, 1423 total students enrolled

Average Class size:

14.8 students in Face-to-Face classes

14.5 students in online classes

14.7 students across all courses

Completion rates:

91.3% face-to-face

86.7% online

90.0% all courses

Pass ('D' or better) rates:

90.6% face-to-face

84.4% online

88.9% all courses

Pass ('C' or better) rates:

83.5% face-to-face

78.5% online

82.1% all courses

Number of Majors: 20 AA (6 returned in Fall 2020); 105 AS (20 returned in Fall 2020)

Degrees Awarded: 4 AA; 20 AS

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

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

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

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

- **Access and evaluate** information from credible sources.
- **Collaborate** respectfully with others.

- **Communicate** effectively through the clear and accurate use of language.
- **Demonstrate an understanding** of the broad diversity of the human experience
- **Process** numeric, symbolic, and graphic information.
- **Read, analyze, and synthesize** written, visual, and aural materials.
- **Select and apply** appropriate problem-solving techniques.
- Use current technology efficiently and responsibly.

General Education outcomes assessment identifies student learning outcomes that need to be improved upon across the institution and modifies courses appropriately. ICC Faculty determine outcomes of the courses offered and map to General Education Outcomes.

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 faculty assist students in completing the program through building of relationships, using assessment data to refine courses and program offerings, and continual pedagogical research. Program Faculty are involved in the Kansas Core Outcomes Group to ensure they are both up-to-date on the current trends within the State, as well as within the subject area, to ensure transferability of courses across the public institutions in Kansas. The assessment committee has refined the gathering and reporting of data to allow faculty and divisions to make appropriate changes to curriculum and General Education Outcomes. The handbook and website are updated to reflect current information.

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 committee works with faculty to assess every course taught every semester. Faculty identifies a target for the assessment of course objectives, measurement and possible reasoning for that measurement, and a strategy for improvement. The course assessments are collected by the Assessment Committee, who assist with any faculty needs for improvement, but remain accessible to the faculty for use in Program Reviews, budgeting, and other strategic planning. Assessment data is identified and collected via Canvas for all courses.

Attached Appendix A are the current Degree plans for both the Science and Arts tracks.

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 ongoing Assessment Plan is to continue to use the Assessment Committee to facilitate the assessments of all course and work with Faculty to improve the process. As this degree encompasses faculty from across campus the plan would be for faculty to self-assess and revise as needed with oversight from the Assessment Committee. Changes to assessment strategies in individual courses are choices made by faculty and changes in the procedure are driven by the Assessment Committee, comprised of faculty and staff.

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 to the Liberal Arts Degree.

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 to the Liberal Arts Degree Program.

4.3: Other:

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

Narrative:

Each of the following courses has been articulated in the KBOR Transfer Matrix:

- English Composition I and II
- Introduction to Literature, American Literature I, American Literature II, Creative Writing
- College Algebra, Calculus I, Trigonometry, Elementary Statistics
- General Chemistry, Chemistry I, Physical Science, Physics I, Engineering Physics I, Astronomy
- Art Appreciation, Music Appreciation, and Theatre Appreciation
- French I and II o Spanish I, II, and III
- Public Speaking and Interpersonal Communication, Introduction to Mass Communications
- Computer Concepts and Applications
- American Government, International Politics, and Introduction to Political Science
- General Psychology and Developmental Psychology
- Financial Accounting, Microeconomics, Macroeconomics, and Personal Finance
- Introduction to Sociology, Anthropology, Social Problems, and Ethics o Introduction to Philosophy
- World Regional Geography o World History I and II
- U.S. History I and II

Due to the college's current standing as an accredited institution of higher learning through the Higher Learning Commission (HLC), the General Studies program and its individual courses are likewise accredited. As such, the General Studies program helps the college meet Criterion 3 and 4, as well as the sub criterion under each.

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

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:

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.

The Liberal Studies degree program is intended for students to be able to transfer to another institution as meeting all the first two-year requirements of a bachelor's degree. [5.2 Degree and Certificate Offerings or Support](#)

Narrative:

The primary focus of the Liberal Studies Program is to provide students pathway to transferring to a four-year institution. It offers students two degrees to guide their path, the Associate of Liberal Arts and Associate of Liberal Science. Both provide guidance students who are initially undecided in their major.

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

Individual Program Reviews allow for faculty to promote individual accomplishments. The faculty have consistently reported Assessment Data every semester and the Assessment Committee has reviewed every class report. This is a major accomplishment as no assessment collection policy or attempt has historically been able to be fully implanted and used. The assessment process is fully implemented in Canvas and training continues to be offered to all faculty. The assessment data is now used to drive pedagogical decisions, program funding and scheduling, as well as provide faculty justification for continuing education.

Program Reviews have now been consistently done since 2016-2017 as the pilot year and full implementation in 2018-19. Full program participation is happening, and program reviews have resulted in programs being reorganized or reformatted based on data and faculty review. Completed program reviews have been given to the board for use in budgeting and planning. Program reviews are posted on the ICC website for transparency.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

Due to the nature of the Liberal Studies program, every faculty member is involved in the review. As a result, it is impossible to list every individual accomplishment, however, faculty accomplishments are noted in individual program reviews.

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 most recent year has been not only a struggle for faculty and students but allowed our faculty to engage in new technology to solve the problems we have faced. Faculty have worked to provide online/face-to-face/hybrid learning environments to ensure that high level learning remains a focus. Again, as this involves countless examples from all faculty, it is difficult to highlight every story. The individual assessment records and program reviews serve as a vehicle to communicate this innovative work.

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:

Data continues to highlight the continual shifts in the ICC student population. Spring of 2020, as expected, is very difficult to use as it includes a great number of variables- shifting all classes to online, students removed from campus, limited access to technology, and loss of face-to-face support systems. It highlighted the difference between face-to-face and online learning, and expectedly students fared much worse in a completely digital environment. Based on that it is evident that ICC needs to maintain a strong on ground presence while investing in training and technology to close the gap between online students and on-campus students.

It also highlights the usefulness that newly implemented assessment processes have had in identifying problems and planning strategies to address these problems. Assessment data for all full-time faculty clearly indicate online and on campus challenges which instructors are working to correct.

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:

Academic Program Vitality Reflection, Goals and Action Plans – It is the opinion of the program faculty that the General Studies program should maintain current levels of Support/Continuous Improvement of the academic program vitality descriptions. The revisions made to the program and GEOs over the last couple of years were critical for maintaining the validity and reliability of the program moving forward.

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

- Program faculty will ensure that all core courses continue to transfer across the public schools in the State of Kansas by remaining actively engaged in the Kansas Core Outcomes group during the next three academic years (i.e., 2021, 2022, and 2023 academic years).
- Program faculty will build course articulation agreements for other available classes taught under their purview or create courses that already fall under the KBOR matrix during the next three academic years (i.e., 2021, 2022, and 2023 academic years).
- Program faculty will ensure consistency across the curriculum by remaining actively involved in the professional development of, communication with and oversight of their respective adjunct and concurrent instructors during the next three academic years (i.e., 2021, 2022, and 2023 academic years) while enforcing common assessment requirements along the way.

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:

7.4 Mission and Strategic Plan Alignment

Currently, the Liberal Studies degree plan is focused on effective assessment and data management from the course level to the program level. This is especially important for the Liberal Studies degree since many of our students pursue this degree option and there is not a single individual overseeing the data.

The recommendation is to maintain the degree's current offering and continue to review data and the program to ensure its viability and effectiveness to ICC students.

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.” As a consequence, the Liberal Studies program serves the college’s mission by ensuring both academic excellence and cultural enrichment are provided to our students. The program faculty work tirelessly to ensure that a minimum of seventy-percent of our students meet the learning objectives outlined in our courses and program as a whole. Many of the curriculums in the program emphasize the role of diversity in greater society and encourage students to become more knowledgeable and productive members of society. As a result of these efforts, the Liberal Studies program also helps ICC fulfill its vision by providing “...an exceptional educational experience by cultivating intellect...and enhancing character in a student and community centered environment.” Program faculty also make a concerted effort to demonstrate the college’s core values by enforcing integrity, expecting excellence, valuing diversity, and making a commitment to hold ourselves, our students, and our peers accountable to these ideals. .

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 biggest budget issues facing ICC's General Studies program are the professional development of faculty, the ability to offer the needed number of courses to provide a vast number of general education courses, and the prospect of everchanging technology needs. Currently, the number of faculty employed by ICC satisfactorily meets the needs of the General

Studies program. In terms of professional development, a committee has been working on providing faculty members numerous opportunities within his/her discipline or teaching/learning.

Currently, program faculty believe it will be important to continue to have funds available to address technology changes in the coming years. Although we cannot predict the costs of such changes, it is imperative that we consider the average computer needs replaced every three years, e-books are becoming more common across college campuses, and students are being asked to be more engaged in the college's online learning management system regardless of the course being face-to-face, hybrid or online.

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 performed by Mark Allen, faculty, and staff.

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:

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

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

VPAA – I agree with the findings of this report and the recommendation of the Program Review Committee - maintain current levels of support

10.0 Appendices

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

Appendix A

60

Liberal Studies Associate of Science

Program Description: The Associate of Science in Liberal Studies is intended to enable students to complete the necessary general education electives at the freshman and sophomore level for students in pursuit of a Bachelor of Science Degree.

Analysis & Oral Communication (9 hours) Credit Hours

English Comp I (ENG 1003) 3

English Comp II (ENG 1013) 3

(Select 1)

Public Speaking (COM 1203) 3

Interpersonal Communication (COM 1233) 3

Mathematics (3 hours) Credit Hours

College Algebra (MAT 1023) 3

Analytic Geometry & Calculus I (MAT 1055) 5

Elementary Statistics (MAT 1103) 3

Plane Trigonometry (MAT 1093) 3

Sciences (10 hours) Credit Hours

Natural Sciences (Select 1) Environmental Biology (BIO2035) 5

General Biology (Non-majors) (BIO 1005) 5

Biology I: Principles of Cellular and Molecular Biology (BIO 1115) 5

Physical Sciences (Select 1)

Chemistry for Non-majors (PHS 1015) 5

Chemistry I for Majors (PHS 1025) 5

Descriptive Astronomy (PHS 1085) 5

Physical Science (PHS 1005) 5

College Physics I (PHS 1055) 5

Fine Arts and Aesthetic Studies (6 hours) Credit Hours

Art Appreciation (ART 1043) 3

Drawing and Composition (ART 1023) 3

Ceramics I (ART 2023) 3

Painting I (ART 1033) 3

Music Appreciation (MUE 1303) 3

Music Theory I (MUE 1093) 3

Creative Writing (ENG 2023) 3

Theatre Appreciation (THR 1013) 3

Acting I (THR 1023) 3

Stagecraft I (THR 1033) 3

Cultural Studies (3 hours) Credit Hours

Anthropology (SOC 1023) 3

Spanish I, II, III (FRL 1025, 1035, 2035) 5
World Regional Geography (GEO 2013) 3
Intro to Race and Ethnic Relations (SOC 2113) 3
African American History (HIS 1163) 3
World History I (HIS 1003) 3
World History II (HIS 1013) 3
World Religions (REL1053) 3

Health and Well-Being (4-6 hours) Credit Hours

Psychological (Choose 1)
General Psychology (BEH 1003) 3
Developmental Psychology (BEH 2003) 3
Drugs and Behavior (BEH 2043) 3
Physical (Choose 2)

Human Heritage (9 hours) Credit Hours

History (Select 1)
US History I (HIS 1023) 3
US History II (HIS 1063) 3
Literature (Select 1)
Introduction to Literature (ENG 1073) 3
American Literature I (ENG 1083) 3
American Literature II (ENG 2113) 3
British Literature I (ENG 2123) 3
British Literature II (ENG 2133) 3
Topics in Literature (ENG 2151, 2152, 2153) 1-3
Philosophy and Religion (Select 1)
Introduction to Philosophy (PHI 2003) 3
Ethics (PHI 1073) 3
Logical and Classical Reasoning (PHI 2073) 3
New Testament History (REL 1013) 3
World Religions (REL1053) 3 Introduction to Leadership (MDM 1303) 3

Social Awareness (3 hours) Credit Hours

Introduction to Sociology (SOC 1003) 3
Social Problems (SOC 2023) 3
Introduction to Mass Communications (COM 1033) 3

Political Awareness (3 hours) Credit Hours

American Government (POL 1023) 3
Introduction to Political Science (POL 1013) 3

Business and Technology (6 hours) Credit Hours

Personal Finance (BUS 1003) 3
Financial Accounting (ACC 1043) 3
Introduction to Business (BUS 1093) 3
Computer Concepts & Applications (CIT 1003) 3
Microeconomics (BUS 2023) 3
Macroeconomics (BUS 2033) 3

General Electives (6 hours)

***Only 3 of the hours** 1

**may be activity or
music courses Total:**

60-64 Wellness

Concepts (HPR 1401)
Nutrition (BIO 2053) 3

Personal and 3
Community Health
(HEA 1053)
College Success (SSC 1
1021)
59

Liberal Studies Associate of Arts

Program Description: The Associate of Arts in Liberal Studies is intended to enable students to complete the necessary general education electives at the freshman and sophomore level for students in pursuit of a Bachelor of Arts Degree.

Analysis & Oral Communication (9 hours) Credit Hours

English Comp I (ENG 1003) 3
English Comp II (ENG 1013) 3
(Select 1)
Public Speaking (COM 1203) 3
Interpersonal Communication (COM 1233) 3

Mathematics (3 hours) Credit Hours

College Algebra (MAT 1023) 3
Analytic Geometry & Calculus I (MAT 1055) 5
Elementary Statistics (MAT 1103) 3
Plane Trigonometry (MAT 1093) 3

Sciences (5 hours) Credit Hours

Natural Sciences Environmental Biology(BIO2035) 5
General Biology (Non-majors) (BIO 1005) 5
Biology I: Principles of Cellular and Molecular Biology (BIO 1115) 5
Physical Sciences
Chemistry for Non-majors (PHS 1015) 5
Chemistry I for Majors (PHS 1025) 5
Descriptive Astronomy (PHS 1085) 5
Physical Science (PHS 1005) 5
College Physics I (PHS 1055) 5

Fine Arts and Aesthetic Studies (9 hours) Credit Hours

Art Appreciation (ART 1043) 3
Drawing and Composition (ART 1023) 3
Ceramics I (ART 2023) 3
Painting I (ART 1033) 3
Music Appreciation (MUE 1303) 3
Music Theory I (MUE 1093) 3
Creative Writing (ENG 2023) 3
Theatre Appreciation (THR 1013) 3
Acting I (THR 1023) 3
Stagecraft I (THR 1033) 3

Cultural Studies (3 hours) Credit Hours

Anthropology (SOC 1023) 3
Spanish I, II, III (FRL 1025, 1035, 2035) 5
World Regional Geography (GEO 2013) 3
Intro to Race and Ethnic Relations (SOC 2113) 3
African American History (HIS 1163) 3
World History I (HIS 1003) 3
World History II (HIS 1013) 3
World Religions (REL1053) 3

Health and Well-Being (4-6 hours) Credit Hours

Psychological (Choose 1)
General Psychology (BEH 1003) 3
Developmental Psychology (BEH 2003) 3
Drugs and Behavior (BEH 2043) 3
Physical (Choose 2)

Human Heritage (9 hours) Credit Hours

History (Select 1)
US History I (HIS 1023) 3
US History II (HIS 1063) 3
Literature (Select 1)
Introduction to Literature (ENG 1073) 3
American Literature I (ENG 1083) 3
American Literature II (ENG 2113) 3
British Literature I (ENG 2123) 3
British Literature II (ENG 2133) 3
Topics in Literature (ENG 2151, 2152, 2153) 1-3
Philosophy and Religion (Select 1)
Introduction to Philosophy (PHI 2003) 3
Ethics (PHI 1073) 3
Logical and Classical Reasoning (PHI 2073) 3
New Testament History (REL 1013) 3
World Religions (REL1053) 3 Introduction to Leadership (MDM 1303) 3

Social Awareness (3 hours) Credit Hours

Introduction to Sociology (SOC 1003) 3
Social Problems (SOC 2023) 3
Introduction to Mass Communications (COM 1033) 3

Political Awareness (3 hours) Credit Hours

American Government (POL 1023) 3
Introduction to Political Science (POL 1013) 3

Business and Technology (6 hours) Credit Hours

Personal Finance (BUS 1003) 3
Financial Accounting (ACC 1043) 3
Introduction to Business (BUS 1093) 3
Computer Concepts & Applications (CIT 1003) 3
Microeconomics (BUS 2023) 3
Macroeconomics (BUS 2033) 3

General Electives (6 hours)

***Only 3 of the 6** 1

**hours may be
activity or music
courses Total: 60-62**

Wellness Concepts
(HPR 1401)
Nutrition (BIO 2053) 3
Personal and 3
Community Health
(HEA 1053)
College Success (SSC 1
1021)

Comprehensive
Program
Of
Associate of
General Studies
For
2020-2021

Prepared by
Mark Allen

March 9, 2021



Independence
COMMUNITY COLLEGE

Table of Contents

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[OBJ]

[OBJ]

[OBJ]

[OBJ]

[OBJ]

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[OBJ]

[OBJ]

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

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:

Looking at all courses listed on the AGS Degree Plan

Number of Faculty:

full time 24

part time 42

Enrollment & Student credit hours by Faculty type:

Full time: 654 total credit hours taught, with 3403 total students enrolled

Part time: 334 credit hours taught, 1644 total students enrolled

Average Class size:

15.7 students in Face-to-Face classes

15.5 students in online classes

15.7 students across all courses

Completion rates:

93.1% face-to-face

87.9% online

91.8% all courses

Pass ('D' or better) rates:

88.8% face-to-face

79.1% online

86.4% all courses

Pass ('C' or better) rates:

81.3% face-to-face

73.8% online

79.4% all courses

Number of Majors: 336 (37 returned in Fall 2019)

Degrees Awarded: 90

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

- **Access and evaluate** information from credible sources.

- **Collaborate** respectfully with others.
- **Communicate** effectively through the clear and accurate use of language.
- **Demonstrate an understanding** of the broad diversity of the human experience
- **Process** numeric, symbolic, and graphic information.
- **Read, analyze, and synthesize** written, visual, and aural materials.
- **Select and apply** appropriate problem-solving techniques.
- **Use** current technology efficiently and responsibly.

General Education outcomes assessment identifies student learning outcomes that need to be improved upon across the institution and modifies courses appropriately. ICC Faculty determine outcomes of the courses offered and map to General Education Outcomes.

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 program faculty assist students in completing the program through building of relationships, using assessment data to refine courses and program offerings, and continual pedagogical research. Program Faculty are involved in the Kansas Core Outcomes Group to ensure they are both up-to-date on the current trends within the State, as well as within the subject area, to ensure transferability of courses across the public institutions in Kansas. The assessment committee has refined the gathering and reporting of data to allow faculty and divisions to make appropriate changes to curriculum and General Education Outcomes. The handbook and website are updated to reflect current information.

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 assessment committee works with faculty to assess every course taught every semester. Faculty identifies a target for the assessment of course objectives, measurement and possible reasoning for that measurement, and a strategy for improvement. The course assessments are collected by the Assessment Committee, who assist with any faculty needs for improvement, but remain accessible to the faculty for use in Program Reviews, budgeting, and other strategic planning. Assessment data is identified and collected via Canvas for all courses.

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:

Data from course assessments indicate that objectives were often met or exceeded. This data as well as an overview of the GEO's led to aligning, and in some cases creating new, outcomes to align directly to the course categories on the Degree Plans in 2020-2021. This decision was driven by division leaders and approved by Academic Council and Administration and driven by data showing that faculty would excel when narrowing a focus to include one GEO.

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 ongoing Assessment Plan is to continue to use the Assessment Committee to facilitate the assessments of all course and work with Faculty to improve the process. As this degree encompasses faculty from across campus the plan would be for faculty to self-assess and revise as needed with oversight from the Assessment Committee. Changes to assessment strategies in individual courses are choices made by faculty and changes in the procedure are driven by the Assessment Committee, comprised of faculty and staff.

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 in the General Studies Program.

4.2: Specialized Accreditation:

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

Narrative:

Not Applicable to the General Studies Program.

4.3: Other:

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

Narrative:

Each of the following courses has been articulated in the KBOR Transfer Matrix:

- English Composition I and II
- Introduction to Literature, American Literature I, American Literature II, Creative Writing
- College Algebra, Calculus I, Trigonometry, Elementary Statistics
- General Chemistry, Chemistry I, Physical Science, Physics I, Engineering Physics I, Astronomy
- Art Appreciation, Music Appreciation, and Theatre Appreciation
- French I and II or Spanish I, II, and III
- Public Speaking and Interpersonal Communication, Introduction to Mass Communications
- Computer Concepts and Applications
- American Government, International Politics, and Introduction to Political Science
- General Psychology and Developmental Psychology
- Financial Accounting, Microeconomics, Macroeconomics, and Personal Finance
- Introduction to Sociology, Anthropology, Social Problems, and Ethics or Introduction to Philosophy
- World Regional Geography
- World History I and II
- U.S. History I and II

Due to the college's current standing as an accredited institution of higher learning, the Higher Learning Commission (HLC), the General Studies program and its individual courses are likewise accredited. As such, the General Studies program helps the college meet Criterion 3 and 4, as well as the sub criterion under each.

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

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

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

Narrative:

- The curriculum for the General Studies program is appropriate for the breadth, depth, and level of the discipline because it seeks to help students transfer with a basic range of freshman and sophomore level courses that will transfer to another college and university.
- The General Studies program is intended to enable students to complete the necessary general education electives at the freshman and sophomore level for students in pursuit of a Bachelor's degree. Courses taken as electives may or may not satisfy equivalent lower division college credit course requirements to transfer into a Bachelor's degree program at a Kansas Regents University.
- This program assesses diversity by including it as a general education outcome, as well as requiring all students to take three credit hours minimum in the “Cultural Studies” category within the program.

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 primary purpose of the General Studies degree is to provide students a general education which will enable them to transfer to a four-year institution. It provides recognition for completion with an Associates Degree and core courses which will transfer.

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

Individual Program Reviews allow for faculty to promote individual accomplishments. The faculty have consistently reported Assessment Data every semester and the Assessment Committee has reviewed every class report. This is a major accomplishment as no assessment collection policy or attempt has historically been able to be fully implemented and used. The assessment process is fully implemented in Canvas and training continues to be offered to all faculty. The assessment data is now used to drive pedagogical decisions, program funding and scheduling, as well as provide faculty justification for continuing education.

Program Reviews have now been consistently done since 2016-2017 as the pilot year and full implementation in 2018-19. Full program participation is happening, and program reviews have resulted in programs being reorganized or reformatted based on data and faculty review. Completed program reviews have been given to the board for use in budgeting and planning. Program reviews are posted on the ICC website for transparency.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

Due to the nature of the General Education program, every faculty member is involved in the review. As a result, it is impossible to list every individual accomplishment, however, faculty accomplishments are noted in individual program reviews.

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 most recent year has been not only a struggle for faculty and students but allowed our faculty to engage in new technology to solve the problems we have faced. Faculty have worked to provide online/face-to-face/hybrid learning environments to ensure that high level learning remains a focus. Again, as this involves countless examples from all faculty, it is difficult to highlight every story. The individual assessment records and program reviews serve as a vehicle to communicate this innovative work.

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:

Data continues to highlight the continual shifts in the ICC student population. Spring of 2020, as expected, is very difficult to use as it includes a great number of variables- shifting all classes to online, students removed from campus, limited access to technology, and loss of face-to-face support systems. It highlighted the difference between face-to-face and online learning, and expectedly students fared much worse in a completely digital environment. Based on that it is evident that ICC needs to maintain a strong on ground presence while investing in training and technology to close the gap between online students and on-campus students.

It also highlights the usefulness that newly implemented assessment processes have had in identifying problems and planning strategies to address these problems. Assessment data for all full-time faculty clearly indicate online and on campus challenges which instructors are working to correct.

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:

It is the opinion of the program faculty that the General Studies program falls under Category 2: Maintain Current Levels of Support/Continuous Improvement of the academic program vitality descriptions. The revisions made to the program and GEOs over the last 6-10 months were critical for maintaining the validity and reliability of the program moving forward. In terms of goal-setting within the program, the General Studies faculty developed the following short-term and long-term goals: 1. Program faculty will ensure that all core courses continue to transfer across the public schools in the State of Kansas by remaining actively engaged in the Kansas Core Outcomes group. 2. Program faculty will build course articulation agreements for other available classes taught under their purview or create courses that already fall under the KBOR matrix during the next three academic years. 3. Program faculty will ensure consistency across the curriculum by remaining actively involved in the professional development of, communication with and oversight of their respective adjunct and concurrent instructors during the next three academic years while enforcing common assessment requirements along the way.

7.3 Mission and Strategic Plan Alignment.

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:

Due to the recent revisions of the General Studies degree plan and the GEOs, the focus is currently on ensuring proper data entry and data migration from the course level to the program level. This is especially important for the General Studies degree since more of our students pursue this degree option and it is not a traditional program with a single person overseeing the data.

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.” Therefore, the General Studies program serves the college’s mission by ensuring both academic excellence and cultural enrichment are provided to our students. The program faculty work tirelessly to ensure that a minimum of seventy-percent of our students meet the learning objectives outlined in our courses and program as a whole. Many of the curriculums in the program emphasize the role of diversity in greater society and encourage students to become more knowledgeable and productive members of society. As a result of these efforts, the General Studies program also helps ICC fulfill its vision by providing “...an exceptional educational experience by cultivating intellect...and enhancing character in a student and community centered environment.” Program faculty also make a concerted effort to demonstrate the college’s core values by enforcing integrity, expecting excellence, valuing diversity, and making a commitment to hold ourselves, our students, and our peers accountable to these ideals.

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 biggest budget issues facing ICC's General Studies program are the professional development of faculty, the ability to offer the needed number of courses to provide a vast number of general education courses, and the prospect of everchanging technology needs. Currently, the number of faculty employed by ICC satisfactorily meets the needs of the General Studies program. In terms of professional development, a committee has been working on

providing faculty members numerous opportunities within his/her discipline or teaching/learning.

Currently, program faculty believe it will be important to continue to have funds available to address technology changes in the coming years. Although we cannot predict the costs of such changes, it is imperative that we consider the average computer needs replaced every three years, e-books are becoming more common across college campuses, and students are being asked to be more engaged in the college's online learning management system regardless of the course being face-to-face or online.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

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 review was completed ICC faculty and relevant staff.

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:

Division Chair - This program was submitted directly to the Program Review Committee.

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

I agree with the findings of this report and the recommendation of the Program Review Committee. This program should maintain current levels of support. - VPAA

10.0 Appendices

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

ICC					
		Highlighted Expenses Covered by Grant Funds			
Payables Month Ending May 31, 2021					
CheckNumber	Vendor Name	Description	TRXDATE	Amount	Account
0014089	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 648.00	11-0000-203-000
0014090	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 79.88	11-0000-203-000
0014091	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 72.50	11-0000-203-000
0014092	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 800.00	11-0000-203-000
0014093	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 138.00	11-0000-203-000
0014094	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 123.00	11-0000-203-000
0014095	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 544.47	11-0000-203-000
0014096	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 11.40	11-0000-203-000
0014097	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 657.00	11-0000-203-000
0014098	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 195.00	11-0000-203-000
0014099	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 246.31	11-0000-203-000
0014100	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 150.00	11-0000-203-000
0014101	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 2,228.00	11-0000-203-000
0014102	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 990.00	11-0000-203-000
0014103	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 1,319.00	11-0000-203-000
0014104	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 1,004.60	11-0000-203-000
0014105	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 4.92	11-0000-203-000
0014106	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 571.00	11-0000-203-000
0014107	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 3,084.00	11-0000-203-000
0014108	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 505.00	11-0000-203-000
0014109	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 1,014.00	11-0000-203-000
0014110	ICC Student	ICC Student Previous Balance Refund	5/4/2021	\$ 306.69	11-0000-203-000
0014111	ICC Student	ICC Student Previous Balance Refund	5/4/2021	\$ 44.89	11-0000-203-000
0014112	ICC Student Housing	ICC Student Financial Aid Refund Housing Payment	5/4/2021	\$ 1,580.00	11-0000-203-000
0014112	ICC Student Housing	ICC Student Financial Aid Refund Housing Payment	5/4/2021	\$ 590.00	11-0000-203-000
0014112	ICC Student Housing	ICC Student Financial Aid Refund Housing Payment	5/4/2021	\$ 80.36	11-0000-203-000
0014112	ICC Student Housing	ICC Student Financial Aid Refund Housing Payment	5/4/2021	\$ 703.00	11-0000-203-000
0014112	ICC Student Housing	ICC Student Financial Aid Refund Housing Payment	5/4/2021	\$ 295.00	11-0000-203-000
0014112	ICC Student Housing	ICC Student Financial Aid Refund Housing Payment	5/4/2021	\$ 1,675.00	11-0000-203-000

0014113	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Refund Housing Payment	5/4/2021	\$	50.00	11-0000-203-000
0014113	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Refund Housing Payment	5/4/2021	\$	500.00	11-0000-203-000
0014113	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Refund Housing Payment	5/4/2021	\$	481.78	11-0000-203-000
0014114	City Of Independence	Water, Practice Field	5/4/2021	\$	32.13	11-6500-632-000
0014114	City Of Independence	Water, Practice Field 2	5/4/2021	\$	24.22	11-6500-632-000
0014114	City Of Independence	Water/Sewer, Admin. Bldg.	5/4/2021	\$	359.37	11-6500-632-000
0014114	City Of Independence	Water/Sewer, Cessna Bldg.	5/4/2021	\$	83.47	11-6500-632-000
0014114	City Of Independence	Water/Sewer, Main Campus	5/4/2021	\$	1,707.00	11-6500-632-000
0014114	City Of Independence	Water/Sewer, West Campus	5/4/2021	\$	131.48	11-6500-632-000
0014114	City Of Independence	Sanitation Serv., West Campus	5/4/2021	\$	200.00	11-6500-679-000
0014115	Studebaker Refrigeration, Inc	Ice Machine rent-North Gym	5/4/2021	\$	80.00	11-6500-646-000
0014115	Studebaker Refrigeration, Inc	Ice Machine rent-South Gym	5/4/2021	\$	80.00	11-6500-646-000
0014115	Studebaker Refrigeration, Inc	Ice Machine Rent-Kitchen	5/4/2021	\$	155.00	16-9600-643-000
0014116	AT&T	Phone/Fax Service	5/4/2021	\$	3,380.13	11-6500-631-000
0014117	Toyota Financial Services	Fleet Vehicle Lease KM28-1590	5/4/2021	\$	469.00	11-7200-645-000
0014117	Toyota Financial Services	Fleet Vehicle Lease KS74-0393	5/4/2021	\$	647.56	11-7200-645-000
0014117	Toyota Financial Services	Fleet Vehicle Lease KW04-7161	5/4/2021	\$	478.00	11-7200-645-000
0014117	Toyota Financial Services	Fleet Vehicle Lease MS52-4384	5/4/2021	\$	685.00	11-7200-645-000
0014118	K And A Pressure Cleaning	SU kitchen- quarterly hood pressure wash and cleaning	5/4/2021	\$	650.00	11-7300-661-000
0014119	Houck, Michael J.	Reimbursement for purchasing 1988 Suzuki mini truck for maintenance	5/4/2021	\$	4,500.00	11-7200-855-000
0014120	Jocks Nitch	WBB - Game Balls #5783	5/4/2021	\$	484.50	11-5540-698-000
0014120	Jocks Nitch	WBB - Gear #5735	5/4/2021	\$	509.80	11-5540-698-000
0014120	Jocks Nitch	WBB - Supplies #5784	5/4/2021	\$	785.00	11-5540-698-000
0014120	Jocks Nitch	WBB - Supplies #5785	5/4/2021	\$	1,038.00	11-5540-698-000
0014120	Jocks Nitch	WBB - Supplies #5786	5/4/2021	\$	360.00	11-5540-698-000
0014121	McGraw-Hill Global Education, LLC	Burdge Connect Online Access	5/4/2021	\$	873.00	11-1175-700-000
0014122	Republic Services #376	Admin/Fuel Recovery Fees	5/4/2021	\$	540.36	11-6500-679-000
0014122	Republic Services #376	Sanitation Services, Cessna Bldg.	5/4/2021	\$	162.89	11-6500-679-000
0014122	Republic Services #376	Sanitation Services, Fine Arts	5/4/2021	\$	66.28	11-6500-679-000
0014122	Republic Services #376	Sanitation Services, Maintenance	5/4/2021	\$	231.10	11-6500-679-000
0014122	Republic Services #376	Sanitation Services, Dorms	5/4/2021	\$	652.84	16-9500-679-000
0014122	Republic Services #376	Waste/Recycling Overage 4/15	5/4/2021	\$	5.00	16-9500-679-000
0014122	Republic Services #376	Waste/Recycling Overage 4/8/21	5/4/2021	\$	30.00	16-9500-679-000

0014122	Republic Services #376	Sanitation Services, Cafeteria	5/4/2021	\$	430.13	16-9600-679-000
0014123	Quality Automotive of Independence/Toyota	Fleet van service	5/4/2021	\$	34.00	11-7200-647-000
0014123	Quality Automotive of Independence/Toyota	Fleet van service	5/4/2021	\$	22.51	11-7200-647-000
0014123	Quality Automotive of Independence/Toyota	Fleet van service	5/4/2021	\$	37.51	11-7200-647-000
0014123	Quality Automotive of Independence/Toyota	Fleet van service	5/4/2021	\$	33.33	11-7200-647-000
0014123	Quality Automotive of Independence/Toyota	Fleet van service	5/4/2021	\$	17.51	11-7200-647-000
0014124	Amazon Capitol Services	Laptop case	5/4/2021	\$	24.99	11-5300-701-000
0014124	Amazon Capitol Services	Laptop case	5/4/2021	\$	16.99	11-6300-615-000
0014125	System One Holdings, LLC	West Admin. Assist. 3/15-3/19	5/4/2021	\$	863.59	11-6100-719-000
0014125	System One Holdings, LLC	West Admin. Assist. 3/22-3/26	5/4/2021	\$	863.59	11-6100-719-000
0014125	System One Holdings, LLC	West Admin. Assist. 3/29-3/31	5/4/2021	\$	518.16	11-6100-719-000
0014125	System One Holdings, LLC	Accounting Clerk 3/15-3/21	5/4/2021	\$	1,036.44	11-6200-646-000
0014125	System One Holdings, LLC	Accounting Clerk 3/22-3/26	5/4/2021	\$	1,151.60	11-6200-646-000
0014125	System One Holdings, LLC	Accounting Clerk 3/29-3/4/2	5/4/2021	\$	1,036.44	11-6200-646-000
0014126	Virtual Care Group, LLC	Telehealth Services	5/4/2021	\$	3,454.64	11-5700-646-000
0014127	Stephens, Shari J.	Upward Bound Contract Employee Pay	5/4/2021	\$	2,409.06	31-8504-522-000
0014128	ICC Student	ICC Student CARES Grant Refund	5/12/2021	\$	370.00	11-0000-203-000
0014129	ICC Student	ICC Student CARES Grant Refund	5/12/2021	\$	334.00	11-0000-203-000
0014130	ICC Student	ICC Student CARES Grant Refund	5/12/2021	\$	634.00	11-0000-203-000
0014131	ICC Student	ICC Student CARES Grant Refund	5/12/2021	\$	634.00	11-0000-203-000
0014132	ICC Student	ICC Student CARES Grant Refund	5/12/2021	\$	634.00	11-0000-203-000
0014133	Flinn Scientific	Instructional supplies and hazmat surcharge	5/12/2021	\$	1,089.09	11-1175-700-000
0014134	Sandbagger Golf Cars	Maintenance golf cart new batteries	5/12/2021	\$	849.30	11-7100-649-000
0014134	Sandbagger Golf Cars	Lawnmower repair - deck belt	5/12/2021	\$	82.85	11-7300-649-000
0014134	Sandbagger Golf Cars	Lawnmower repair - deck belt	5/12/2021	\$	27.20	11-7300-649-000
0014135	TLC Groundskeeping, LLC	Snow removal 2-23-21 ICC West	5/12/2021	\$	135.00	11-7300-661-000
0014136	CPR Pest Management, Inc	Pest control spraying - Student Union kitchen	5/12/2021	\$	130.00	11-7300-661-000
0014137	Building Controls and Services, Inc.	HVAC repair - network temperature broadcast issue resolved	5/12/2021	\$	472.26	11-7100-824-000
0014138	TouchTone Communications	Long Distance Phone Service	5/12/2021	\$	113.34	11-6500-631-000
0014139	Baughner Equipment, Inc.	Grasshopper lawnmower repair parts	5/12/2021	\$	503.12	11-7100-649-000
0014140	Newton's True Value	Men's BB office keys made	5/12/2021	\$	51.46	11-7100-701-000
0014140	Newton's True Value	Glue remover for floor stickers	5/12/2021	\$	11.99	11-7100-708-000
0014140	Newton's True Value	Men's BB office keys made	5/12/2021	\$	7.96	11-7300-719-000

0014140	Newton's True Value	Foil tape for replacing veneer front of ICC West building	5/12/2021	\$ 8.49	11-7500-820-000
0014141	Indy Print Services	Managed Print Services	5/12/2021	\$ 2,400.00	11-6500-646-000
0014141	Indy Print Services	Xerox Page Pk/Blk/Color Clicks	5/12/2021	\$ 645.29	11-6500-646-000
0014142	O'Reilly Auto Parts	Repair parts for lawnmower	5/12/2021	\$ 3.54	11-7100-649-000
0014142	O'Reilly Auto Parts	Repair parts for lawnmower	5/12/2021	\$ 8.49	11-7100-649-000
0014142	O'Reilly Auto Parts	Repair parts for lawnmower	5/12/2021	\$ 24.47	11-7100-649-000
0014142	O'Reilly Auto Parts	Trailer coupler locks	5/12/2021	\$ 69.98	11-7100-649-000
0014143	Security Bank of Kansas City	Annual COP Payment Sr 2015	5/12/2021	\$ 141,300.00	11-7500-820-001
0014143	Security Bank of Kansas City	Annual Trustee Fee COP Sr 2015	5/12/2021	\$ 1,425.00	11-7500-820-001
0014144	Emert Chub Reynolds, LLC	Legal Services	5/12/2021	\$ 2,922.50	11-6000-662-000
0014145	Unitas Global Kansas City, Inc	Backup Services	5/12/2021	\$ 2,528.98	11-6600-646-000
0014146	Inceptia	Financial Aid Verifications	5/12/2021	\$ 137.50	11-5200-646-000
0014147	ICC Student Housing	ICC Student Financial Aid Refund Housing Payment	5/12/2021	\$ 1,475.00	11-0000-203-000
0014148	Hugo's Industrial Supply, Inc	Trash barrel and dolly roller cart	5/12/2021	\$ 71.76	11-7100-708-000
0014148	Hugo's Industrial Supply, Inc	Trash barrel and dolly roller cart	5/12/2021	\$ 18.75	11-7100-708-000
0014148	Hugo's Industrial Supply, Inc	Netflix - S/H for Items Purchased	5/12/2021	\$ 7.00	16-9300-742-001
0014148	Hugo's Industrial Supply, Inc	Netflix - S/H for Items Purchased	5/12/2021	\$ 3.24	16-9300-742-001
0014149	Fleetpool USA, LLC	Fleet Vehicle Lease	5/12/2021	\$ 725.00	11-7200-645-000
0014149	Fleetpool USA, LLC	Fleet Vehicle Lease	5/12/2021	\$ 725.00	11-7200-645-000
0014149	Fleetpool USA, LLC	Fleet Vehicle Lease	5/12/2021	\$ 725.00	11-7200-645-000
0014149	Fleetpool USA, LLC	Fleet Vehicle Lease	5/12/2021	\$ 725.00	11-7200-645-000
0014149	Fleetpool USA, LLC	Fleet Vehicle Lease	5/12/2021	\$ 888.65	11-7200-645-000
0014149	Fleetpool USA, LLC	Fleet Vehicle Lease	5/12/2021	\$ 888.65	11-7200-645-000
0014150	Ane Maes Coffee And Sandwich Shop	Meal for meeting	5/12/2021	\$ 37.50	11-6100-602-000
0014151	Ubben, Connie D.	ASL for MidSummer	5/12/2021	\$ 382.50	11-4240-719-000
0014152	Pitney Bowes	Postage Machine Lease	5/12/2021	\$ 1,340.10	11-6500-646-000
0014153	Quality Automotive of Independence/Toyota	Fleet vehicle repairs	5/12/2021	\$ 44.99	11-7200-649-000
0014153	Quality Automotive of Independence/Toyota	Fleet vehicle repairs	5/12/2021	\$ 17.51	11-7200-649-000
0014153	Quality Automotive of Independence/Toyota	Fleet vehicle repairs	5/12/2021	\$ 149.51	11-7200-649-000
0014153	Quality Automotive of Independence/Toyota	Fleet vehicle repairs	5/12/2021	\$ 149.51	11-7200-649-000
0014154	Amazon Capitol Services	Office Supplies	5/12/2021	\$ 72.98	11-5300-701-000
0014154	Amazon Capitol Services	President's Office Supplies	5/12/2021	\$ 28.30	11-6100-701-000
0014154	Amazon Capitol Services	Faculty Tenure Gifts	5/12/2021	\$ 3,018.95	11-6100-719-000

0014154	Amazon Capitol Services	Business Office Supplies	5/12/2021	\$	28.30	11-6200-701-000
0014154	Amazon Capitol Services	IT Equipment	5/12/2021	\$	861.79	11-6600-850-000
0014154	Amazon Capitol Services	IT Supplies	5/12/2021	\$	351.36	11-6600-850-000
0014154	Amazon Capitol Services	IT Supplies	5/12/2021	\$	115.29	11-6600-850-000
0014154	Amazon Capitol Services	IT Technology-LA	5/12/2021	\$	1,201.74	11-6600-850-000
0014154	Amazon Capitol Services	IT-Speakers	5/12/2021	\$	158.94	11-6600-850-000
0014154	Amazon Capitol Services	Custodial supplies - ant traps	5/12/2021	\$	84.96	11-7100-701-000
0014154	Amazon Capitol Services	Outside water hydrant on/off keys	5/12/2021	\$	129.97	11-7100-701-000
0014154	Amazon Capitol Services	Outside water hydrant on/off keys	5/12/2021	\$	39.99	11-7100-701-000
0014154	Amazon Capitol Services	Storm warning signs	5/12/2021	\$	60.45	11-7100-708-000
0014154	Amazon Capitol Services	Custodial supplies - ant traps	5/12/2021	\$	4.98	11-7100-708-000
0014154	Amazon Capitol Services	Door closures for student union	5/12/2021	\$	138.21	11-7300-649-000
0014154	Amazon Capitol Services	Outside water hydrant on/off keys	5/12/2021	\$	89.59	11-7300-649-000
0014154	Amazon Capitol Services	Storm warning signs	5/12/2021	\$	61.45	11-7300-719-000
0014154	Amazon Capitol Services	Outside water hydrant on/off keys	5/12/2021	\$	33.99	11-7300-719-000
0014154	Amazon Capitol Services	Pond fountain assembly	5/12/2021	\$	1,602.83	11-7300-850-000
0014154	Amazon Capitol Services	Fountain Pump for fountain by student union	5/12/2021	\$	138.40	11-7500-820-000
0014155	AmeriDyn	GP Support	5/12/2021	\$	165.00	11-6200-663-000
0014156	Service Office	Office Supplies-Service Office	5/12/2021	\$	28.95	16-9300-701-000
0014156	Service Office	Office Supplies-Service Office	5/12/2021	\$	431.84	16-9300-701-000
0014157	Penmac Staffing Services Inc.	Marketing Clerk 4/26-5/2	5/12/2021	\$	274.40	11-6300-661-000
0014157	Penmac Staffing Services Inc.	Custodian 4/26-5/2	5/12/2021	\$	271.25	11-7100-661-000
0014158	Joe Smith Company	Snacks for Resale-Joe Smith	5/12/2021	\$	214.48	16-9300-740-000
0014158	Joe Smith Company	Snacks for Resale-Joe Smith	5/12/2021	\$	85.18	16-9300-740-000
0014159	System One Holdings, LLC	Accounting Clerk 4/19-4/23	5/12/2021	\$	1,094.02	11-6200-646-000
0014159	System One Holdings, LLC	Accounting Clerk 4/5-4/7	5/12/2021	\$	633.38	11-6200-646-000
0014160	Data Storage Corporation	Cloud Hosting/Maintenance	5/12/2021	\$	369.84	11-6600-852-000
0014161	Cloud 9 Sports, LLC	Football - Gear #LF667	5/12/2021	\$	1,243.75	11-5510-698-000
0014162	Consolidated Management Co.	Board Charges	5/12/2021	\$	59,417.00	16-9600-602-000
0014163	Woods Lumber of Independence, Ks. INC	Maintenance shop supplies	5/12/2021	\$	18.99	11-7100-649-000
0014163	Woods Lumber of Independence, Ks. INC	Touch up paint - ICC West metal front	5/12/2021	\$	19.46	11-7100-649-000
0014163	Woods Lumber of Independence, Ks. INC	Maintenance shop supplies	5/12/2021	\$	49.96	11-7100-701-000
0014163	Woods Lumber of Independence, Ks. INC	ICC West - electrical supplies for stone veneer removal	5/12/2021	\$	36.90	11-7300-719-000

0014163	Woods Lumber of Independence, Ks. INC	ICC West - electrical supplies for stone veneer removal	5/12/2021	\$	16.98	11-7500-820-000
0014163	Woods Lumber of Independence, Ks. INC	ICC West - electrical supplies for stone veneer removal	5/12/2021	\$	14.98	11-7500-820-000
0014163	Woods Lumber of Independence, Ks. INC	ICC West - electrical supplies for stone veneer removal	5/12/2021	\$	389.76	11-7500-820-000
0014164	Cintas Corporation No. 2	Custodial & maintenance uniforms	5/12/2021	\$	35.00	11-7100-708-000
0014164	Cintas Corporation No. 2	Custodial & maintenance uniforms	5/12/2021	\$	35.00	11-7100-708-000
0014164	Cintas Corporation No. 2	Custodial & maintenance uniforms	5/12/2021	\$	35.00	11-7100-708-000
0014164	Cintas Corporation No. 2	Custodial & maintenance uniforms	5/12/2021	\$	35.00	11-7100-708-000
0014165	Neodesha High School	Payable to Neodesha High School	5/12/2021	\$	270.00	31-8504-719-000
0014166	Coy, JoRetta Lee	Reimbursement for coursework-Jody Coy	5/12/2021	\$	1,000.00	11-4200-717-001
0014167	Stealth Mode Three LLC	Stealth Mode Three, LLC	5/12/2021	\$	200.70	31-8504-719-000
0014168	Byrd, Mallory	reimbursement for coursework	5/12/2021	\$	1,000.00	11-4200-717-001
0014169	Lawrence, Tonda	reimbursement for mileage	5/12/2021	\$	129.30	12-1273-601-000
0014170	Crossroads Travel Inc.	Football - Game Day Travel Bus #3466	5/12/2021	\$	6,082.00	11-5500-723-000
0014170	Crossroads Travel Inc.	Football - Game Day Travel Bus #3466	5/12/2021	\$	4,448.00	11-5510-606-000
0014170	Crossroads Travel Inc.	Football - Game Day Travel Bus #3466	5/12/2021	\$	4,308.00	11-5560-606-000
0014171	City Of Independence	Presidents Office - Donation for Memorial/Travel	5/18/2021	\$	1,000.00	11-6100-693-000
0014172	Grass Roots Design Group, Inc.	Athletic Department - Signage #2178	5/18/2021	\$	1,020.00	11-5500-646-000
0014172	Grass Roots Design Group, Inc.	Athletic Department - Signage #2178	5/18/2021	\$	240.00	11-5500-646-000
0014173	Oak Hall Industries,L.P.	faculty regalia rental	5/18/2021	\$	1,595.65	11-5400-708-000
0014173	Oak Hall Industries,L.P.	Student Commencement Regalia	5/18/2021	\$	2,847.32	11-5400-708-000
0014174	Indy Print Services	Printer supplies	5/18/2021	\$	749.95	11-6500-646-000
0014174	Indy Print Services	Printer supplies	5/18/2021	\$	1,624.95	11-6500-646-000
0014175	Kopco, Inc.	Information Request Cards	5/18/2021	\$	51.37	11-6300-615-000
0014176	Four State Maintenance Supply, Inc.	Custodial supplies	5/18/2021	\$	137.94	11-7100-708-000
0014177	Nelnet	Hosting/Maintenance Fees	5/18/2021	\$	783.40	11-6500-695-000
0014178	Ane Maes Coffee And Sandwich Shop	Marketing Lunch 4/6/2021	5/18/2021	\$	32.50	11-6300-602-000
0014178	Ane Maes Coffee And Sandwich Shop	Food for Awards Banquet-Ane Mae's	5/18/2021	\$	437.00	11-6500-710-000
0014179	ConvergeOne, Inc.	Enterprise Networking Install	5/18/2021	\$	958.81	11-6600-663-000
0014180	Academic Tutoring, LLC	Academic Tutoring Center	5/18/2021	\$	2,583.00	31-8504-719-000
0014181	Village Travel LLC	Football - Team Travel #48497	5/18/2021	\$	2,260.00	11-5510-606-000
0014182	Compansol	Blumen Annual Subscription	5/18/2021	\$	6,360.00	32-8301-701-000
0014183	Penmac Staffing Services Inc.	Marketing Clerk 5/3-5/7	5/18/2021	\$	392.00	11-6300-661-000
0014183	Penmac Staffing Services Inc.	Custodian 5/3-5/7	5/18/2021	\$	682.50	11-7100-661-000

0014184	Independence USD #446	Football - Team Transportation	5/18/2021	\$	1,660.65	11-5510-606-000
0014185	Kincaid Coach Lines, Inc.	Football - Team Travel Bus #26295	5/18/2021	\$	4,065.50	11-5510-606-000
0014186	KOCO-TV	Digital Ad for Perkins Grant	5/18/2021	\$	3,100.00	39-1269-705-000
0014187	Fab Lab ICC	Wear your mask banners	5/18/2021	\$	97.50	11-6500-719-001
0014188	The EKS Group, LLC	EKS Group, LLC.EIN# 26-4026498	5/18/2021	\$	2,000.00	31-8504-719-000
0014189	OnStrategy	Strategic Planning Service	5/18/2021	\$	1,750.00	11-6300-852-000
0014190	Northern GC, LLC	Football - Team Meal #356097	5/18/2021	\$	1,363.95	11-5510-606-000
0014191	Little Caesars of Saint Joseph	Football - Team Meal	5/18/2021	\$	687.75	11-5510-606-000
0014192	Barbera, Terri	Mileage reimbursement	5/18/2021	\$	49.93	31-8504-719-000
0014194	Sparklight	2nd DIA Fiber	5/26/2021	\$	1,423.00	11-6500-636-000
0014194	Sparklight	Dorms Fiber	5/26/2021	\$	1,340.07	11-6500-636-000
0014194	Sparklight	ICC West Cable TV Service	5/26/2021	\$	281.96	11-6500-636-000
0014194	Sparklight	ICC West Internet Service	5/26/2021	\$	2,219.97	11-6500-636-000
0014194	Sparklight	Main Campus Internet Service	5/26/2021	\$	2,647.79	11-6500-636-000
0014194	Sparklight	Student Union Cable TV Service	5/26/2021	\$	240.60	11-6500-636-000
0014195	City Of Independence	Ath Dept - Ambulance Standby #5791	5/26/2021	\$	337.50	11-5500-646-000
0014196	CJ Threads	Football - Gear #07231	5/26/2021	\$	966.00	11-5510-698-000
0014196	CJ Threads	Football Gear #07230	5/26/2021	\$	1,149.50	11-5510-698-000
0014196	CJ Threads	Embroider ICC NOW Graduation Stoles	5/26/2021	\$	24.00	11-5600-617-000
0014197	Oak Hall Industries,L.P.	Master Gown Rental	5/26/2021	\$	34.83	11-5400-708-000
0014198	U Line	Uline - Supplies	5/26/2021	\$	277.68	16-9300-719-000
0014199	TLC Groundskeeping, LLC	Flowers for Graduation-TLC	5/26/2021	\$	284.25	11-6500-710-000
0014200	Sound Ideas (Thomas Posch)	Love Independence T-shirts for campus participants	5/26/2021	\$	930.75	11-6300-615-000
0014201	Toyota Financial Services	Fleet Vehicle Lease 8665	5/26/2021	\$	571.01	11-7200-645-000
0014201	Toyota Financial Services	Fleet Vehicle Lease 9904	5/26/2021	\$	701.24	11-7200-645-000
0014202	Scovel, Sarah	Piano Accompanist	5/26/2021	\$	425.00	11-1151-661-000
0014203	My Town Media, Inc.	KBIK-FM Radio advertising	5/26/2021	\$	150.00	11-6300-615-000
0014203	My Town Media, Inc.	KIND-AM Radio advertising	5/26/2021	\$	150.00	11-6300-615-000
0014203	My Town Media, Inc.	KIND-FM	5/26/2021	\$	150.00	11-6300-615-000
0014204	Kopco, Inc.	Financial Aid & Liberal Arts Brochures	5/26/2021	\$	318.62	11-6300-615-000
0014205	Montgomery County Chronicle	Summer & Fall 2 week print ad	5/26/2021	\$	450.00	11-6300-615-000
0014206	Kendall Hunt Publishing Company	Textbooks - Paradigm	5/26/2021	\$	767.01	16-9300-743-000
0014207	Hugo's Industrial Supply, Inc	Supplies for Teacher Day Gifts	5/26/2021	\$	79.70	11-4200-701-000

0014207	Hugo's Industrial Supply, Inc	Academic bldg-floor sanding pads for refinishing	5/26/2021	\$ 52.64	11-7100-708-000
0014207	Hugo's Industrial Supply, Inc	Academic bldg-floor sanding pads for refinishing	5/26/2021	\$ 97.17	11-7100-708-000
0014207	Hugo's Industrial Supply, Inc	Academic bldg-floor sanding pads for refinishing	5/26/2021	\$ 34.19	11-7100-708-000
0014207	Hugo's Industrial Supply, Inc	Academic bldg-floor sanding pads for refinishing	5/26/2021	\$ 8.50	11-7100-708-000
0014207	Hugo's Industrial Supply, Inc	Academic bldg-floor sanding pads for refinishing	5/26/2021	\$ 37.25	11-7100-825-000
0014207	Hugo's Industrial Supply, Inc	Academic bldg-floor sanding pads for refinishing	5/26/2021	\$ 90.00	11-7300-719-000
0014207	Hugo's Industrial Supply, Inc	Netflix - S/H for items purchased	5/26/2021	\$ 7.01	16-9300-742-001
0014208	KJCCC	Softball - Officials	5/26/2021	\$ 1,824.00	11-5500-646-000
0014208	KJCCC	Softball - Officials	5/26/2021	\$ 848.00	11-5500-646-000
0014209	Ubben, Connie D.	Connie Ubben ASL Interpreter	5/26/2021	\$ 320.00	11-4200-719-000
0014210	Toyota Financial Services	Fleet Vehicle Lease	5/26/2021	\$ 590.11	11-7200-645-000
0014211	Johnson Controls Fire Protection LP	Fire alarm monitoring	5/26/2021	\$ 99.45	11-7300-661-000
0014212	Fleet Fuels LLC	Bulk fleet fuel	5/26/2021	\$ 1,713.71	11-7200-721-000
0014213	Independence USD #446	ICC NOW Spring 2021 Instructor Pay	5/26/2021	\$ 2,600.00	11-1154-522-000
0014213	Independence USD #446	ICC NOW Spring 2021 Instructor Pay	5/26/2021	\$ 1,525.00	11-1173-522-000
0014213	Independence USD #446	ICC NOW Spring 2021 Instructor Pay	5/26/2021	\$ 1,700.00	11-1176-522-000
0014213	Independence USD #446	ICC NOW Spring 2021 Instructor Pay	5/26/2021	\$ 1,200.00	11-1177-522-000
0014214	Central Consolidated, Inc.	Student Union - boiler repair	5/26/2021	\$ 2,165.17	11-7100-824-000
0014214	Central Consolidated, Inc.	Student Union - boiler repair	5/26/2021	\$ 675.00	11-7100-824-000
0014215	Labette Health	Ath Dept - Covid Testing #0421	5/26/2021	\$ 1,600.00	11-6500-719-001
0014216	Terryberry Mfg Jewelers	Employee Awards	5/26/2021	\$ 1,163.17	11-6110-615-000
0014217	All American Publishing Limited Company	IHS Fall 2021 T-Shirt Advertisement	5/26/2021	\$ 509.00	11-6300-615-000
0014218	Fab Lab ICC	Employee Awards Plaques	5/26/2021	\$ 237.24	11-6110-615-000
0014219	Lamar Texas Limited Partnership	Billboard	5/26/2021	\$ 140.00	11-6300-615-000
0014220	CB Announcements/Balfour	Faculty Tams Times 8	5/26/2021	\$ 336.83	11-5400-708-000
0014221	Smee, Shawn	Admissions, Recruiting Communication, Audit, Enrollment, Branding/Marketing	5/26/2021	\$ 2,500.00	11-6300-661-000
0014222	Byrd, Mallory Rae	reimbursement for coursework	5/26/2021	\$ 1,000.00	11-4200-717-000
EFT000000002890	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 9.99	11-0000-203-000
EFT000000002891	ICC Student	ICC Student Financial Aid Refund	5/4/2021	\$ 1,962.00	11-0000-203-000
EFT000000002892	WEX BANK	Fleet Fuel Card Payment	5/4/2021	\$ 2,099.34	11-7200-721-000
EFT000000002893	Quality Mini Storage LLC	Storage for computer tables	5/4/2021	\$ 150.00	11-7300-661-000
EFT000000002894	Atmos Energy	Gas Service, Academic Bldg.	5/4/2021	\$ 1,003.51	11-6500-633-000
EFT000000002894	Atmos Energy	Gas Service, Admissions Bldg.	5/4/2021	\$ 272.40	11-6500-633-000

EFT000000002894	Atmos Energy	Gas Service, Brookside N. Bldg	5/4/2021	\$	167.28	11-6500-633-000
EFT000000002894	Atmos Energy	Gas Service, Cessna Bldg.	5/4/2021	\$	129.60	11-6500-633-000
EFT000000002894	Atmos Energy	Gas Service, Field House	5/4/2021	\$	481.53	11-6500-633-000
EFT000000002894	Atmos Energy	Gas Service, Fine Arts Bldg.	5/4/2021	\$	612.47	11-6500-633-000
EFT000000002894	Atmos Energy	Gas Service, Maintenance Bldg.	5/4/2021	\$	76.27	11-6500-633-000
EFT000000002894	Atmos Energy	Gas Service, Student Union	5/4/2021	\$	727.41	11-6500-633-000
EFT000000002894	Atmos Energy	Gas Service-ICC West	5/4/2021	\$	431.50	11-6500-633-000
EFT000000002895	Evergry	Electricity-ICC West	5/12/2021	\$	1,538.30	11-6500-635-000
EFT000000002895	Evergry	Electricity-ICC West Sign	5/12/2021	\$	23.87	11-6500-635-000
EFT000000002896	Evergry	Electricity-Cessna Bldg.	5/27/2021	\$	628.48	11-6500-635-000
EFT000000002896	Evergry	Electricity-Main Campus	5/27/2021	\$	9,183.50	11-6500-635-000
EFT000000002896	Evergry	Electricity-Pond,Fountain,4000	5/27/2021	\$	22.73	11-6500-635-000
EFT000000002896	Evergry	Electricity-Brick A	5/27/2021	\$	56.77	16-9500-635-000
EFT000000002896	Evergry	Electricity-Brick B	5/27/2021	\$	231.12	16-9500-635-000
EFT000000002896	Evergry	Electricity-Brick C	5/27/2021	\$	39.96	16-9500-635-000
EFT000000002896	Evergry	Electricity-Brick D	5/27/2021	\$	30.93	16-9500-635-000
EFT000000002896	Evergry	Electricity-Captain Quarters	5/27/2021	\$	4,402.80	16-9500-635-000
EFT000000002897	United Parcel Service	Shipping Charges	5/27/2021	\$	61.80	11-6500-611-000
EFT000000002898	Academic Office Credit Card	Signature Stamp	5/3/2021	\$	28.58	11-4200-701-000
EFT000000002898	Academic Office Credit Card	Sent Diplomas	5/3/2021	\$	4.00	11-5400-708-000
EFT000000002898	Academic Office Credit Card	Sent Diplomas	5/3/2021	\$	14.40	11-5400-708-000
EFT000000002898	Academic Office Credit Card	Sent Diplomas	5/3/2021	\$	8.00	11-5400-708-000
EFT000000002898	Academic Office Credit Card	Survey Monkey Plan	5/3/2021	\$	384.00	11-6420-707-000
EFT000000002899	Vidali, Anthony Credit Card	Athletic Training - Gas for Travel	5/3/2021	\$	44.22	11-5595-601-000
EFT000000002899	Vidali, Anthony Credit Card	Athletic Training - Trainers Hotel	5/3/2021	\$	96.29	11-5595-601-000
EFT000000002899	Vidali, Anthony Credit Card	Athletic Training - Hospital Meals for Athletes	5/3/2021	\$	30.86	11-5595-602-000
EFT000000002899	Vidali, Anthony Credit Card	Athletic Training - Travel Meal	5/3/2021	\$	10.08	11-5595-602-000
EFT000000002899	Vidali, Anthony Credit Card	Athletic Training - Travel Meal	5/3/2021	\$	7.44	11-5595-602-000
EFT000000002899	Vidali, Anthony Credit Card	Athletic Training - Travel Meal	5/3/2021	\$	16.49	11-5595-602-000
EFT000000002899	Vidali, Anthony Credit Card	Athletic Training - Travel Meal	5/3/2021	\$	5.26	11-5595-602-000
EFT000000002899	Vidali, Anthony Credit Card	Athletic Training - Elbow Brace	5/3/2021	\$	55.37	11-5595-698-000
EFT000000002899	Vidali, Anthony Credit Card	Athletic Training - KT Tape/Tiger Balm	5/3/2021	\$	35.78	11-5595-698-000
EFT000000002899	Vidali, Anthony Credit Card	Athletic Training - KT Tape/Tiger Balm	5/3/2021	\$	36.72	11-5595-698-000

EFT000000002900	Athletic Department Purchase Card	Walmart-athletic dept.supplies	5/3/2021	\$	8.69	11-5500-701-000
EFT000000002901	Beurskens, Benny Purchase Card	AC upper level- water heater thermostat	5/3/2021	\$	20.00	11-7100-649-000
EFT000000002901	Beurskens, Benny Purchase Card	AC upper level- water heater thermostat	5/3/2021	\$	75.00	11-7100-649-000
EFT000000002901	Beurskens, Benny Purchase Card	Academic building- hot water heater switch	5/3/2021	\$	15.90	11-7100-649-000
EFT000000002901	Beurskens, Benny Purchase Card	Circuit board repair for ADA door at Fab Lab	5/3/2021	\$	44.08	11-7100-649-000
EFT000000002901	Beurskens, Benny Purchase Card	COVID 19- distilled water for disinfectant sprayer	5/3/2021	\$	31.20	11-7100-708-000
EFT000000002901	Beurskens, Benny Purchase Card	ICC West electrical supplies	5/3/2021	\$	6.97	11-7100-825-000
EFT000000002901	Beurskens, Benny Purchase Card	Quality-Fleet Vehicle Repairs (Reimbursed by Insurance)	5/3/2021	\$	808.46	11-7200-647-000
EFT000000002901	Beurskens, Benny Purchase Card	ICC West electrical supplies	5/3/2021	\$	15.64	11-7300-649-000
EFT000000002901	Beurskens, Benny Purchase Card	Lawnmower deck belts (2)	5/3/2021	\$	183.35	11-7300-649-000
EFT000000002901	Beurskens, Benny Purchase Card	Leaf blower parts	5/3/2021	\$	10.66	11-7300-649-000
EFT000000002901	Beurskens, Benny Purchase Card	Carpet	5/3/2021	\$	320.00	11-7500-820-000
EFT000000002902	Harris, Beverly Credit Card	AACC Digital Convention Fee Member	5/3/2021	\$	500.00	11-6100-693-000
EFT000000002902	Harris, Beverly Credit Card	Annual Conference-Cordell, Anita, Jaicey & Taylor	5/3/2021	\$	1,646.00	11-6100-693-000
EFT000000002902	Harris, Beverly Credit Card	Governance Leadership-Cordell	5/3/2021	\$	199.00	11-6100-693-000
EFT000000002902	Harris, Beverly Credit Card	Sympathy plant-Tamara Blaes mother-in-law	5/3/2021	\$	35.00	11-6100-693-000
EFT000000002903	Morosco, Bill Purchase Card	MBB - Hotel for Playoffs	5/3/2021	\$	96.25	11-5500-723-000
EFT000000002903	Morosco, Bill Purchase Card	MBB - Hotel for Playoffs	5/3/2021	\$	96.25	11-5500-723-000
EFT000000002903	Morosco, Bill Purchase Card	MBB - Hotel for Playoffs	5/3/2021	\$	96.25	11-5500-723-000
EFT000000002903	Morosco, Bill Purchase Card	MBB - Hotel for Playoffs	5/3/2021	\$	96.25	11-5500-723-000
EFT000000002903	Morosco, Bill Purchase Card	MBB - Hotel for Playoffs	5/3/2021	\$	96.25	11-5500-723-000
EFT000000002903	Morosco, Bill Purchase Card	MBB - Hotel for Playoffs	5/3/2021	\$	96.25	11-5500-723-000
EFT000000002903	Morosco, Bill Purchase Card	MBB - Hotel for Playoffs	5/3/2021	\$	96.25	11-5500-723-000
EFT000000002903	Morosco, Bill Purchase Card	MBB - Team Meal	5/3/2021	\$	318.20	11-5500-723-000
EFT000000002903	Morosco, Bill Purchase Card	MBB - Water	5/3/2021	\$	5.82	11-5500-723-000
EFT000000002903	Morosco, Bill Purchase Card	MBB - Team Meal	5/3/2021	\$	31.12	11-5520-606-000
EFT000000002903	Morosco, Bill Purchase Card	MBB - Team Meal	5/3/2021	\$	99.84	11-5520-606-000
EFT000000002903	Morosco, Bill Purchase Card	MBB - Team Meal	5/3/2021	\$	178.49	11-5520-606-000
EFT000000002903	Morosco, Bill Purchase Card	MBB - Team Meal	5/3/2021	\$	166.83	11-5520-606-000
EFT000000002903	Morosco, Bill Purchase Card	MBB - Team Meal	5/3/2021	\$	273.83	11-5520-606-000
EFT000000002903	Morosco, Bill Purchase Card	MBB - Team Meal	5/3/2021	\$	333.23	11-5520-606-000
EFT000000002903	Morosco, Bill Purchase Card	MBB - Team Meal	5/3/2021	\$	152.57	11-5520-606-000
EFT000000002904	Peterson, Bruce Purchase Card	Google Extra storage Inge	5/3/2021	\$	2.99	34-1100-705-000

EFT000000002904	Peterson, Bruce Purchase Card	Inge google basic storage april	5/3/2021	\$	1.99	34-1100-705-000
EFT000000002904	Peterson, Bruce Purchase Card	Inge website Squarespace April	5/3/2021	\$	20.00	34-1100-705-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball - Team Hotel	5/3/2021	\$	105.93	11-5530-606-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball - Team Hotel	5/3/2021	\$	105.93	11-5530-606-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball - Team Hotel	5/3/2021	\$	105.93	11-5530-606-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball - Team Hotel	5/3/2021	\$	105.93	11-5530-606-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball - Team Hotel	5/3/2021	\$	105.93	11-5530-606-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball - Team Hotel	5/3/2021	\$	105.93	11-5530-606-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball - Team Hotel	5/3/2021	\$	105.93	11-5530-606-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball - Team Hotel	5/3/2021	\$	74.20	11-5530-606-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball - Team Hotel	5/3/2021	\$	74.20	11-5530-606-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball - Team Hotel	5/3/2021	\$	74.20	11-5530-606-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball - Team Hotel	5/3/2021	\$	74.20	11-5530-606-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball - Team Hotel	5/3/2021	\$	74.20	11-5530-606-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball - Team Hotel	5/3/2021	\$	74.20	11-5530-606-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball - Team Meal	5/3/2021	\$	95.03	11-5530-606-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball - Team Meal	5/3/2021	\$	128.39	11-5530-606-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball - Team Meal	5/3/2021	\$	9.58	11-5530-606-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball - Team Meal	5/3/2021	\$	96.95	11-5530-606-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball - Team Meal	5/3/2021	\$	124.87	11-5530-606-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball - Team Meal	5/3/2021	\$	139.03	11-5530-606-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball- Team Meal	5/3/2021	\$	121.60	11-5530-606-000
EFT000000002905	Taylor, Christopher Purchase Card	Volleyball - Office Supplies	5/3/2021	\$	8.49	11-5530-698-000
EFT000000002906	Westerhold, Cody Credit Card	Travel Expense	5/3/2021	\$	37.43	11-5700-602-000
EFT000000002906	Westerhold, Cody Credit Card	Banner Stands	5/3/2021	\$	159.96	11-5700-660-000
EFT000000002906	Westerhold, Cody Credit Card	Posters	5/3/2021	\$	100.00	11-5700-660-000
EFT000000002906	Westerhold, Cody Credit Card	Student Union Movie	5/3/2021	\$	630.00	11-5700-682-000
EFT000000002906	Westerhold, Cody Credit Card	Banner Stands	5/3/2021	\$	279.99	11-5700-693-000
EFT000000002906	Westerhold, Cody Credit Card	event supplies	5/3/2021	\$	62.67	11-5700-693-000
EFT000000002906	Westerhold, Cody Credit Card	event supplies	5/3/2021	\$	229.91	11-5700-693-000
EFT000000002906	Westerhold, Cody Credit Card	Shuttle Fuel	5/3/2021	\$	36.00	11-5700-693-000
EFT000000002906	Westerhold, Cody Credit Card	Shuttle Fuel	5/3/2021	\$	35.01	11-5700-693-000

EFT000000002906	Westerhold, Cody Credit Card	Shuttle Fuel	5/3/2021	\$	103.28	11-5700-693-000
EFT000000002906	Westerhold, Cody Credit Card	Student Union Equipment	5/3/2021	\$	8.74	11-5700-701-000
EFT000000002907	Jordan, Cordell Purchase Card	Amazon-paintball tank	5/3/2021	\$	54.26	11-6300-615-000
EFT000000002907	Jordan, Cordell Purchase Card	Amazon-tshirt launcher	5/3/2021	\$	814.29	11-6300-615-000
EFT000000002907	Jordan, Cordell Purchase Card	Amazon-water balloon launcher	5/3/2021	\$	41.26	11-6300-615-000
EFT000000002907	Jordan, Cordell Purchase Card	Facebook-Ads	5/3/2021	\$	223.86	11-6300-615-000
EFT000000002907	Jordan, Cordell Purchase Card	Google Ads	5/3/2021	\$	500.00	11-6300-615-000
EFT000000002907	Jordan, Cordell Purchase Card	Google ads	5/3/2021	\$	500.00	11-6300-615-000
EFT000000002907	Jordan, Cordell Purchase Card	International Service Fee	5/3/2021	\$	1.50	11-6300-615-000
EFT000000002907	Jordan, Cordell Purchase Card	Paid Search Pro-Google Mgt.	5/3/2021	\$	150.00	11-6300-615-000
EFT000000002907	Jordan, Cordell Purchase Card	Onstrategy-corporate planning	5/3/2021	\$	650.00	11-6300-646-000
EFT000000002907	Jordan, Cordell Purchase Card	Adobe Acrobat Pro	5/3/2021	\$	14.99	11-6300-852-000
EFT000000002907	Jordan, Cordell Purchase Card	Adobe Creative ID	5/3/2021	\$	20.99	11-6300-852-000
EFT000000002907	Jordan, Cordell Purchase Card	Verizon-hotspot usage	5/3/2021	\$	156.26	11-6500-636-000
EFT000000002907	Jordan, Cordell Purchase Card	Zoom	5/3/2021	\$	85.20	11-6500-719-001
EFT000000002908	Packard, Dillon Credit Card	Caddy, Surge strips,	5/3/2021	\$	133.92	11-5300-701-000
EFT000000002908	Packard, Dillon Credit Card	USPS Shipping	5/3/2021	\$	24.95	11-5300-701-000
EFT000000002909	Robinson, Elizabeth Purchase Card	Training Materials and office supplies	5/3/2021	\$	84.94	32-8301-700-000
EFT000000002909	Robinson, Elizabeth Purchase Card	Becoming Self-Determined: Creating Thoughtful Learners	5/3/2021	\$	35.99	32-8301-700-000
EFT000000002909	Robinson, Elizabeth Purchase Card	Training Materials and office supplies	5/3/2021	\$	59.27	32-8301-701-000
EFT000000002909	Robinson, Elizabeth Purchase Card	Storage hooks, display pockets, plastic CD cases	5/3/2021	\$	65.56	32-8301-701-000
EFT000000002910	Figurski, Eric Purchase Card (New)	Ath Dept - Ath Dept Supplies	5/3/2021	\$	127.72	11-5500-701-000
EFT000000002910	Figurski, Eric Purchase Card (New)	Ath Dept - Livestream Supplies	5/3/2021	\$	79.44	11-5500-701-000
EFT000000002910	Figurski, Eric Purchase Card (New)	Ath Dept - Livestream Supplies	5/3/2021	\$	362.53	11-5500-701-000
EFT000000002910	Figurski, Eric Purchase Card (New)	Ath Dept - Livestream Supplies	5/3/2021	\$	119.30	11-5500-701-000
EFT000000002910	Figurski, Eric Purchase Card (New)	Ath Dept - Livestream Supplies	5/3/2021	\$	76.13	11-5500-701-000
EFT000000002910	Figurski, Eric Purchase Card (New)	Ath Dept - Livestream Supplies #0267	5/3/2021	\$	503.38	11-5500-701-000
EFT000000002910	Figurski, Eric Purchase Card (New)	Ath Dept - Livestream Supplies #5438	5/3/2021	\$	2,869.90	11-5500-701-000
EFT000000002910	Figurski, Eric Purchase Card (New)	Ath Dept - Livestream Supplies #7820	5/3/2021	\$	568.30	11-5500-701-000
EFT000000002910	Figurski, Eric Purchase Card (New)	Ath Dept - Supplies	5/3/2021	\$	38.12	11-5500-701-000
EFT000000002910	Figurski, Eric Purchase Card (New)	Ath Dept - Weightroom Supplies	5/3/2021	\$	191.45	11-5500-701-000
EFT000000002910	Figurski, Eric Purchase Card (New)	Ath Dept - Meal WBB Post Season	5/3/2021	\$	7.52	11-5500-723-000
EFT000000002910	Figurski, Eric Purchase Card (New)	Ath Dept - Meal WBB Postseason	5/3/2021	\$	30.15	11-5500-723-000

EFT000000002910	Figurski, Eric Purchase Card (New)	Ath Dept - Meal WBB Postseason	5/3/2021	\$	4.00	11-5500-723-000
EFT000000002910	Figurski, Eric Purchase Card (New)	Ath Dept - Meal WBB Postseason	5/3/2021	\$	40.38	11-5500-723-000
EFT000000002910	Figurski, Eric Purchase Card (New)	Ath Dept - Meal WBB Postseason	5/3/2021	\$	13.65	11-5500-723-000
EFT000000002910	Figurski, Eric Purchase Card (New)	Ath Dept - FB Team Meal	5/3/2021	\$	718.49	11-5510-606-000
EFT000000002910	Figurski, Eric Purchase Card (New)	Ath Dept - Football Recruiting #8589	5/3/2021	\$	206.10	11-5510-617-000
EFT000000002910	Figurski, Eric Purchase Card (New)	Ath Dept - Football Supplies	5/3/2021	\$	20.21	11-5510-698-000
EFT000000002910	Figurski, Eric Purchase Card (New)	Ath Dept - Football Supplies #11283	5/3/2021	\$	143.00	11-5510-698-000
EFT000000002910	Figurski, Eric Purchase Card (New)	Ath Dept - Livestream Supplies #3062	5/3/2021	\$	1,506.00	11-6600-850-000
EFT000000002911	Cope, Erica Purchase Card	Cheer Supplies	5/3/2021	\$	33.99	11-5500-701-000
EFT000000002911	Cope, Erica Purchase Card	Cheer Camp and Competition Fees #0010717970	5/3/2021	\$	2,000.00	11-5590-601-000
EFT000000002911	Cope, Erica Purchase Card	Cheer Supplies	5/3/2021	\$	289.00	11-5590-698-000
EFT000000002911	Cope, Erica Purchase Card	Cheer Supplies	5/3/2021	\$	12.02	11-5590-698-000
EFT000000002911	Cope, Erica Purchase Card	Cheer Supplies	5/3/2021	\$	1,035.48	11-5590-698-000
EFT000000002911	Cope, Erica Purchase Card	Cheer Supplies	5/3/2021	\$	547.50	11-5590-698-000
EFT000000002911	Cope, Erica Purchase Card	Cheer Supplies	5/3/2021	\$	13.04	11-5590-698-000
EFT000000002912	Johnson, Erica Purchase Card	Laptop cases for student computers	5/3/2021	\$	277.20	31-8504-719-000
EFT000000002912	Johnson, Erica Purchase Card	National Pen Company	5/3/2021	\$	1,058.90	31-8504-719-000
EFT000000002912	Johnson, Erica Purchase Card	Office and Student Supplies	5/3/2021	\$	39.99	31-8504-719-000
EFT000000002912	Johnson, Erica Purchase Card	Office and Student Supplies	5/3/2021	\$	63.96	31-8504-719-000
EFT000000002912	Johnson, Erica Purchase Card	Office and Student Supplies	5/3/2021	\$	95.98	31-8504-719-000
EFT000000002912	Johnson, Erica Purchase Card	Office and Student Supplies	5/3/2021	\$	1,114.61	31-8504-719-000
EFT000000002912	Johnson, Erica Purchase Card	Stamps.com	5/3/2021	\$	17.99	31-8504-719-000
EFT000000002912	Johnson, Erica Purchase Card	Stamps.com	5/3/2021	\$	450.00	31-8504-719-000
EFT000000002912	Johnson, Erica Purchase Card	Student laptop cases	5/3/2021	\$	267.30	31-8504-719-000
EFT000000002913	Mueller, Hailey Purchase Card	Patterson Veterinary-Transducers	5/3/2021	\$	1,100.00	12-1220-700-000
EFT000000002913	Mueller, Hailey Purchase Card	Embroidery on scrub tops	5/3/2021	\$	599.70	12-1220-700-000
EFT000000002913	Mueller, Hailey Purchase Card	NAVC VMX Forward Meeting & Expo	5/3/2021	\$	585.00	12-1220-700-000
EFT000000002913	Mueller, Hailey Purchase Card	Tongue depressors	5/3/2021	\$	6.25	12-1220-700-000
EFT000000002913	Mueller, Hailey Purchase Card	Tongue depressors	5/3/2021	\$	13.20	12-1220-700-000
EFT000000002913	Mueller, Hailey Purchase Card	Transducers	5/3/2021	\$	120.33	12-1220-700-000
EFT000000002913	Mueller, Hailey Purchase Card	Patterson Veterinary-Transducers	5/3/2021	\$	2,500.00	39-1269-700-001
EFT000000002914	ICC Marketing	Ane Mae's 4/5/21	5/3/2021	\$	16.10	11-6300-602-000
EFT000000002914	ICC Marketing	Constant Contact Toolkit	5/3/2021	\$	95.00	11-6300-615-000

EFT000000002914	ICC Marketing	Marketing phone 620-779-2935	5/3/2021	\$	26.87	11-6300-615-000
EFT000000002914	ICC Marketing	Marketing phone 620-779-2935	5/3/2021	\$	16.97	11-6300-615-000
EFT000000002914	ICC Marketing	Marketing Phone 620-779-5322	5/3/2021	\$	38.41	11-6300-615-000
EFT000000002914	ICC Marketing	Marketing Phone 620-779-5322	5/3/2021	\$	38.41	11-6300-615-000
EFT000000002914	ICC Marketing	RVHS After Prom Party label batch	5/3/2021	\$	12.15	11-6300-615-000
EFT000000002914	ICC Marketing	RVHS After Prom Party label batch	5/3/2021	\$	12.15	11-6300-615-000
EFT000000002914	ICC Marketing	RVHS After Prom Party label batch	5/3/2021	\$	12.15	11-6300-615-000
EFT000000002914	ICC Marketing	RVHS After Prom Party label batch	5/3/2021	\$	12.15	11-6300-615-000
EFT000000002914	ICC Marketing	RVHS After Prom Party label batch	5/3/2021	\$	12.15	11-6300-615-000
EFT000000002914	ICC Marketing	Certificate Program Banners & table top banners	5/3/2021	\$	1,596.43	39-1269-700-000
EFT000000002915	IT Department Purchase Card	AWS Service Charge	5/3/2021	\$	7.57	11-6600-646-000
EFT000000002915	IT Department Purchase Card	Amazon-IT supplies	5/3/2021	\$	22.95	11-6600-701-000
EFT000000002915	IT Department Purchase Card	Amazon-IT supplies	5/3/2021	\$	27.87	11-6600-701-000
EFT000000002915	IT Department Purchase Card	Amazon-IT Supplies	5/3/2021	\$	514.93	11-6600-701-000
EFT000000002915	IT Department Purchase Card	Amazon-IT Supplies	5/3/2021	\$	96.70	11-6600-701-000
EFT000000002915	IT Department Purchase Card	Amazon-IT Equipment	5/3/2021	\$	778.05	11-6600-850-000
EFT000000002915	IT Department Purchase Card	Formstack annual charge	5/3/2021	\$	742.50	11-6600-852-000
EFT000000002915	IT Department Purchase Card	Formstack annual charge	5/3/2021	\$	73.56	11-6600-852-000
EFT000000002915	IT Department Purchase Card	LiveU-Solor Connect Monthly	5/3/2021	\$	314.18	11-6600-852-000
EFT000000002916	Gillum, Jaicey Purchase Card	Registration Fee - National NACTEI Conference	5/3/2021	\$	100.00	11-4220-626-000
EFT000000002916	Gillum, Jaicey Purchase Card	Cords for ICC NOW 2021 graduating seniors	5/3/2021	\$	200.00	11-5600-681-000
EFT000000002916	Gillum, Jaicey Purchase Card	Cords for ICC NOW 2021 graduating seniors	5/3/2021	\$	50.00	11-5600-681-000
EFT000000002917	Martin, Jason Credit Card	Football - Football Supplies #3028	5/3/2021	\$	59.89	11-5510-617-000
EFT000000002917	Martin, Jason Credit Card	Football - Football Supplies #3445	5/3/2021	\$	17.90	11-5510-617-000
EFT000000002917	Martin, Jason Credit Card	Football - Recruiting #7651	5/3/2021	\$	234.40	11-5510-617-000
EFT000000002917	Martin, Jason Credit Card	Football - Recruiting #7651	5/3/2021	\$	35.00	11-5510-617-000
EFT000000002917	Martin, Jason Credit Card	Football - Team Laundry #0007	5/3/2021	\$	20.00	11-5510-698-000
EFT000000002918	Turgeon, Jim Purchase Card	WBB - Zoom Subscription	5/3/2021	\$	15.96	11-5500-646-000
EFT000000002918	Turgeon, Jim Purchase Card	WBB - Team Hotel	5/3/2021	\$	1,009.44	11-5500-723-000
EFT000000002918	Turgeon, Jim Purchase Card	WBB - Team Meal	5/3/2021	\$	353.62	11-5500-723-000
EFT000000002918	Turgeon, Jim Purchase Card	WBB - Team Meal	5/3/2021	\$	139.94	11-5500-723-000
EFT000000002918	Turgeon, Jim Purchase Card	WBB - Team Meal	5/3/2021	\$	330.00	11-5500-723-000
EFT000000002918	Turgeon, Jim Purchase Card	WBB - Team Meal	5/3/2021	\$	329.27	11-5500-723-000

EFT000000002918	Turgeon, Jim Purchase Card	WBB - Team Meal	5/3/2021	\$ 18.90	11-5540-606-000
EFT000000002918	Turgeon, Jim Purchase Card	WBB - Team Meal	5/3/2021	\$ 145.29	11-5540-606-000
EFT000000002918	Turgeon, Jim Purchase Card	WBB - Team Meal	5/3/2021	\$ 155.85	11-5540-606-000
EFT000000002918	Turgeon, Jim Purchase Card	WBB - Team Meal	5/3/2021	\$ 87.47	11-5540-606-000
EFT000000002918	Turgeon, Jim Purchase Card	WBB - Team Meal	5/3/2021	\$ 97.47	11-5540-606-000
EFT000000002918	Turgeon, Jim Purchase Card	WBB - Laundry Detergent	5/3/2021	\$ 14.72	11-5540-698-000
EFT000000002918	Turgeon, Jim Purchase Card	WBB - Sophomore Gifts	5/3/2021	\$ 200.35	11-5540-698-000
EFT000000002919	Sadhoo, Jonathan Purchase Card New	Best buy-faculty tenure gifts	5/3/2021	\$ 2,741.12	11-6100-719-000
EFT000000002919	Sadhoo, Jonathan Purchase Card New	Best buy-faculty tenure gifts	5/3/2021	\$ 41.24	11-6100-719-000
EFT000000002919	Sadhoo, Jonathan Purchase Card New	Best buy-IT Equipment	5/3/2021	\$ 1,044.99	11-6100-719-000
EFT000000002919	Sadhoo, Jonathan Purchase Card New	Best buy-IT Equipment	5/3/2021	\$ 1,302.19	11-6100-719-000
EFT000000002919	Sadhoo, Jonathan Purchase Card New	Best buy-faculty tenure gifts	5/3/2021	\$ 2,089.98	11-6100-719-000
EFT000000002919	Sadhoo, Jonathan Purchase Card New	Grammarly - Grant Writing	5/3/2021	\$ 139.95	11-6200-646-000
EFT000000002919	Sadhoo, Jonathan Purchase Card New	DELL-IT Equipment Covid-19	5/3/2021	\$ 625.64	11-6500-719-001
EFT000000002919	Sadhoo, Jonathan Purchase Card New	DELL-IT Equipment Covid-19	5/3/2021	\$ 750.77	11-6500-719-001
EFT000000002919	Sadhoo, Jonathan Purchase Card New	DELL-IT Equipment Covid-19	5/3/2021	\$ 750.77	11-6500-719-001
EFT000000002919	Sadhoo, Jonathan Purchase Card New	Ooma-phone service	5/3/2021	\$ 6.31	11-6500-719-001
EFT000000002919	Sadhoo, Jonathan Purchase Card New	Verizon-hotspot usage	5/3/2021	\$ 546.65	11-6500-719-001
EFT000000002919	Sadhoo, Jonathan Purchase Card New	Zoom	5/3/2021	\$ 15.96	11-6500-719-001
EFT000000002919	Sadhoo, Jonathan Purchase Card New	Best buy-IT Equipment	5/3/2021	\$ 1,519.22	11-6600-850-000
EFT000000002919	Sadhoo, Jonathan Purchase Card New	Best buy-IT Equipment	5/3/2021	\$ 87.97	11-6600-850-000
EFT000000002920	Mann, Justin Purchase Card	MBB - Laundry Detergent	5/3/2021	\$ 14.72	11-5520-698-000
EFT000000002920	Mann, Justin Purchase Card	MBB - Sophomore Photos	5/3/2021	\$ 177.17	11-5520-698-000
EFT000000002920	Mann, Justin Purchase Card	MBB - Team Laundry - #25015	5/3/2021	\$ 34.16	11-5520-698-000
EFT000000002921	Tate, Kenneth Purchase Card	spanish moss and fake vines	5/3/2021	\$ 16.68	11-1151-692-000
EFT000000002922	Markiewicz, Larry Purchase Card	PHILLIPS FUEL FOR SCHOOL VEHICLE	5/3/2021	\$ 15.21	11-1151-601-000
EFT000000002922	Markiewicz, Larry Purchase Card	PHILLIPS FUEL FOR SCHOOL VEHICLE	5/3/2021	\$ 8.57	11-1151-601-000
EFT000000002922	Markiewicz, Larry Purchase Card	JW PEPPER MUSIC FOR CONCERT BAND	5/3/2021	\$ 125.00	11-1151-617-000
EFT000000002922	Markiewicz, Larry Purchase Card	JW PEPPER MUSIC FOR JAZZ BAND	5/3/2021	\$ 45.00	11-1151-617-000
EFT000000002922	Markiewicz, Larry Purchase Card	JW PEPPER MUSIC FOR JAZZ BAND	5/3/2021	\$ 50.00	11-1151-617-000
EFT000000002922	Markiewicz, Larry Purchase Card	RENTAL OF MEMORIAL HALL FOR ORCHESTRA CONCERT	5/3/2021	\$ 400.00	11-1151-617-000
EFT000000002923	Allison, Laura Purchase Card	KASFAA ANNUAL DUES	5/3/2021	\$ 150.00	11-5200-681-000
EFT000000002923	Allison, Laura Purchase Card	KASFAA VIRTUAL CONF REGISTRATION	5/3/2021	\$ 20.00	11-5200-717-000

EFT000000002923	Allison, Laura Purchase Card	KASFAA VIRTUAL CONF REGISTRATION	5/3/2021	\$	20.00	11-5200-717-000
EFT000000002923	Allison, Laura Purchase Card	NASFAA TRAINING CREDENTIAL - LAURA	5/3/2021	\$	49.50	11-5200-717-000
EFT000000002923	Allison, Laura Purchase Card	NASFAA TRAINING CREDENTIAL - MEGAN	5/3/2021	\$	49.50	11-5200-717-000
EFT000000002924	Boots, Lori Purchase Card	Stamps.com-postage serv. fee	5/3/2021	\$	17.99	11-6110-611-000
EFT000000002924	Boots, Lori Purchase Card	USPS-Priority Mail	5/3/2021	\$	8.55	11-6110-611-000
EFT000000002924	Boots, Lori Purchase Card	Academic Advising LLC	5/3/2021	\$	345.00	11-6110-615-000
EFT000000002924	Boots, Lori Purchase Card	Academic Advising LLC	5/3/2021	\$	345.00	11-6110-615-000
EFT000000002924	Boots, Lori Purchase Card	Academic Careers-job posting	5/3/2021	\$	295.00	11-6110-615-000
EFT000000002924	Boots, Lori Purchase Card	Diverse Jobs-job posting	5/3/2021	\$	375.00	11-6110-615-000
EFT000000002924	Boots, Lori Purchase Card	Indeed-job posting	5/3/2021	\$	503.21	11-6110-615-000
EFT000000002924	Boots, Lori Purchase Card	Indeed-job posting	5/3/2021	\$	503.09	11-6110-615-000
EFT000000002924	Boots, Lori Purchase Card	Indeed-job posting	5/3/2021	\$	506.00	11-6110-615-000
EFT000000002924	Boots, Lori Purchase Card	Indeed-job posting	5/3/2021	\$	500.50	11-6110-615-000
EFT000000002924	Boots, Lori Purchase Card	Indeed-job posting	5/3/2021	\$	501.61	11-6110-615-000
EFT000000002924	Boots, Lori Purchase Card	Indeed-job posting	5/3/2021	\$	501.56	11-6110-615-000
EFT000000002924	Boots, Lori Purchase Card	Indeed-job posting	5/3/2021	\$	70.95	11-6110-615-000
EFT000000002924	Boots, Lori Purchase Card	Indeed-job posting	5/3/2021	\$	503.20	11-6110-615-000
EFT000000002924	Boots, Lori Purchase Card	TCG-job search	5/3/2021	\$	50.00	11-6110-615-000
EFT000000002924	Boots, Lori Purchase Card	TCG-job search	5/3/2021	\$	70.00	11-6110-615-000
EFT000000002924	Boots, Lori Purchase Card	Careerbuilder-emp. screening	5/3/2021	\$	237.75	11-6110-662-000
EFT000000002924	Boots, Lori Purchase Card	MVR-Background checks	5/3/2021	\$	17.00	11-6110-662-000
EFT000000002924	Boots, Lori Purchase Card	MVR-Background checks	5/3/2021	\$	20.00	11-6110-662-000
EFT000000002924	Boots, Lori Purchase Card	MVR-Background checks	5/3/2021	\$	37.50	11-6110-662-000
EFT000000002924	Boots, Lori Purchase Card	MVR-Background checks	5/3/2021	\$	18.00	11-6110-662-000
EFT000000002924	Boots, Lori Purchase Card	MVR-Background checks	5/3/2021	\$	23.00	11-6110-662-000
EFT000000002924	Boots, Lori Purchase Card	MVR-Background checks	5/3/2021	\$	23.00	11-6110-662-000
EFT000000002924	Boots, Lori Purchase Card	MVR-Background checks	5/3/2021	\$	20.00	11-6110-662-000
EFT000000002924	Boots, Lori Purchase Card	MVR-Background checks	5/3/2021	\$	22.00	11-6110-662-000
EFT000000002924	Boots, Lori Purchase Card	MVR-Background checks	5/3/2021	\$	26.70	11-6110-662-000
EFT000000002924	Boots, Lori Purchase Card	MVR-Background checks	5/3/2021	\$	26.70	11-6110-662-000
EFT000000002924	Boots, Lori Purchase Card	HR Specialist Premium Plus	5/3/2021	\$	99.00	11-6110-681-000
EFT000000002924	Boots, Lori Purchase Card	Amazon-Office Supplies	5/3/2021	\$	138.95	11-6110-701-000
EFT000000002924	Boots, Lori Purchase Card	Amazon-Office Supplies	5/3/2021	\$	546.89	11-6110-701-000

EFT000000002924	Boots, Lori Purchase Card	Amazon-office supplies	5/3/2021	\$	52.99	11-6110-701-000
EFT000000002924	Boots, Lori Purchase Card	Amazon-office supplies	5/3/2021	\$	33.98	11-6110-701-000
EFT000000002924	Boots, Lori Purchase Card	HLC Conference Fee	5/3/2021	\$	399.00	11-6110-717-000
EFT000000002924	Boots, Lori Purchase Card	Premier Learning Solutions	5/3/2021	\$	211.94	11-6110-717-000
EFT000000002925	Maintenance Toll Credit Card	Toll Charges	5/3/2021	\$	18.00	11-7200-719-000
EFT000000002926	Byrd, Mallory Credit Card	LOVE INDEPENDENCE DAY	5/3/2021	\$	202.65	12-1288-602-000
EFT000000002926	Byrd, Mallory Credit Card	Online CNA 19 students	5/3/2021	\$	143.50	71-1288-285-001
EFT000000002926	Byrd, Mallory Credit Card	Online CNA 19 students	5/3/2021	\$	20.61	71-1288-285-001
EFT000000002926	Byrd, Mallory Credit Card	Online CNA 19 students	5/3/2021	\$	410.00	71-1288-285-001
EFT000000002927	Allen, Mark Purchase Card	Jump Start-No receipt	5/3/2021	\$	38.08	11-4200-601-000
EFT000000002928	Petrucka, Page Purchase Card	Posters for Steel Magnolias	5/3/2021	\$	112.00	11-1150-661-000
EFT000000002928	Petrucka, Page Purchase Card	Human hair wig for Steel Magnolias	5/3/2021	\$	53.99	11-1150-696-000
EFT000000002928	Petrucka, Page Purchase Card	Human hair wig for Steel Magnolias	5/3/2021	\$	53.99	11-1150-696-000
EFT000000002929	Molnar, Paul Purchase Card New	Monthly Zoom Membership FINE ARTS	5/3/2021	\$	15.96	11-1150-681-000
EFT000000002929	Molnar, Paul Purchase Card New	Camo Netting MIDSUMMER Set supplies	5/3/2021	\$	28.74	11-1150-692-000
EFT000000002929	Molnar, Paul Purchase Card New	Camo Netting MIDSUMMER Set supplies	5/3/2021	\$	43.48	11-1150-692-000
EFT000000002929	Molnar, Paul Purchase Card New	Supplies for MIDSUMMER Set	5/3/2021	\$	28.16	11-1150-692-000
EFT000000002929	Molnar, Paul Purchase Card New	Supplies for MIDSUMMER Set	5/3/2021	\$	30.16	11-1150-692-000
EFT000000002929	Molnar, Paul Purchase Card New	Costumes for MIDSUMMER	5/3/2021	\$	269.69	11-1150-696-000
EFT000000002929	Molnar, Paul Purchase Card New	Singleton Community Clothes MIDSUMMER Costumes	5/3/2021	\$	15.73	11-1150-696-000
EFT000000002929	Molnar, Paul Purchase Card New	Singleton Community Clothes MIDSUMMER Costumes	5/3/2021	\$	16.98	11-1150-696-000
EFT000000002929	Molnar, Paul Purchase Card New	Singleton Community Clothes MIDSUMMER Costumes	5/3/2021	\$	33.95	11-1150-696-000
EFT000000002929	Molnar, Paul Purchase Card New	Walmart MIDSUMMER Costumes	5/3/2021	\$	51.06	11-1150-696-000
EFT000000002929	Molnar, Paul Purchase Card New	Fab Lab Anna Plays Lobby Plates	5/3/2021	\$	60.00	11-1150-700-000
EFT000000002930	Allen, Samantha Credit Card	Softball - Awareness Bands	5/3/2021	\$	84.99	11-5560-601-000
EFT000000002930	Allen, Samantha Credit Card	Softball - Team Meal	5/3/2021	\$	80.35	11-5560-606-000
EFT000000002930	Allen, Samantha Credit Card	Softball - Team Meal	5/3/2021	\$	106.83	11-5560-606-000
EFT000000002930	Allen, Samantha Credit Card	Softball - Team Meal	5/3/2021	\$	130.86	11-5560-606-000
EFT000000002930	Allen, Samantha Credit Card	Softball - Team Meal	5/3/2021	\$	29.72	11-5560-606-000
EFT000000002930	Allen, Samantha Credit Card	Softball - Team Meal	5/3/2021	\$	42.17	11-5560-606-000
EFT000000002930	Allen, Samantha Credit Card	Softball - Team Meal	5/3/2021	\$	209.78	11-5560-606-000
EFT000000002930	Allen, Samantha Credit Card	Softball - Team Meal	5/3/2021	\$	128.39	11-5560-606-000
EFT000000002930	Allen, Samantha Credit Card	Softball - Team Meal	5/3/2021	\$	117.37	11-5560-606-000

EFT000000002930	Allen, Samantha Credit Card	Softball - Team Meal	5/3/2021	\$	157.86	11-5560-606-000
EFT000000002930	Allen, Samantha Credit Card	Softball - Water for Team Meal	5/3/2021	\$	4.36	11-5560-606-000
EFT000000002930	Allen, Samantha Credit Card	Hibbett Sports-softball bat	5/3/2021	\$	383.24	11-5560-698-000
EFT000000002930	Allen, Samantha Credit Card	Softball - Bat	5/3/2021	\$	379.80	11-5560-698-000
EFT000000002930	Allen, Samantha Credit Card	Softball - Bats	5/3/2021	\$	494.08	11-5560-698-000
EFT000000002930	Allen, Samantha Credit Card	Softball - Team Socks	5/3/2021	\$	171.63	11-5560-698-000
EFT000000002931	Science Department Purchase Card	Walmart-Plant Supplies	5/3/2021	\$	35.41	11-1175-701-000
EFT000000002932	McCollom, Steve Purchase Card	Football - Office Supplies	5/3/2021	\$	28.00	11-5510-701-000
EFT000000002933	Manning, Sue Credit Card	uniforms for phlebotomy-taken from fees	5/3/2021	\$	229.47	12-1288-715-001
EFT000000002934	Bowhay, Vincent Purchase Card	Bowhay, Sadhoo, Boots/interview Alan Parsons	5/3/2021	\$	47.74	11-5700-602-000
EFT000000002934	Bowhay, Vincent Purchase Card	Esports Webcam	5/3/2021	\$	136.13	11-5700-693-000
EFT000000002934	Bowhay, Vincent Purchase Card	Esports Webcam	5/3/2021	\$	81.48	11-5700-693-000
EFT000000002934	Bowhay, Vincent Purchase Card	Esports Webcam	5/3/2021	\$	89.99	11-5700-693-000
EFT000000002934	Bowhay, Vincent Purchase Card	Leadership Workshop/folders, name badges, etc.	5/3/2021	\$	48.94	11-5700-693-000
EFT000000002934	Bowhay, Vincent Purchase Card	Prize drawings/completion Healthy Minds Study	5/3/2021	\$	150.00	11-5700-693-000
EFT000000002935	Owens, Sarah Credit Card	kbor oer	5/3/2021	\$	159.64	11-4100-626-000
EFT000000002935	Owens, Sarah Credit Card	ALA, KLA, ARCL Memberships	5/3/2021	\$	216.00	11-4100-681-000
EFT000000002935	Owens, Sarah Credit Card	ALA, KLA, ARCL Memberships	5/3/2021	\$	50.00	11-4100-681-000
EFT000000002935	Owens, Sarah Credit Card	ALA, KLA, ARCL Memberships	5/3/2021	\$	50.00	11-4100-681-000
EFT000000002935	Owens, Sarah Credit Card	ALA, KLA, ARCL Memberships	5/3/2021	\$	53.00	11-4100-681-000
EFT000000002935	Owens, Sarah Credit Card	spring fling paint supplie	5/3/2021	\$	146.95	11-4100-701-000
EFT000000002935	Owens, Sarah Credit Card	Amazon-Covid purchase	5/3/2021	\$	181.00	11-6500-719-001
EFT000000002935	Owens, Sarah Credit Card	Amazon-Covid purchase	5/3/2021	\$	339.98	11-6500-719-001
EFT000000002935	Owens, Sarah Credit Card	covid grant purchase	5/3/2021	\$	2,997.00	11-6500-719-001
EFT000000002935	Owens, Sarah Credit Card	prime	5/3/2021	\$	119.00	11-4100-285-000
EFT000000002936	Haynes, Timothy Credit Card	Birch plywood for class supply	5/3/2021	\$	49.99	11-1223-715-001
EFT000000002936	Haynes, Timothy Credit Card	Farmbot grounding and upgrades	5/3/2021	\$	144.49	11-1223-719-000
EFT000000002936	Haynes, Timothy Credit Card	Garden spade and fork	5/3/2021	\$	53.98	11-4200-693-000
EFT000000002936	Haynes, Timothy Credit Card	Soil for raised beds	5/3/2021	\$	99.50	11-4200-693-000
EFT000000002936	Haynes, Timothy Credit Card	Raised bed project	5/3/2021	\$	385.92	11-4200-693-000
EFT000000002936	Haynes, Timothy Credit Card	supplies for raised bed project	5/3/2021	\$	28.99	11-4200-693-000
EFT000000002936	Haynes, Timothy Credit Card	supplies for raised bed project	5/3/2021	\$	298.46	11-4200-693-000
EFT000000002937	Lawrence, Tonda Credit Card	State Beauty Cosmetology Supplies-hair color	5/3/2021	\$	67.60	12-0100-485-000

EFT000000002937	Lawrence, Tonda Credit Card	Walmart-cosmetology supplies	5/3/2021	\$	53.97	12-0100-485-000
EFT000000002937	Lawrence, Tonda Credit Card	Hair color and hair lightner for salon use on clients	5/3/2021	\$	81.73	12-0100-485-000
EFT000000002937	Lawrence, Tonda Credit Card	Hair color for student use	5/3/2021	\$	14.38	12-0100-485-000
EFT000000002937	Lawrence, Tonda Credit Card	Nail buffer blocks	5/3/2021	\$	35.96	12-0100-485-000
EFT000000002937	Lawrence, Tonda Credit Card	ipad cases, glass screens, stylus pens, for three ipads	5/3/2021	\$	81.38	12-1273-700-000
EFT000000002937	Lawrence, Tonda Credit Card	Disinfectant for implements and daily cleaning	5/3/2021	\$	66.52	12-1273-701-000
EFT000000002937	Lawrence, Tonda Credit Card	Cosmetology Supplies-hair color	5/3/2021	\$	71.62	12-1273-715-001
EFT000000002937	Lawrence, Tonda Credit Card	Walmart-cosmetology supplies	5/3/2021	\$	8.66	12-1273-715-001
EFT000000002937	Lawrence, Tonda Credit Card	6 marcel hot irons for student test kit	5/3/2021	\$	180.00	12-1273-715-001
EFT000000002937	Lawrence, Tonda Credit Card	Amazon-cosmo consumables	5/3/2021	\$	17.89	12-1273-715-001
EFT000000002937	Lawrence, Tonda Credit Card	Practical Exam fees for 4 students	5/3/2021	\$	75.00	12-1273-715-001
EFT000000002937	Lawrence, Tonda Credit Card	Practical Exam fees for 4 students	5/3/2021	\$	75.00	12-1273-715-001
EFT000000002937	Lawrence, Tonda Credit Card	Practical Exam fees for 4 students	5/3/2021	\$	75.00	12-1273-715-001
EFT000000002937	Lawrence, Tonda Credit Card	Practical Exam fees for 4 students	5/3/2021	\$	75.00	12-1273-715-001
EFT000000002937	Lawrence, Tonda Credit Card	Practical Exam fees for 4 students	5/3/2021	\$	75.00	12-1273-715-001
EFT000000002937	Lawrence, Tonda Credit Card	Written state test fee for student	5/3/2021	\$	75.00	12-1273-715-001
EFT000000002937	Lawrence, Tonda Credit Card	envision software	5/3/2021	\$	165.00	12-1273-852-000
EFT000000002938	Bruington, Toni Purchase Card	Pirate Ship Postage	5/3/2021	\$	8.12	16-9300-611-000
EFT000000002938	Bruington, Toni Purchase Card	Pirate Ship-Mailing	5/3/2021	\$	8.87	16-9300-611-000
EFT000000002938	Bruington, Toni Purchase Card	Pirate Ship-Mailing Textbooks	5/3/2021	\$	7.32	16-9300-611-000
EFT000000002938	Bruington, Toni Purchase Card	Pirate Ship-Mailing textbooks	5/3/2021	\$	7.81	16-9300-611-000
EFT000000002938	Bruington, Toni Purchase Card	Pirate Ship-Mailing textbooks	5/3/2021	\$	8.87	16-9300-611-000
EFT000000002938	Bruington, Toni Purchase Card	Pirate Ship-Mailing textbooks	5/3/2021	\$	7.81	16-9300-611-000
EFT000000002938	Bruington, Toni Purchase Card	Pirate Ship-Mailing textbooks	5/3/2021	\$	7.32	16-9300-611-000
EFT000000002938	Bruington, Toni Purchase Card	Pirate Ship-Mailings	5/3/2021	\$	8.87	16-9300-611-000
EFT000000002938	Bruington, Toni Purchase Card	Pirate Ship-Mailings	5/3/2021	\$	8.71	16-9300-611-000
EFT000000002938	Bruington, Toni Purchase Card	Core Commerce-Website Fees	5/3/2021	\$	45.00	16-9300-646-000
EFT000000002938	Bruington, Toni Purchase Card	Smash Discount-Electronic Merch.	5/3/2021	\$	369.65	16-9300-740-000
EFT000000002938	Bruington, Toni Purchase Card	Walmart - Snacks for resale	5/3/2021	\$	152.27	16-9300-740-000
EFT000000002938	Bruington, Toni Purchase Card	Walmart - snacks for resale	5/3/2021	\$	93.43	16-9300-740-000
EFT000000002938	Bruington, Toni Purchase Card	Walmart - Snacks for resale	5/3/2021	\$	7.35	16-9300-740-000
EFT000000002938	Bruington, Toni Purchase Card	Walmart - Snacks for resale	5/3/2021	\$	223.60	16-9300-740-000
EFT000000002938	Bruington, Toni Purchase Card	Walmart - Snacks for resale	5/3/2021	\$	163.57	16-9300-740-000
EFT000000002938	Bruington, Toni Purchase Card	Amazon_ Stoles for ICC Now	5/3/2021	\$	29.88	16-9300-742-000

EFT000000002938	Bruington, Toni Purchase Card	Alibris - Textbooks	5/3/2021	\$	360.97	16-9300-743-000
EFT000000002938	Bruington, Toni Purchase Card	Alibris - Textbooks	5/3/2021	\$	70.61	16-9300-743-000
EFT000000002938	Bruington, Toni Purchase Card	Textbooks - Barnes&Noble	5/3/2021	\$	850.24	16-9300-743-000
Total Accounts Payables:				\$	486,548.28	

Payroll Expenses		
Payroll		\$ 444,364.40
Employee Benefits (Medical/Dental/Vision)		\$ 110,513.07
Payroll Taxes - Federal		\$ 138,785.75
Payroll Taxes - State		\$ 22,675.21
KPERS		\$ 34,221.19
Total Payroll		\$ 750,559.62
Total Payables		\$ 1,237,107.90

Memo

To: Independence Community College Board of Trustees

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

Date: June 21, 2021

Re: Recommendation for IT Networking Expansion & Security Enhancement

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

1.1. Purchase of Services/Equipment

Recommendation for the procurement of networking equipment and cybersecurity services to expand the networking capabilities in the Student Union, Administration Building and Residence Halls from the following vendors:

ConvergeOne Inc. (Wichita, KS)
Insight Public Sector, Inc. (Tempe, AZ)
Ubiquiti Networks Inc. (New York, NY)

The total cost of the project will not exceed \$55,000

The procurement will include Cisco 48-Port Switches, Cisco Network Stacking Modules, Cisco SMARTnet extended service agreement, Cisco FirePOWER Hardware and Software Bundle, Cisco Threat Defense and Malware Protection, Ubiquiti Networking Infrastructure Hardware, Wireless Access Points and Beacons for Residence Halls, and all additional associated material and equipment. This project will help enhance the student and employee experience regarding campus connectivity while improving our cybersecurity protocols to reduce current and future exploitations and vulnerabilities.



Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, Ed.D.
President

Date: June 21, 2021

Re: Recommendation to approve Early Retirement for 2021- 2022 School Year

Board Policy PSL – 712, Early Retirement states:

“On an annual basis, the Independence Community College Board of Trustees will vote whether to provide an early retirement benefit to all employees. This benefit may be provided through contract or a plan approved by the Board for implementation the following budget year.”

It is recommended the Board of Trustees vote to approve the continuance of the Early Retirement benefit for all employees for fiscal year 2021 – 2022.

Reference: Board of Trustees Policies, page 28 - 29

CODE: PSL – 712 SUBJECT: Early Retirement ADOPTED: February 16, 1999 REVISED: November 21, 2013
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On an annual basis, the Independence Community College Board of Trustees will vote whether to provide an early retirement benefit to all employees. This benefit may be provided through contract or a plan approved by the Board for implementation the following budget year.

Procedure **Early Retirement**

1. Faculty members may request early retirement per negotiated agreement. Non-faculty employees may request early retirement benefits by giving written notice to their immediate supervisor and forwarded to the President not less than ninety (90) calendar days preceding the anticipated retirement date.

2. A Professional Employee is eligible for early retirement if such Professional Employee:

- Is not less than 56 years of age and not more than 64 years of age;
- Has 5 years or more of full-time employment service with the College; and
- Is eligible for retirement with the Kansas Public Employees Retirement System (KPERs).

All requests for early retirement should include the following information:

- A statement of the applicant's desire to take early retirement, date of retirement,
- the applicant's birthday and age on the date of retirement,
- the current mailing address and telephone number of the applicant,
- the number of years applicant has been employed by the College,
- the total number of years of service credit recognized by KPERs,
- applicant's current annual salary,
- whether the applicant desires payment of the early retirement benefit in January or July of each year,
- whether the applicant desires health insurance coverage through the College's health insurance program by (i) deduction of annual premiums from the early retirement benefits and/or (ii) by private pay at age 65, and designated beneficiary.

1. Following final action by the Board on any application for early retirement, the President shall notify the applicant, in writing, of the final disposition and the date and amount of annual early retirement benefits, if applicable, to be paid. Employees taking early retirement have the option to maintain health insurance coverage through the College health insurance program by (a) agreeing to a deduction of health insurance premiums from the early retirement benefits or (b) by private pay to the College Business Office at age 65.

2. Employees who take early retirement shall have the responsibility to keep the College informed of such employee's current mailing address and telephone number.

3. Early retirees are not eligible for subsequent full time employment by the College.

4. In the event of death of the early retirement participant during the benefit year, the scheduled payment for that year will be pro-rated and made payable to participant's designated beneficiary or beneficiaries. If any provision of this early retirement plan is determined to be in violation of Federal or State laws or regulations, then the entire plan shall immediately terminate and shall be of no further force or effect unless readopted by the Board of Trustees.

Should the Board of Trustees decide to discontinue the Faculty Early Retirement Plan, all faculty members who were on the program prior to the non-adoption will continue on the program until the completion of their 64th year of age.



Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, Ed.D.
President

Date: June 21, 2021

Re: Early Retirement Policy Update – Board of Trustees Reading #1

The Social Security Retirement Age, updated January 8, 2021

Summary

The Social Security full retirement age (FRA) is the age at which workers can first claim full (i.e., unreduced) Social Security retired-worker benefits. Among other factors, a worker's monthly benefit amount is affected by the age at which he or she claims benefits relative to the FRA. Benefit adjustments are made based on the number of months before or after the FRA the worker claims benefits. The adjustments are intended to provide the worker with roughly the same total lifetime benefits, regardless of when he or she claims benefits, based on average life expectancy. Claiming benefits before the FRA results in a permanent reduction in monthly benefits (to take into account the longer expected period of benefit receipt); claiming benefits after the FRA results in a permanent increase in monthly benefits (to take into account the shorter expected period of benefit receipt).

The FRA was 65 at the inception of Social Security in the 1930s. Under legislation enacted in 1983, the FRA is increasing gradually from 65 to 67 over a 22-year period (for those reaching age 62 between 2000 and 2022). **The FRA will reach 67 for workers born in 1960 or later (i.e., for workers who become eligible for retirement benefits at age 62 in 2022). Currently, the FRA is 66 and 10 months for workers who become eligible for retirement benefits in 2021 (i.e., workers born in 1959).**

PSL – 712

SUBJECT: Early Retirement

ADOPTED; February 16, 1999

REVISED: November 21, 2013

On an annual basis, the Independence Community College Board of Trustees will vote whether to provide an early retirement

benefit to all employees. This benefit may be provided through contract or a plan approved by the Board for implementation the following budget year. P

Procedure

1. Faculty members may request early retirement per negotiated agreement. Non-faculty employees may request early retirement benefits by giving written notice to their immediate supervisor and forwarded to the President not less than ninety (90) calendar days preceding the anticipated retirement date.

2. A Professional Employee is eligible for early retirement if such Professional Employee:

- Is not less than 56 years of age and not more than ~~64~~ 66 years of age;
- Has 5 years or more of full-time employment service with the College; and
- Is eligible for retirement with the Kansas Public Employees Retirement System (KPERS).

All requests for early retirement should include the following information:

- A statement of the applicant's desire to take early retirement, date of retirement,
- the applicant's birthday and age on the date of retirement,
- the current mailing address and telephone number of the applicant,
- the number of years applicant has been employed by the College,
- the total number of years of service credit recognized by KPERS,
- applicant's current annual salary,
- whether the applicant desires payment of the early retirement benefit in January or July of each year,
- whether the applicant desires health insurance coverage through the College's health insurance program by (i) deduction of annual premiums from the early retirement benefits and/or (ii) by private pay at age ~~65~~ 67, and designated beneficiary.

1. Following final action by the Board on any application for early retirement, the President shall notify the applicant, in writing, of the final disposition and the date and amount of annual early retirement benefits, if applicable, to be paid. Employees taking early retirement have the option to maintain health insurance coverage through the College health insurance program by (a) agreeing to a deduction of health insurance premiums from the early retirement benefits or (b) by private pay to the College Business Office at age ~~65~~ 67.

2. Employees who take early retirement shall have the responsibility to keep the College informed

of such employee's current mailing address and telephone number.

3. Early retirees are not eligible for subsequent full time employment by the College.

4. In the event of death of the early retirement participant during the benefit year, the scheduled payment for that year will be pro-rated and made payable to participant's designated beneficiary or beneficiaries. If any provision of this early retirement plan is determined to be in violation of Federal or State laws or regulations, then the entire plan shall immediately terminate and shall be of no further force or effect unless readopted by the Board of Trustees.

Should the Board of Trustees decide to discontinue the Faculty Early Retirement Plan, all faculty members who were on the program prior to the non-adoption will continue on the program until the completion of their ~~64th~~-67th year of age.



Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, EdD
President

Date: June 21, 2021

Re: First Reading of Revisions to Board Policy TRU-921

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-921 is proposed as follows:

CODE:	TRU-921
SUBJECT:	ICC Face Mask/Shield Policy
ADOPTED:	August 17, 2020

All students, faculty, staff and visitors – including contractors and vendors – must wear face coverings over their mouths and noses while on ICC campuses, in all hallways, public spaces, classrooms and other common areas of campus buildings, and when in offices or other work spaces or outdoor settings when 6-foot social distancing cannot be maintained, including inside offices or outdoors on campus.

Additionally, employees and students who are asymptomatic and report to campus after a close contact with a known COVID-19 case – which is allowed if social distancing can be maintained and the person does not have symptoms – will be required to wear a face covering for at least 14 days after the exposure occurred. Employees and students who show symptoms of illness MUST remain off campus until the symptoms subside. Any employee or student with a positive COVID-19 diagnosis – even if asymptomatic – must remain off campus and quarantined for at least a 14-day period after receiving the test results. Limited quarantine space will be available for students in need who reside on the ICC campus.

Individuals who need reasonable accommodations related to the use of face coverings may contact the Associate Dean for Tutoring and Accessibility/Registrar (for students) or Human Resources (for employees)

Students shall be given two reusable masks at the start of the semester and will be required to complete a COVID-19 Mask Use Safety Training which outlines proper face mask protocol, including the risks of sharing face coverings, and the proper handling and cleaning.

Faculty, staff and visitors are required to provide their own face coverings (e.g. cloth or disposable face mask). However, if individuals are not able to provide their own face coverings, the college will provide them. Disposable masks will be provided to students and employees who forget to bring their masks to campuses.

Signage will be posted to inform all individuals of face mask and social distancing requirements. The signage shall be consistent in format across campuses. Signs designating that face coverings are required shall have contact information for those persons needing to request an accommodation to exempt them from the face covering requirement.

Syllabus statements also will include notification of the requirement to wear a face mask/covering in classrooms and other instructional areas. Employee return-to-work instructions may also include notifications.

All students, faculty, staff and visitors are expected to adhere to this policy. Failure to comply with face covering requirements may result in denial of access to designated areas or participation in programs or activities, and/or discipline in accordance with applicable college policies. In classrooms, faculty have the right to deny a student entry into the room if the student is not wearing a face mask/covering. Violations of this policy by faculty, staff or visitors, including contractors and vendors, should be reported to Human Resources; violations by students should be reported to Student Affairs.

The face mask policy will remain in effect through the duration of any pandemic declared by the College President or designee.



Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, EdD
President

Date: June 21, 2021

Re: First Reading of Revisions to Board Policy TRU-922

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-922 is proposed as follows:

CODE:	TRU-922
SUBJECT:	Death of a Student/Staff Member Protocol
ADOPTED:	August 17, 2020

In the event of the death of a currently enrolled student or currently employed staff member, it is the responsibility of the campus to respond in a sensitive and sympathetic manner and most importantly with a measure of dignity toward the deceased and his/her family and friends. The death of a student or staff member can impact the entire campus community. The purpose of this document is to establish the responsibilities for notifications in an orderly, effective, timely, and caring manner.

Notification of a student death should typically come to the Vice President for Student Affairs, while the death of a staff member should come to the Vice President for Human Resources. This notification comes from a variety of sources including the police, family, friends, or a campus faculty/staff member. Upon receiving the notice of the death of a currently enrolled student or a currently employed staff member, either the Vice President for Student Affairs or the Vice President for Human Resources is responsible for beginning the campus response.

Responding to the Death of Student or Staff Member

Family Contact:

1. Response to any death occurring off campus will be handled by the local law enforcement and/or hospital involved. It is the responsibility of these agencies to notify the next of kin. Due to our strong partnership with local law enforcement, it is likely ICC will be notified if the local law enforcement or hospital is aware that the student or staff member is enrolled or employed at ICC.
2. Within 24-48 hours the Vice President for Student Affairs or the Vice President for Human Resources or their designee will contact the family to express condolences on behalf of ICC once next of kin notification has been made. During this call, the focus is on condolences and offering support. The family will be asked if there is any information they wish to share with the ICC community, such as:
 - a. Funeral arrangements (location, date, and time)
 - b. Preference on contribution/donation information in memory of the deceased
 - c. Does the family want their home address released for condolences?

Initial Contacts:

1. In the event that a campus administrator is made aware of the recent death of an ICC student or staff member, they should contact their immediate supervisor and either the Vice President for Student Affairs or the Vice President for Human Resources.
2. In the event that a death occurs during a field trip, out of town athletic trip, or study abroad trip, the campus staff member accompanying the trip should immediately contact local emergency services and the local law enforcement agency. Once the situation is secured the following should be contacted:
 - a. Appropriate Academic Dean, Department Head, or Cabinet Member
 - b. Vice President for Student Affairs
3. In the event that a death occurs on campus the local law enforcement will handle the response. The following individuals should be immediately contacted:
 - a. Vice President for Student Affairs
 - b. Vice President for Human Resources
 - c. Marketing and Communications
4. Once a Cabinet member is contacted about the death of a currently enrolled student or currently employed staff member, the Vice President for Student Affairs and the Vice President for Human Resources will confer and then begin to make the following contacts (via telephone and through electronic mail):
 - a. The Vice President for Student Affairs or the Vice President for Human Resources will contact the President and other members of the President's Cabinet when appropriate
 - b. Local mental health agencies
 - c. Marketing and Communications
 - d. Registrar
 - e. Student Financial Aid
 - f. Business Office

- g. Housing
 - h. Supervisors
5. All individuals notified will be made aware that this information cannot be shared publicly until the college, the local hospital, or the Coroner's office has confirmed next of kin notification.
 6. Upon confirmation of next of kin notification, college colleagues listed above will be updated.

Media Involvement and Internal/External Communications:

1. Marketing and Communications will lead efforts to draft and disseminate notification of a student death to the appropriate members of the ICC campus community.
2. Once it can be confirmed that the next of kin has been notified, notification to the campus community and college colleagues as appropriate, will be facilitated through electronic mail. The recipients of the email will be determined on a case by case basis and will be influenced by the following:
 - a. The location of the death
 - b. Whether or not the deceased lived on or off campus
 - c. When the death occurred (i.e. the length of time that has passed since being notified or if the campus is currently on break, or between academic semesters, etc.)
 - d. The wishes of the family
 - e. The level of involvement of the deceased on campus, including: activities, clubs, and/or committee involvement.
3. Marketing and Communications, the Vice President for Student Affairs, and the Vice President for Human Resources will work together to determine who will send the message and the timeline for distribution. In most cases, one of the three would send the message to faculty, staff, and students. The President, Marketing and Communications, or the Vice President for Student Affairs would be responsible for sending a broader message to all students if dictated by the particular circumstances/situation.
4. Marketing and Communications will be responsible for collecting the information and disseminating it to local/national media upon request. All requests should be forwarded to the Marketing and Communications. It is important that the local law enforcement, Human Resources, and Student Affairs work closely with Marketing and Communications to maintain the accuracy of the information disseminated.
 - a. Marketing and Communications or designee will be responsible for disseminating the media messaging to the President's Cabinet to ensure awareness of, and consistency of, messaging.
 - b. Marketing and Communications or designee will be responsible for monitoring social media for any posts/tweets regarding the death and responding only with factual and approved messaging.
5. If the death occurs on campus property or at an event under campus control, it is important that no person involved in the campus response speculate as to the cause of death or make statements assigning responsibility for the cause of death to any individual or group.
6. The Vice President for Human Resources and the Vice President for Student Affairs will be responsible for notifying the campus community of available counseling resources through

local agencies and services provided through ICC's Employee Assistance Program. The goal is to assist individuals in coping with the stress of a loss and identifying the skills needed to move forward in a healthy way. The specific type of support is tailored to address the specific needs or concerns. Grief counselors may be brought on site should events dictate the need.

Campus Support and Follow-up Actions:

1. Once the death of a student is official and confirmed, the Registrar makes appropriate updates in the student information system to close the official record so that further business communications, bills, etc. are ceased. The Registrar then sends notification to the following offices asking them to close any other local records of the student:
 - a. Navigator
 - b. Admissions
 - c. Campus Card Services (Admissions, Food Service, etc.)
 - d. Student Financial Aid
 - e. Business Office
 - f. Parking (Residence Life, Maintenance if applicable)
 - g. Housing
 - h. Student Affairs
 - i. Athletics
2. The Vice President for Student Affairs or designee will be available to meet with any student organizations, classes, faculty/staff, or other specific groups as requested.
3. If the student lived on campus, the Director of Housing in collaboration with the Vice President for Student Affairs or designee will work together to outline a plan of action to:
 - a. Work with the family in removing the student's possessions from his/her campus residence
 - b. Contact roommates, RA's, members of the housing unit and other concerned parties
 - c. Evaluate the need for support services for those impacted by the death
4. For the death of an ICC staff member, the Vice President for Human Resources will work with the deceased's supervisor to outline a plan for removing the employee's personal possessions from their office or from the campus.
5. The Vice President for Human Resources will work with the appropriate Cabinet members to identify if grief counseling sessions are needed for the campus community.



Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, EdD
President

Date: June 21, 2021

Re: First Reading of revisions to Board Policy TRU-924

Board Policy provides for two reading of proposed policies and/or revisions prior to inclusion in the Board Policy Manual. The first reading of the revisions to the Board Policy TRU-924 is proposed as follows:

CODE:	TRU – 924
SUBJECT:	Missing Student Notification
ADOPTED:	October 18, 2020

In compliance with the Higher Education Opportunity Act of 2008, this procedure identifies the process for reporting, investigating, and making emergency notifications regarding any currently enrolled student who is believed to be missing. A student will be presumed to be missing when his/her absence, of 24 hours or more, is inconsistent with his/her established patterns of behavior and the deviation cannot be readily explained.

Reporting a Possible Missing Student: Any member of the college community, including both employees and students, who is concerned that a currently enrolled student may be missing should immediately contact the Vice President for Student Affairs 620-332-5429. For after hours reporting individuals can contact the Campus Safety at 620-331-8558.

Any college employee who receives a report of a possible missing student must immediately refer such report to the Vice President for Student Affairs. The Vice President for Student Affairs shall investigate all reports and determine whether a student is missing. If the Vice President for Student Affairs determines that a student is missing, he/she shall notify the President and the

Montgomery County Sheriff's Department, and/or other appropriate law enforcement agencies, as necessary.

Missing Person Emergency Contact: Students are able to designate a "Missing Person Emergency Contact" on the application for student housing. If a student is determined to be missing, the Vice President for Student Affairs shall notify the designated Missing Person Emergency Contact no later than 24 hours after the student is determined to be missing. This contact information is considered confidential and will only be accessible to authorized college or law enforcement personnel.

A student residing on campus who wishes to designate an emergency contact may do so by contacting ICC Housing at 620-331-8332.

Parent/Guardian Notification for Students under 18 years of age: If a student is under 18 years of age (and not emancipated) and is determined to be missing, the Vice President for Student Affairs shall notify a custodial parent or guardian not later than 24 hours after the student is determined to be missing.

Law Enforcement Notification: If a student is determined to be missing, the Vice President for Student Affairs shall notify the Montgomery County Sheriff's Department, or other appropriate law enforcement agency, not later than 24 hours after the student is determined to be missing.



Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, EdD
President

Date: June 21, 2021

Re: Second 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 second 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.

○ Statutory Rape:

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

[±] 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.

[±] 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 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.

Memo

To: Independence Community College Board of Trustees

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

Date: June 21, 2021

Re: Recommendation for the Approval of Student Athletic & Catastrophic Insurance

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

1.1. Purchase of Services

Recommendation to approve the premiums obtained from **Dissinger Reed Insurance Services, LLC.** for student athletic and catastrophic insurance in the amounts of **\$254,231** and **\$16,763**, for a total cost of **\$270,994** for FY 21-22.

The renewal is with Independence Community College's previous insurance carriers, **QBE Specialty Insurance Company** and **Zurich Insurance Company**.

Based on the bids received from Independence Community College's insurance broker, **Dissinger Reed Services, LLC.**, **QBE Specialty Insurance Company** and **Zurich Insurance Company** have submitted the most competitive annual renewal premiums, with a total annual increase of **\$7,992** compared to the premiums for FY 20-21.



Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, Ed.D.
President

Date: June 21, 2021

Re: Recommendation for Campus Enhancements

The Higher Education Emergency Relief Fund (HEERF) contains several provisions that allow institutions to utilize the grant funding in order to procure equipment and resources to better integrate technology and social distancing in classrooms and on-campus to further support students, faculty and staff. It is proposed that the Board of Trustees approves a memo allowing ICC to fund the following campus improvements:

- Classroom revitalization in the Academic Building (Technology, Furniture, Stations)
- Creating a clean and safe Library experience
- Improved outdoor seating to encourage social distancing
- Mold remediation and antimicrobial painting of the Academic Building, Administration Building and Fieldhouse
- Refreshing areas in the Student Union including the cafeteria and lower-level workstation area
- ICC West classroom and lobby improvements
- IT network infrastructural additions and enhancements
- Additional complementary projects that will further the learning experience for students

The total estimated aggregate cost of the project will not exceed **\$350,000** and will be fully funded from HEERF 2 and HEERF 3 grant sources. All projects within this enhancement program will fully adhere to the established purchasing guidelines set by the Business Office and ICC Board of Trustees.



Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, Ed.D.
President

Date: June 21, 2021

Re: Recommendation for Exterior Paint & Fieldhouse

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

1.1. Purchase of Services/Equipment

Recommendation for the execution of a service agreement for exterior painting and mold remediation from the following vendor:

Jason Eytcheson Painting & Drywall – Up to \$75,000

Initial estimates include the portions of the exteriors related to the Academic Building, Fine Arts Building, Fieldhouse, Student Union, Fab Lab, Administration Building, and the front of ICC West. The project may also include the inside of the Fieldhouse

\$20,000 in donations have been secured towards this project.



Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, Ed.D.
President

Date: June 21, 2021

Re: Recommendation for Parking Lot Improvements

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

1.1. Purchase of Services/Equipment

Recommendation for the execution of a service agreement for parking lot repairs from the following vendor:

Jeff Hull Paving – Up to \$75,000

Initial estimates to repair all ICC parking lots came in at \$140,000. ICC intends to repair all campus parking lots over the next three academic years. This proposal will address the two most critical parking lots during the 2021-2022 academic year – ICC West (\$29,488) and the ICC Student Union (\$39,500).



Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, Ed.D.
President

Date: June 21, 2021

Re: Recommendation for Campaign Fundraising Counsel

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

1.1. Purchase of Services/Equipment

Recommendation for the execution of a service agreement campaign fundraising counsel from the following vendor:

Swanson House, Inc. – Up to \$312,000

This vendor will be tasked with helping ICC with centennial campaign preparation, campaign organization, mentoring campaign staff and volunteers, developing a major gift strategy, and helping ICC create campaign case for support and collateral materials. The scope of this agreement is \$6,000 per month for 36 months and then \$4,000 per month for a possible 24 months. This proposal will also be presented to the ICC Foundation for a requested 50/50 split in expenses.

Swanson House has a history of working with Kansas Community Colleges. Previous campaigns have supported Pratt Community College, Butler Community College, and others.



Institutional Funding		
HEERF 2 Grant Carryover		\$608,427.72
HEERF 3 Grant		\$1,194,483.00
	Total	\$1,802,910.72

*Higher Education Emergency Relief Fund

Proposed Allocation		
Payroll Subsidy		\$440,720
Campus Enhancements		\$350,000
Estimated Uncollected A/R - Bad Debt Recovery**		\$650,000
Forecasted Revenue Decrease (Dorms/Meals/Tuition)		\$200,000
Inge Program		\$160,000
	Total	\$1,800,720

**March 2020 - December 2021

Estimated Variance		\$2,190.55
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HEERF Proposed Allocation

